

ICES 2014

Book of Proceedings

ICES 2014

3rd International Conference on Educational Sciences
24-25 April, Tirana, Albania

Book of Proceedings



HËNA E PLOTË BEDËR
UNIVERSITY



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3rd International Conference on Educational Sciences

ICES 2014

April 24-25, 2014,
Tiranë - Albania

Hëna e Plotë Beder University
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Factors Impacting General Mathematics Success for First-Year Business' Students: Evidence from Albania

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Abstract

One of the benefits of good education is that it enables individuals to contribute to the development and improvement in the quality of their life, their communities and the nation as a whole. Students' achievements in mathematics in high school are prerequisites for admission into university and have a significant effect on their academic performance in university. In addition, mathematical and quantitative skills create possibility for better chances for employment, higher wages and higher productivity on job. Thus, mathematics learning and students' performance in mathematics receive considerable attention from educators, teachers and parents and is important to identify the factors that could influence students' mathematics achievement to help them improve and make substantial academic progress. This study aims to investigate factors associated with business student' success in General Mathematics course. The population of the study consists of business students attending first-year at the Faculty of Economy, at University of Tirana for 2012/2013 academic year. Using the simple random sampling, 143 business students were randomly selected and completed a questionnaire during the first week of June 2013. The questionnaire included questions about student characteristics, family characteristics and high school characteristics. The binary logistic regression was used to estimate the impact of lecture attendance, study hours, working status, average grade in mathematics in high school, father education level, mother education level and monthly family income on final examination success. The results indicated that lecture attendance, average grade in mathematics in high school, study hours and working status were statistically significant variables that influenced their final success in General Mathematics course. These findings suggest that, primarily, institution and lecturers must find out ways to increase student performance, and to motivate students for better performance. Enhancing student participation should be a crucial aspect of administration, in order to improve performance. At the same time, the lecturer should also create a good learning environment, to motivate students and engage their interest about the course.

Keywords: attendance, study time, working status, education level, logistic regression

1. Introduction

Quality of education improves the quality of human resources and is directly related to increased individual earnings and productivity, and economic growth. Educational quality is typically measured by higher achievement in examinations. In the learning process significant influence have families, communities and peers as well as formal institutions; and social, economic and cultural factors influence the extent to which family members support children's classroom learning.

Determinants of student performance have attracted the attention of academic researchers from many areas. They have tried to determine which variables impact student performance in positive and negative direction. Determining the factors that affect the student performance is important, because, primarily institutions and lecturers have to find out ways to increase student performance, and to motivate students for better performance. In order to do this, first they need to determine which factors play significant role in student performance.

Socio-demographic factors such as age, income, gender, psychological factors such as motivation, stress, study strategies, and other factors like study hours and understanding the language of instruction are among the factors that could play substantial roles in students' academic success.

A number of studies have shown that there is a strong link between mathematical background and performance in Economics and Finance units, and hence overall performance in the degree. Lagerlof and Seltzer (2009) found that, consistent with previous studies, the level of and performance in secondary school mathematics has strong predictive power on students' performances at university-level economics. Butler et al. (1994) studied the effect of Calculus on learning intermediate microeconomics and macroeconomics and found a positive and significant association between intermediate microeconomics, but failed to establish the relationship with macroeconomics. Mallik and Lodewijks (2010) found that higher level mathematics (with calculus) and economics in high school can increase the marks in first year introductory economics subject significantly.

The purpose of this study was to identify and analyse the factors that influence academic performance in General Mathematics course for first-year business students. This study contributes towards unraveling those significant determinants of students' performance that need to be addressed. The findings of this study may also be applicable to related courses (those that require the application of Mathematics knowledge) with high failure rates.

2. Literature Review

Many studies have been carried out to identify and analyse the numerous factors that affect academic performance in various centers of learning. Their findings identify students' effort, previous schooling, parents' education, family income, self motivation, age of student, learning preferences, class attendance and entry qualifications as factors that have a significant effect on the students' academic performance in various settings (Mlambo, 2011).

According to Uyar and Güngörmüş (2011), grade point average, high school type, age of the student and attendance were significant variables which influence student performance. Grade point average, high school type, attendance had positive influence on student performance, whereas age of the student had negative influence. In their study, Hijazi and Naqvi (2006) found that class attendance; mother education and study hours had significant impact on student performance. Class attendance and mother education had positive impact on student performance, while study hours had negative impact. Olaitan (2012) in his study found significant association between high school results and student performance, and between family income and student performance. Among the factors affecting students' grades according to Kara et al (2009) significant factors were gender, SAT score, number of hours worked, and number of missed classes, while the number of hours per week spent on studying for the class was not significant. Moreover, gender and SAT score had positive effect on students' grades, while the effect of number of missed classes and number of hours per week worked at a job was negative. The findings of Erdem et al., (2007) indicated that, the type of high school, residence of the family, number of sisters/brothers in school, and weekly study hours were statistically significant and positively related to the cumulative grade point average. The variables gender, father education and mother education were statistically significant and negatively related to student performance.

3. Research Methodology

The study population consists of business students in the 2012-13 academic year attending first-year at the Faculty of Economy, at University of Tirana. Using the simple random sampling, 143 students ($N = 450$) were randomly selected and completed a survey at the last week of the second semester. The questionnaire included personal questions about age, gender, number of hours per week using computer, current working status; questions about general mathematics course such as lecture attendance, study hours; questions about high school such as average grade in mathematics, residence, and type; and family characteristics such as monthly income and parents' education level. The outcome variable was the grade in General Mathematics course, which was obtained from the lecturers of the course. STATA was used to perform logistic regression analysis.

A logistic regression model with a dichotomous response of success or failure was modeled. Success was defined as earning a final grade of 5 or higher in the mathematics course. Students who received a final grade of 4 were considered to have been unsuccessful. For the analysis, the response was coded as 1 or 0, respectively. The independent variables of the logistic regression model were dummy variables that indicated the characteristics of the students: lecture attendance coded 1 if the student attended more than ten lectures (weeks) and 0 otherwise; study hours coded 1 if a student spent averagely more than 5 hours learning mathematics during the weeks of the semester and 0 otherwise, working during the semester coded 1 if the student worked and 0 otherwise, and average grade in mathematics in high school coded 1 if the average grade was more than 8 and 0 otherwise. Other independent variables were dummy variables that indicated family characteristics such as monthly income coded as 1 if the monthly income of the family was more than 60,000 leks and 0 otherwise; father education coded 1 if the father education level was university or more and 0 otherwise; and mother education coded 1 if the mother education level was university or master and 0 otherwise.

Logistic regression is recommended over linear regression when modeling dichotomous responses and allows the researcher to estimate probabilities of the response occurring (Lemeshow and Hosmer, 2004). The logistic regression equation takes the following form

$$\ln\left(\frac{p}{1-p}\right) = \beta_0 + \beta_1x_1 + \beta_2x_2 + \dots + \beta_kx_k$$

where p is the estimated probability of success, and x_1, x_2, \dots, x_k are independent variables.

The estimated probability of the response occurring or success (p) divided by the probability of it not occurring or not success ($1-p$) is called the odds ratio. Maximum likelihood method is used to estimate the odds ratios of the model. Values of odds ratios higher than 1 indicate positive association between the variables, odds ratios equal to 1 indicate no association, while odds ratios lower than 1 indicate negative association between each independent variable and the dependent variable of the model.

4. Results

Majority of the students in the sample were females (89%), 19 years old (83%), have attended an urban high school (91%) and a public high school (89%). Around 38% of students spend more than 5 hours every week using computer, mostly for projects, home-works, and social networks. Only 14% of them spend time working during the week and 78% of them had average grade in mathematics in high school more than 8. Around 46% of the students had family monthly income more than 90,000 leks; mother education level was high school for 43% of the sample, whereas father education level professional high school for 35% of the students. About 60% of the students did not take a passing grade in General Mathematics course.

Four logistic regression models were estimated to identify the variables associated to success in the General Mathematics course in the sample. The first model had three variables, lecture attendance, study hours and working status. In the second model was added average in mathematics in high school, in the third model was added the variable monthly income, and in the fourth model were added the father education and mother education. All four models were statistically significant at 5% level. Pearson correlation coefficients between independent variables were lower than 0.57.

Table 1. Results of logistic regression models (odds ratios), $n = 141$.

Independent variable	Model 1	Model 2	Model 3	Model 4
Lecture attendance during the semester				
More than 10 lectures				3.20*
Ten or less lectures				1.00
Average study hours during the weeks of the semester				
More than 5 hours			3.28*	2.10**
Five or less hours	3.29*	3.04*	1.00	1.00
Working during the weeks of the semester	1.00	1.00		
Yes			2.08**	2.60**
No	2.11*	2.14*	1.00	1.00
Average grade in mathematics in high school	1.00	1.00		
More than 8			2.46**	2.97*
Eight or less	2.13	2.31	1.00	1.00
Monthly family income	1.00	1.00		
More than 60,000			2.82*	0.54
Less than or 60,000		2.83*	1.00	1.00
Father education		1.00		
University +			0.52**	0.73
Secondary or less			1.00	1.00
Mother education				
University +				1.05
Secondary or less				1.00

Note: * indicate p-value < 5%, ** indicate p-value < 10%.

The results of the logistic regression model 1 indicated that the variable lecture attendance was statistically significant at 5% level, that is students attending more than 10 lectures were more likely (OR = 3.3) to receive a passing grade in General Mathematics, when other variables remain constant. The other variable, study hours was significant at 5% level, indicating that students that spend in average more than 5 hours to study mathematics during the weeks of the semester had more chances (OR = 2.11) to pass the final exam. The other variable, working during the semester was not significant.

Results of the logistic regression model 2 indicated that the variables lecture attendance and study hours were

statistically significant at 5% level. The other variable, average grade in mathematics in high school was significant at 5% level, indicating that students with average more than 8 in high school were more likely (OR = 2.83) to pass the exam than students with average lower than 8. The other variable, working during the semester was not significant.

Results of the logistic regression model 3 indicated that the variables lecture attendance and average grade in mathematics in high school were statistically significant at 5% level. The other variables, study hours and working during the semester were significant at 10% level. The variable, average monthly family income was significant at 10% level, that is students with average family monthly income more than 60,000 leks had less chances (OR = 0.51) to pass the final exam.

Results of the logistic regression model 4 indicated that the variables lecture attendance and average grade in mathematics in high school were statistically significant at 5% level. The other variables, study hours and working during the semester were significant at 10% level. The variables, average monthly family income, father education level and mother education level were not significant.

It was concluded that lecture attendance, average grade in mathematics in high school, study hours per week during the semester, working during the semester and family monthly income had significant impact on final success of General Mathematics for first-year business students.

5. Discussion

The data analysis of the study highlighted significant linear association between lecture attendance, average grade in mathematics in high school, study hours during the weeks, working during the semester and family monthly income and final success of General Mathematics course for first-year business students.

The attendance of lecture was positively associated with student success in the General Mathematics course. A number of studies have examined the relationship between students' attendance and academic performance, generally finding that attendance impact significantly the academic achievement (Cohen and Johnson, 2006; Kirby and McElroy, 2003). In a recent study, Alija (2013) found that business students that attend the lecture of the Business Mathematics had more chances to receive passing grades.

The number of study hours per week during the semester was positively and significant associated with the success. This finding was in support to the study of Erdem et al (2007). Unlikely previous studies of, Hijazi and Naqvi (2006) that found that study hours had negative impact on student performance, and Kara et al (2009) that found that the number of study hours per week was not significant.

Many students are involved with part time work to provide money for current living expenses. The current study findings indicated that working during the semester was positively related to final success. This might be due to the fact that working students take more responsibilities than other students, so they look at education as seriously. This finding was consistent with the studies of McInnes and Hartley (2002) and inconsistent with the findings of most studies that have found negative associations of student work with academic performance and subsequent educational attainment (Kara et al., 2009; Stern et al., 1997; Stern, et. al., 1995).

High school grade point average is also important as predictors of performance at other levels of education (Kuncel et al, 2005). According to the study of Anderson et al. (1994), students who received better scores in high school also performed better in college. The average grade in mathematics in high school was also significant and positively associated with student success in the General Mathematics course. This finding was consistent with the studies of Uyar and Güngörmüş (2011) and Olaitan (2012).

The home environment and economic status of a student have always been recognized as important determinants of student achievement. Family monthly income was found negatively significant in this study. This finding was inconsistent with the study of Goldhaber and Brewer (1997) that found a positive relationship between family income and math achievement.

The results of this study indicated that parents' education level was not significantly associated with student success. Father education level was negatively associated whereas mother education level was positively associated with success of the students in the course. This finding was inconsistent with the findings of the study of Erdem et al (2007) that, father education and mother education were statistically significant and negatively related to the cumulative grade point average, and the finding of Hijazi and Naqvi (2006) that mother education had significant and positive impact on the student performance.

6. Conclusions and Recommendations

The educational performance of the students is one of the main factors of their success in the future. Thus, focusing on the effective factors in students' success is one of the vital factors in higher education system and this is the reason why many research papers have been published about these factors. One of the important factors that have been frequently referred to is the essential differences among the students' personal characteristics which are effective in their efficiency in learning.

The results of logistic regression models indicated significant linear association between lecture attendance, average grade in mathematics in high school, study hours during the weeks, working during the semester and family monthly income and final success of General Mathematics course for first-year business students.

At the beginning of the semester, students should be informed of the empirical relationship between class attendance, study hours, working status and performance. Based on these findings enhancing student participation should be a crucial aspect of administration, in order to improve performance. Classes scheduled between 10 a.m. and 3 p.m. have better attendance, thus scheduling classes, particularly core or required courses, during these hours is strongly recommended (Devadoss and FoltzSource, 1996). To encourage attendance, instructors may assign a certain percentage of the total marks to lecture attendance. To encourage the study of the subject during the semester, instructors may assign a certain percentage of the total marks to home-works, quizzes and projects. Excessive financial stress and working odd jobs affect students' academic performance; therefore, students need to be counseled to attempt to find work related to their studies or to seek financial aid to alleviate their financial burden (Devadoss and FoltzSource, 1996). These findings have important contribution to the university administrations, policy makers, students and students' families in terms of providing them which factors have impact on student success. Also, the lecturers should create a good learning environment, to motivate students and engage their interest in the course.

This study examined the impact of some factors on the student success. Other factors such as student self-motivation, stress, entry qualifications, study strategies, instructor and understanding the language of instruction was not examined. In future research, these factors can be examined.

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The Girls are Better at Language Learning: A Comparative Approach

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Abstract

The sex plays a very important role in language learning when compared to opposite sex. Some factors such as; cognitive, social and educational are essential for better learning foreign language. Each factor functions differently in boys and girls. But the girls have the combination of all factors when compared to boys. This study investigates the motivational factors for English language learning of Albanian private school students (girls). The qualitative and quantitative methods were employed together. A questionnaire was distributed among class 10 and 11 students to obtain data. The study was carried out in second semester of academic year in two separate schools requesting anonymity. The results reveal that private school students (girls) have more instrumental and intrinsic motivation for English language learning, by dint of its usefulness in career planning and also students' utilitarian approach for learning English language. The limitation is that less students participated in the questionnaire. If there were more than 300 participants, it would increase the reliability of the study. For further study, more participants should be considered. This research revealed that private school students (girls) motivation towards English language learning is better than boys, because Girls have a combination of social, cognitive and educational factors that affect better foreign language learning.

Keywords: Language Learning, Motivation, Sex, Private School.

1. Introduction

The role of the sex seems very important in language learning in terms of motivation of the students. Not only motivation, achievement, and attitudes of the students, but also cognitive, social and educational factors are considered very essential in language learning. With the aid of those factors, the researcher wants to identify the role and effect of them for better command of the language learning through comparing both boys and girls.

The effect of each factor influences in various ways for boys and girls. Actually, girls take into account the whole factors, but boys consider some of the factors while learning language. Comparing boys and girls in language learning are important due to individual and gender differences and expectations from learning goals. We need to know between the relations of the above-mentioned-factors and gender differences for finding fruitful outcomes in terms of motivation of both students.

The present gathered data explains very meaningful results for the study such as; girls are successful and more motivated in language learning when compared to boys due to having a combination of social, educational, cognitive, motivation, achievement, and attitudes factors. And the girls give emphasis on the whole factors due to their inborn characteristics.

Individual skills make themselves felt in language learning. Especially, through four learning methods such as; reading, speaking, writing, and listening. The girls definitely demonstrate more achievements in those language learning methods because of their integrative attitudes towards a particular language learning. Whereas, the boys are likely to show instrumental reason due to their utilitarian attitudes towards the language.

On the other hand, the girls have natural feature for speaking more than boys. This characteristics might channelize girls to learn language better and more motivated to a target language than boys. This inherent feature gives more opportunities to girls and direct them to do their best, because intrinsic and extrinsic factors draw the attention of the students to satisfy and obtain their learning achievements with the help of motivation and cognitive approaches and also through the effects of social, educational influences.

Motivation affects performance in learning process. The study treats motivation of the students in terms of gender difference. Learning language becomes a must for the development of the countries.

Albania is aware of the importance of language learning and its benefits for the development of the country, and foreign languages mainly English appears very important for international relations, because with the help of a foreign language, the countries increase their relations with other countries. Therefore, many students wanted to learn

languages, and it becomes a government policy. Moreover, motivation of the students play important role, due to necessity of learning language and also without motivation, language learning is considered very difficult.

Demand for language learning increased and private institutions appeared as requirement to meet the demand of language learning. Name of the private schools and their priorities as the medium of teaching increased the motivation of the students for language learning. Increasing the motivation of the learners is needed to make learning process easy. Otherwise, this learning process is likely to be challenging for teachers.

The present study utilized both quantitative and qualitative methods for collecting data. The methodology was questionnaire to compare single-sex schools for collecting data. The gender was considered an important factor for motivation in separate school environment.

Even though motivation is an abstract concept, but the 'motivation is an abstract, hypothetical concept that we use to explain why people think, behave as they do.' says Dörnyei, Z. (2001, p:1). Single sex schools provide successful outcomes in learning process in terms of motivation.

Single sex schools appear essential for long term academic achievements, and better motivation. Especially, the students are coming from rural areas become more successful in learning language.

2. Literature Review

"The most effective way to get insight into the learning process is to study the learners' attitude and motivation towards learning English language." Besides, "learning can only happen if certain affective conditions, such as positive attitudes, self-confidence, low anxiety, exist and that when these conditions are present input can pass through the affective filter and be used by the learner." says Gömleksiz, M. N. (2001).

According to Cavallo, Rozman, Blinkenstaff, & Walker, (2003) "Achievement motivation is students' motivation toward performance goals (such as earning high grades, getting praise, or performing better than other students) or toward learning goals (such as learning something new, learning for the sake of learning, or improving oneself).

"Because, "Achieving motivation lets the learner a desire to learn a language." expresses Gömleksiz, M. N. (2001).

On the other hand, According to Glynn, S.M., et. al., (2007) the female students are "more likely to attend class on time, sit in the front of the class, take notes, study the textbook, and study in an organized way—all behaviors associated with a relatively high motivation to learn." Also, the "girls' tend to demonstrate significantly more positive attitudes than boys do, recognizing also that they are more successful in learning languages than boys." states Muhammad, A., et. al., (2013). He adds that the "motivation to learn is "a student's tendency to find academic activities meaningful and worthwhile and to try to derive the intended academic benefits from them."

This present study deals with gender motivation and its main factors for motivating students better in learning process.

Because, the "gender is supposed to have an important effect on attitude and motivation and learning process." expresses Muhammad, A., et. al., (2013).

3. Discussion

Foreign language plays important role for communication and international relations everywhere in the world. To learn a foreign language requires more attention and motivation and the contribution of learning a foreign language to the development of the country is clear in this global world.

As side effect of the global world, Albania is also trying to improve its relations with many foreign countries and also organizing various international meetings and conferences. In this regard, foreign language is a must for it. So, many students are likely to learn it in a quick way due to the practical value of English language. Therefore, students' attention and motivation are necessary for better command of language learning process.

If the number of people who speak English is more, then it will improve international relation with different countries and contribute too much to the development of the country. That's why not only private schools but also single sex schools both for only boys and for only girls appears another good option to meet the demands of learning English language, especially it is good for the students who are coming from rural areas and middle class families.

Moreover, for academic purposes and job finding reasons, many students across Albania make plans to go abroad

to reach their target learning and target money making due to practical value of English Language or other languages. Eventually, both girls and boys have practical reasons for learning a foreign language which provides them academic career, money, awards, and job.

4. Research Questions

1. Single-sex schools motivate girls more than boys in terms of long-term academic achievements.
2. Girls are more motivated than boys towards learning English.

5. Research Methodology

A combination of both qualitative and quantitative methods were used to collect data. Two well-known Albanian private schools (single sex) which requested anonymity were selected to get productive outcomes. A 31-item survey questionnaire was used for the participants to assess the motivation of them towards learning English Language.

Both primary and secondary data were taken to figure out motivational factors to learn language in private school environment. The questionnaire methodology enriched this study to obtain due data. 235 non-English students including girls and boys participated in the survey to find out their appropriate option in the motivation. Gender was taken as demographic information. The survey questions were adapted from Glynn, S. M., & Koballa, T., R., Jr. (2006) and earlier it was developed by them. SBSS statistics 21 version was utilized to get due data for the present study.

6. Limitation of Study

Two separate schools one for all all girls and one for all boys were taken for the questionnaire in order to find out motivation of the students towards language learning in order to better understand how and why the female students are more motivated to learn language when compared to male students in a private single sex school environment in Albania, but if more than two schools were considered then there will be more opportunities to compare male and female students to obtain more reliable data in the study. So, for next study regarding single sex school, the researchers need to treat more schools while applying a survey regarding motivation in language learning.

7. Findings

Motivation Scale (MS) was piloted with reasonable results. The present study aimed to examine the gender differences of the male and female students regarding their behaviors and motivation towards learning English Language, and SPSS (version 20) as used to collect data. Language learning is complex process and the students need motivation to overcome this process for better command of the target language. Especially, learning English language is a must in this global world.

Table1: Female Students

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	2	1	.8	.8	.8
	3	2	1.7	1.7	2.5
	4	17	14.2	14.2	16.7
	5	98	81.7	81.7	98.3
Earning a good English Language grade is important to me.		1	.8	.8	99.2
F		1	.8	.8	100.0
Total		120	100.0	100.0	

Table2: Male students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
	1	1	.8	.8
	2	3	2.5	2.5
	3	5	4.2	4.2
	4	22	18.3	18.3
	5	86	71.7	71.7
	Earning a good English Language grade is important to me.	1	.8	.8
	M	1	.8	.8
	Total	120	100.0	100.0

According to frequency data, the result shows that female students are better at English language learning than male students when compared in terms of motivation of language learning. The frequency data are seen for female students as 98 percent, they strongly agree to get better grades when compared to male students and it is seen 86 percent as frequency data. Because, single-sex school environment is good at providing more positive outcomes for academic achievement, and also for long-term educational outcomes, more than that it is clear that those types of educational environments support future academic achievements that include career aspirations for girls, says Mael et. al., (2005).

Moreover, Mael et. al., (2005) states the importance of single-sex education for academic interest, for it provides socializing, and adds that this type of education gives emphasis on grades & leadership, but less importance on money and attractiveness regarding relationships with both male students and female students.

8. Conclusion

The present study demonstrates that Albanian students learn English well, when they are motivated, and they are better motivated in single sex school environment. Motivation is essential for learning language. Because, "Studies on motivation show that motivated learners are more successful in second language acquisition." says Gömleksiz, M. N. (2001).

According to this study, the researcher says based on the present study; single sex school is a good option for motivation of the students, both in language learning and other academic achievement. In this environment, the female students are motivated than male students.

This study suggests that a single sex school learning environment makes the students more motivated when compared to co-education in terms of gender difference. Accordingly, motivational strategies will be different from co-education. Actually, no researcher can say that there is a supernatural method in motivation, but suitable strategies in terms of motivation might be preferable to make the target students motivate and to create a positive learning environment with the help single-sex school based strategies.

The study offers that the curriculum designers in Albania should consider separate syllabus for females and males for better command of language learning process through putting into account the single sex school environment.

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Issues of Gradability in Albanian Language Traditional Studies

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Abstract

This paper is about some structures of the comparative degrees unspecified in the book of Grammar I of the Albanian Academy of Sciences. A considerable number of grammar books deal mostly with formal examples referring particularly to some elements of a synthetic or analytic character, which are the classical cases of these categories. However, we think that this process has not been studied from the semantic approach, at least in our theoretical studies. The cases, where we may not find the classical structure, for instance of a comparative degree, are numerous, nevertheless semantically it is obvious the fact that there is a comparison process in a particular structure, such as the example taken from Albanian, "Kjo ndërtesë është e madhe, por kjo tjetra është gjigande" (This is a tall building but the other is huge). While studying the classification treated in our grammar, we think that there are some particular groups of the comparative degree, which are not described sufficiently, such as "shkalla krahasore e ultësisë" (the comparative degree of descending) where there is not any difference between the relative and superlative degree of descending progression. For example Ai është më pak i lodhur se unë; Ai është më pak i lodhur nga të gjithë. (He is less tired than me. He is less tired than all persons). The majority of examples to be found in the grammar books are affirmative statements. Whenever there are negative statements, the structure of the comparative degree of ascending semantically imply the comparative degree of descending, as it is the case in this particular example, Ai nuk është aq i lumtur sa unë (He is not as happy as I am). As a result this paper aims to characterize gradability as the main characteristics of adjectives based on the semantic level. A similar methodology includes other cases which have not been mentioned before by the previous traditions. In this way the number of adjectives having the ability to be gradable is increased and secondly, it clarifies the semantic aspect and the structure of its realization along its scale.

Keywords: gradability, absolute, relative, comparative degree, adjective, adverbs, presupposition, pragmatic context, semantic level

1. Insights on the Category of Degree from Various Sources

The traditional category of degree in Albanian language is considered as a process which is a characteristic of word classes such as adjectives and adverbs.

If we refer to the main university text, mainly the publication of the Academy of Sciences of Albania, Grammar I (2002:172), we notice that the degree is considered as a morphological grammatical category which expresses "... the degree to which a certain feature of a given object is displayed...".

The scholar Ali Dhrimo (1972:148), who is also the main contributor of this chapter in the book Grammar I, in one of his articles concerning the definition of the category of degree, refers to German and Russian literature when mentioning the definition given by Ahmanova, mainly: "The degree is the notion of scale when defining the semantic content of one or the other category of words" (We can see that the concept is quite wide in this definition and more restricted than the first.)

On the other hand, Dhrimo (1972:148) refers to the German scholar Jung who considers the category of degree as "a specific change that the adjective undergoes and which allows for the distinction between the adjective and the noun". (Nevertheless, this definition is secondary as compared to the first two, since it considers this category as a formal phenomenon).

One of the well known French grammar "Le bon usage" (Maurice Grevisse, DUCULO, 1980) gives the following definition with regard to the category of degree, "a quality which is displayed as the most dominant one in a higher or lower degree. On the other hand, the existence of the quality can be seen (considered) even without a comparison to itself or to others." (Chapter III, Degrees of Signification (Degrés de Signification dans les Adjectifs Qualitatifs).

On the basis of this definition the same book firstly, makes a division between the *absolute degree* (where the positive and superlative degree are included, where they do not account for a genuine comparison) and the *relative degree*, where the comparative degree with its respective divisions are included.

On the other hand, both consulted English grammar respectively the Contemporary Grammar of English Language (Quirk, Randolph, Greenbaun, Leech, Svartnik) and Huddleston & Pullum (Cambridge Grammar of English Language, Cambridge University Press, 2002) provide for a semantic explanation regarding the gradability of adjectives. The Contemporary English Grammar (1985) treats the units used to express the category of degree, as modifiers of the adjectival heads, which can have the category of degree. (It should be mentioned that this Grammar considers the degree in the context of the semantic criterion of gradable and non-gradable adjectives, along with two other criteria: Static/dynamic and inherent/non-inherent, as mentioned above).

Mainly, the Contemporary Grammar of English Language (Quirk, Randolph, Greenbaun, Leech, Svartnik, 1985:265 states that the existence (or absence) of the degree is one of the criteria to be taken into consideration for the classification of adjectives at the semantic level. Regardless of this statement, this grammar describes the above mentioned cases, however, without dealing with them from a more profound semantic analysis.

With regard to the category of degree David Crystal, the author of the Linguistics and Phonetics Dictionary (2008) defines, "degree (n) – a grammar category that is used to specify the level (the extent) of comparison between adjectives and adverbs (Crystal 2008:159). Further, when clarifying the meaning of comparison (Crystal 2008:117), he immediately deals with the formal aspect without dealing in details with the semantic component.

According to Grammar I, the category of degree is a characteristic of qualitative adjectives whose meaning allows that the feature denoted by these adjectives may be expressed at various degrees or of relational adjectives used with a "figurative" meaning. (With regard to the term "figurative" there has not been given any explanation of a semantic, stylistic or pragmatic nature).

From the start we encounter some difficulties regarding an inherent classification of the main division of adjectives based on the semantic criterion, which defines two groups, qualitative and relational adjectives, since there are not any clear criteria at least to identify the cases when we go from relational to qualitative adjectives. The distinction between the qualitative and relational adjectives is made on the existence of the degree, antonymic pairs and type of nominalization, i.e. on the basis of morphological features, at least as the book refers to them, while other studies argue that these features are of a semantic domain.

A specific characteristic of Albanian language, according to the same reference (Grammar I) it is the fact that the degree category does not consist of synthetic elements, "but it is formed with analytical means constructed, as a rule, with lexical elements". This definition is not also clear, not only with regard to the terminology that is used but also substantially, since we think that *this process consists of particular semantic components which are realized within typical syntactical structures, whose components cannot be considered as merely analytical means* (according to the same book, these components have semantically faded, still we cannot say this for at least some of them, respectively *shumë*, *mjaft*, *pak*, *jashtëzakonisht*, *tepër* (very/many, few) modifying the superlative degree.

Dhrimo (1972:173) highlights that "... the form of each degree is directly related to morphology (to the relevant morphological indicators). According to him, the analytical means are expressed with lexical means which gradually do not stand alone and are turned into particles. As mentioned above, in addition to the particle "më" (*more*) which is not an element of the sentence and comparative conjunctions, the other elements are considered as adverbs (*aq*, *kaq*, *shumë* *pak*, *tepër*) (so, as, very few etc), which are considered by the traditional grammar as sentence elements.

Certainly there is no doubt that these "lexical units" have a close dependency relation with the Adjectival heads (adverbial). Nevertheless, the recent terminology codified by Grammar I regarding the notion of analytical means, leaves these elements out which are defined as above in the relevant literature. These elements are treated there as adverbs or as particles (particle "më" (*more*)) with an adverbial function.

Further, Grammar I makes the division in three groups, which are already known as the positive, comparative (equative comparative, relative and absolute ascending comparative and comparative of descending degree)¹ and the superlative degree.

E. Hysa (1972:133) states that "the terminology used for the degrees of adjectives and adverbs is not uniform both

¹ *Equative comparative: Ai është aq i mirë sa edhe e motra. (He is as good as his sister)*

Relative ascending comparative: Ai është më i dashur se i vëllai (He is more loving than his brother)

Absolute ascending comparative: Ai është më i zgjuar se të gjithë moshatarët e tij. (He is clever than his peers)

Comparative of descending degree: Ai është më pak i shkathët se kusheriri i tij. (He is less agile than his cousin)

in the Albanian and foreign literature. Thus, in Albanian the term “degree of comparison” is used in a broad sense, where along with the comparative degree, we have the positive and the absolute superlative degree, which at a linguistic level do not express any type of comparison. The French grammar “Le Bon Usage” also states that the positive and superlative do not involve any comparison, therefore, they should be classified under the same group that was named the absolute degree and the comparative was named as the relative degree.

In relation to the degrees there have been debates, where the positive degree has been considered by different scholars as the unmarked “standard conventional degree” in contrast to the other marked degrees (Hysa 1972:133).

In this context he takes as an example: “Ai është më i ri se ti” (He is younger than you) and adds that “if the sentence did not have any comparison, both persons would be able to be compared not only to the quality young but also to the quality old”. (Hysa 1972:135)

In our opinion this is not a solid argument to neglect the positive degree as the standard, particularly in the comparison processes. It is true that the comparison could be made not only with the adjective *young* but also with the adjective *old*, or with other adjectives (such as *big*, *small* etc). This is a normal thing, since these types of adjective are part of the valence patterns of the heads in the relevant noun phrases (they are bounded complements) or as Bochnak and Bogal-Allbrighten state, they are part of their potential semantic property for these structures (Bochnak- Bogal-Allbrighten 2013: 5). Since the majority semantic properties are capable of being compared (we are going to specify the term below) they all account for these structures, which are quite normal for the Albanian language. If we were to shift into a pragmatic reasoning, these structures would represent one of the speech acts group, mainly the representative one (May 1977:34).

According to Leech (1983:128) “these speech acts (the representatives) are statements for the state of affairs in the world and as such they bear the truth or false value. This is their purpose; they should certainly try to match the world so that it is true”.

Thus, we are talking about an act which is designed on the basis of the truth condition (in the best case). The above mentioned sentence, under the context of this projection includes not only a quality but several ones which are comparable and are part of the human cognition. On the other hand, again in the light of pragmatics, this fact is highlighted even more if we refer to another pragmatic element, i.e. presupposition.

When Levinson (1992:167) describes the presupposition, he refers to the modern logic philosophy of Frege (1892), Russell (1905) and Strawson. Further, he states that “presupposition aims to seize at least a part of our pre-theoretical intuition about what has been said or presupposed (in the linguistic sense of the word) when we speak” (Levinson 1992: 181)

Among the initial elements that distinguish an inherent presupposition is to use the method of negation. (A well known example from Russell: “The King of France is clever/is not clever”. The negation in this case allows us the basic presupposition that firstly there should be a monarchy regime and there should be a king).

Lakoff (1972) viewed presupposition in the comparative structures. In this way, the presupposition, which is the basis of these acts (i.e. the sentences where there is a comparison), should consist of the substance of the positive sentence. Thus, the sentence that was mentioned above “*He is (/is not) younger than me*” has as its basic presupposition the fact that we are both within the human cognitive domain which is about our life timeline (the youth and the others following this age, since for childhood we use other adjectives).

On the other hand, as we will observe in the following section, the antonyms that Hysa mentions, *young/old* are implicitly part of the two end-point concepts of gradable adjectives. (In the following section we shall mention some views on antonymy as part of a gradable process).

Similarly, Dhrimo accepts the existence of a positive degree by mentioning that “we should understand the positive degree as the statement of the quality of an object, as such, we mention this degree as a characteristic of the object but without mentioning the extent to which it is displayed at that particular object (the scale)” (Dhrimo 1972:150)

On the basis of this explanation the negation does not negate the quality as an entity but its presence at the relevant object. Still, his concept about the traditional positive degree is too far from the present concept related to the unmarked forms of gradable adjectives, which could express the senses of the degree.

2. Remarks on the Albanian Traditional Studies in the Category of the Degree of Adjectives

Traditional studies in Albania have provided a significant place for the comparative degree as formed with analytical means, describing some of its structures. However, if we study more profoundly the methodology that it is used, we could observe that the formal aspect of the analysis prevails, as compared to the semantic analysis in different cases. There are also some structures that are not included or pose problems regarding the formal and semantic classification. (We already mentioned some examples above).

According to Grammar I, the basis of the comparative degree is the comparison between one or two units in two or more elements; or the comparison with the same quality in the same element but at different times and conditions; with the same quality compared to the whole class; one or more qualities of the same object compared to one another (Grammar I:173).

The means used to realize this degree usually include the adverbs such as, *aq*, *kaq*, *pak* (so, as, few), the particle with an adverbial function *më* (more) and the comparative conjunctions *se*, *sa*, *si* (than) etc.

The relevant means and structures are explained for each group focusing more on the analytical elements and on the presence or absence of the other part of the comparative structure. Even within the same classification, which is in line with the classical traditional approach (without referring to the recent studies), we have observed that there are often debatable cases and it is almost impossible to interpret the structures that we come across in speech.

There is a traditional distinction between the relative ascending comparative degree and absolute ascending comparative degree but we do not find a similar distinction in the comparative degree of descending, regardless of the available examples (*më pak i ëmbël se ai/më pak i ëmbël se të gjithë të tjerët*, (less sweet than him/less sweet than the rest).

The examples provided in Grammar I are only statements and the negative and interrogative sentences are not mentioned (*He is not as smart as he seems to be*. This sentence would entail the fact that he is smart but less than he is thought to be).

Further, although the context has been mentioned in some cases, it has not been analyzed deeply and the standard conditions of comparison are not described. For instance the following structures: *Kjo ndërtesë është e madhe, po kjo tjetra është gjigante* (This building is tall but the other is huge); *Kanë gjatësi të njejtë*. (They are of an equal length); *Kishte renë borë e madhe* (It had snowed a lot); *la dha të qarit me sa fuqi kishte*. (He burst into tears) are not discussed at all.

In order to identify the above-mentioned remarks, we were based on the recent studies in other languages, where there have been numerous studies on the meaning of gradable predicates, comparison structures and other similar structures related to them.

In the realm of theoretical studies, these issues are a characteristic of the semantic and pragmatic level, yet, closely related to the concrete realization at the morphological-syntactical level in different languages.

As Bolinger (1971) states, "gradability is a significant semantic property, whose influence extends beyond adjectives to other lexical categories. It is a property not only of adjectives but of nouns, verbs, adverbs and even prepositions. The same fact has also been stated by Sapir 1944.

Perhaps the greatest challenge when dealing with the comparison structures and the notion of gradability is related to the fact that the meaning of gradable predicates is highly dependent on the context (Bochnak & Bogal-Allbrighten, 2013:2). When dealing with gradability, as it was also observed at Kennedy&McNally (2005), Paradis (2012), Toledo & Sassoon (2011), the main goal is to define the contextual standards closely related to the truth conditions but not separated from the specific contexts (Kennedy & Mc Nally 2005:9).

This line of the argument leads us towards an important term for this type of analysis, mainly the standard of comparison closely related to the context. The classical example to illustrate the notion of this standard of comparison is the sentence *Michael Jordan is tall*. Still, we should bear in mind that the comparison in this case is also relative to a comparison class of objects which are similar in some way or another. That is to say, we are comparing the height of Michael Jordan to the normal parameters of other basketball players, which are not relevant for the other people. (We are discussing gradable adjectives, which also have their traditional comparative degree)

In this context, gradability can also be observed at the predicates (gradable adjectives) which are often found without their classical degree modifiers (the traditional analytical means of Albanian language, which were mentioned above, such as the adverbs, or a particle etc.). This process has not been treated so far in the Albanian studies. On the contrary, the superficial absence of modifiers and the presence of the meaning of the category of degree in these predicates have been discussed extensively by different researchers in other languages.

As von Stechow (1984) states, an unmodified AdjP (adjectival phrase), currently has a degree morpheme null pos, (for the positive form) whose function is to relate the degree argument of the adjective to an appropriate comparison standard.

This statement certainly refers to gradable adjectives and it confirms the cases that we brought up for discussion, in particular related to adjectives such as: *gjigand*, *i mrekullueshëm*, *i fundit* (huge, wonderful, recent) or antonymic sentences of the kind *this is small but this is big*, which have not been studied by Albanian scholars.

According to Kennedy (1999), *the category null pos codifies the standard relation, which holds of a d category for the cases when it meets a comparison standard for a G adjective, in relation to a comparable class defined by C, a variable of individual properties whose value is determined by the context.*

Kennedy & McNally (2005) also state that the codifying value of this morpheme is context bound and there are the semantic properties of the adjectives which determine the value of the modifiers. Toledo & Sassoon (2011:145) also agree and they further explain that the value of this unit should be determined by means of quantification within their counterparts. It is further mentioned that *completely different*, should be interpreted "different in every respect" rather than different in degrees

The above studies illustrate the detailed analysis from a semantic perspective not only to identify the semantic properties of adjectival heads, but these properties are considered in the context of semantic valence as selective in terms of their modifiers, which should be determined by the semantic variable of the adjectival head part of the specific comparison standard. (This type of study is useful for a better acquisition of the structures in question, since they define a clear regularity. Certainly, in our studies we do not find any trace of similar analysis but rather a description without any sufficient explanations of the structures. Their existence has not been justified as well as their position along the range of the scale.

3. Some Proposed Approaches for the Study of the Degree of Adjectives

Another essential distinction which has not been treated in the Albanian studies is related to the semantic research of the internal semantic properties of scalar adjectives and determining the minimal and maximal limits within these properties.

The degrees of adjectives have been distinguished on the basis of three elements: a set of degrees consisting of the measurement values: a dimension measurement indicating the type of measurement (value, temperature, speed, volume, length etc.); and an ordering relation. (Kennedy & McMally, 2005; 13)

The ordering relation has been considered as one of the criterion when distinguishing antonymic pairs such as: *i gjatë/i shkurtër*; *i zbrazët/i mbushur*; *i shtrenjët/i lire*; *i pastër/i pisët*; *i bukur/i shëmtuar*; *i gjerë/i ngushtë* (long/short; empty/full; expensive/cheap; clean/dirty; pretty/ugly; wide/narrow etc.), which are part of the same specific context (tall/short are part of the length but characterise opposite directions of this measurement).

Based on the dimensional criterion we could distinguish those adjectives which are part of the same direction (negative or positive) but belonging to different dimensional groups. Thus, we could make the distinction between *tall* and *agile* since the adjective *tall* is part of the length dimension and the adjective *agile* is part of the mobility dimension, as a result these adjectives cannot be compared in the same comparative structure.

**Ai është më i gjatë se i lëvizshëm. (He is taller than agile)*

†*Është po aq i gjatë sa dhe i lëvizshëm. (He is as tall as agile)*

Another important distinction would be the identification of scales on the basis of the semantic extremes that they represent. Therefore, we would have open scales, which need their minimal and maximal elements and closed scales which have their minimal and maximal elements (Kennedy & McMally, 2005:15). Thus, we make the distinction between these adjectives: *i mbushur*, *i mbyllur*, *i padukshëm* (full, closed, invisible) and *i gjatë*, *i shtrenjët*, *i vjetër* (tall, expensive, old). (The first group comprises adjectives that characterize the open scale where the second group includes the closed scale one).

This type of distinction is based not only on their meaning but also on the modifiers to be used with them. The open scale group can be used with modifiers such as: *gjysëm*, *përgjithësisht*, *komplet*, *plotësisht* (half, generally, completely, and wholly) etc., and the closed scale one cannot be used with these modifiers, especially when talking about something huge, somebody dead or alive. (When talking about modifiers, particularly the last two make the feature move towards the maximum end. In particular structures, in Albanian, they should be analysed on the basis of the specific comparison standard, for example the notion of *full* can have a different interpretation by a physician or by

ordinary people. On the basis of these comparison standards we could distinguish totally/nearly closed adjectives. The second group of adjectives is not usually modified by the above modifiers since their meaning places them in the extreme ends.

Depending on this restriction, adjectives may be grouped into totally open scale adjectives (which do not have a maximum/minimum level, but tend to go towards these levels) and closed scale adjectives. The latter depending on the minimum or maximum could be grouped into lower closed and upper closed scale adjectives. (Kennedy & McNally (2005:17).

At first sight it may seem that the same division identified by Kennedy and McNally coincides with the Albanian classification of the degrees into ascending and descending comparative degree, found in Grammar I. In fact, the classification made by Albanian scholar does not entirely coincide with the above classification, since the Albanian examples refer to comparative structures of qualitative adjectives where modifiers such as *more tired/less tired* are present. The classification of Kennedy and McNally refers to gradable adjectives with or without modifiers and to their semantic properties.

Still the above classification had its own problems since it did not reflect accurately the minimum and maximum (positive and negative). As a result, closed scale adjectives referring to the minimum were called adjectives of totally open scale; those adjectives that were at a midpoint and never reached the minimum or maximum but came close depending on the direction of the scale were termed lower closed scale adjectives; and the adjectives moving towards the positive were termed as upper closed scale adjectives; and the last group which met the maximum were totally closed scale adjectives.

Thus, on the basis of this reasoning we could say that the adjectives standing on a positive direction would select the above mentioned modifiers whereas the opposite could not be possible. The following structure would not be accepted:

- **Ai është komplet i shkathët.* (He is entirely agile)
- **Qumëshiti është gjysëm e derdhur.* (The milk is half poured)
- **Ai duket pjesërisht i gjatë.* (He seems partially tall)
- **Ai u bë plotësisht i famshëm.* (He became totally famous)
- **Shtëpia ishte 100% e zhurmshme.* (The house was 100% noisy)

Kennedy & McNally (2005) also identified some modifiers whose presence or absence would support the fact that some adjectives belonged to the above mentioned groups. These were the modifiers *slightly* and *perfectly*.

In this sense the adjective *tall* which belongs to the totally open scale cannot accept these modifiers:

*slightly tall/perfectly tall ○————○

The group of lower closed scale accepts only the modifier *slightly dirty* ●————○

The upper closed scale accepts the modifier *perfectly clean* ○————●

The group of totally closed scale accepts both modifiers *slightly* and *perfectly closed* ●————●

(Assaf Toledo & Galit W.Sassoon, 2011:135). However, in Albanian the way modifiers are selected from the adjectival phrase is not as restricted as in English because we find even these structures in Albanian: *pak i pisët/shumë i pisët; pak i pastër/shumë i pastër/jashtëzakonisht i pastër* etc.

Based on this classification the relative and absolute adjectives are determined. (This is too far from the classification that "Le Bon Usage" grammar makes)

An adjective A is interpreted as relative according to a standard contextually bound only if the degree A is linguistically open. If A is associated with a closed scale, the restrictive standard (endpoint, non-contextual) would be at function to interpret A. Whereas the absolute adjectives would refer to the closed scale group.

However, the classification of Kennedy & McNally (2005) has its own problems as identified by Assaf Toledo & Galit W.Sassoon, (2011:137), since the relative adjectives are dependent on the context and extend along the open scale, while the absolute ones are often restricted in their endpoints (minimum/maximum) without taking into consideration the context. Still, both groups are contextually bound depending on their specific standards.

Toledo and Sassoon (2011:137) argue that this fact is supported by the presence of the *for-phrase* establishing the reference with the contextual standard. Its presence is merely grammatical, only in the case of the relative adjective *tall* (He is tall for a child at his age). Thus, we notice that when it restricts the contextual standard of absolute adjectives, it is not part of the construction. We cannot say:

- **Ai është i mbushur për një bidon.* (It is full for a bottle)

*Ajo është e pastër për një pjatë kuzhine. (It is clean for a kitchen plate)

*Ai është i pistë për një fëmijë. (He is dirty for a child)

According to Toledo & Sassoon (2011:140) absolute adjectives are contextually influenced. As it will be shown in the following sentences which have the absolute adjectives clean (the maximum standard) and dirty (the minimum standard) in different contexts (as we observed above with the adjective *tall*) acquire a different degree.

My house is clean.

The operation theatre is clean.

The floor of the house is clean.

The floor of the operation theatre is clean.

The standard of cleanliness and dirtiness do not have the same comparison standard in their respective sentences. We know that in the context of a hospital, *clean* should be at the maximum points, whereas in the context of the house the adjective could be potentially at any point of the scale. This supports the fact that in Albanian, the classic structures of comparative are to be found only within the context of the house (*më i pastër se, më shumë i pastër se, shumë i pastër*) and we can even find the negative direction along the range *më pak i pastër*.

Toledo & Sassoon stress that gradable adjectives, relative/absolute, function within comparison standards, thus, they are influenced by the context. The semantic distinction between the Albanian ascending (sometimes descending) relative comparative degree and the descending absolute comparative is based on the two types specified by Lewis (1986). The first one is a set comprised of counterparts of the same individual and the second type comprised of an extensional category of that individual.

Thus, in this context we could say that the main distinction if we were to refer to relative and absolute adjectives, this is related to the fact that absolute adjectives are usually part of the counterparts of the same individual, where the comparison is made within the other variants of the adjective; whereas relative adjectives are part of the extensional category of the individual, where there are different members of the same class.

Toledo & Saassoon (2011:146) provide the following examples:

X është plot. (x is full) means that -x- as full as it can be (x- cannot be fuller).

X është i gjatë. (X is tall) it does not mean as tall as it can be, in comparison to the other variants of the same adjectives)

As above, the semantic features of the adjective provide for regularity, restriction when selecting specific modifiers, which has led to their grammaticalization where *më* is not considered as an adverb but as a particle.

In this framework, Paradis (2001:2) uses different terms to describe the process where the content domain (semantic properties) restricts the schematic domain (the formal realization). The concept of boundedness/unboundedness, previously seen at verbs and nouns (aspective verbs and countable/uncountable nouns) is suggested to be related to the schematic domain, where the semantic property of the adjectival head restrict the modifiers.

Based on this distinction, we could talk about scalar modifiers (*very, fairly* in English, *shumë, pak, më aq, kaq* in Albanian), which are unbounded and totality modifiers (*perfectly, absolutely* in English and *plotësisht, komplet* in Albanian) which are bounded. The modifiers of the first group (unbounded) determine a particular position but not the endpoint on the range of the scale. The modifiers of the second group (bounded) determine a value exactly specified at endpoints.

Paradis (2001:7) proposes two criteria to classify adjectives; firstly, depending on the type of degree modifiers adjectives may combine with; secondly, depending on the type of oppositeness involved in the conceptualization of the adjectives.

The second criterion is quite interesting, since the antonymic relations are reflected on the schematic domain.

On the basis of this distinction we have scalar adjectives, such as *i bukur, i mirë, i njohur* (pretty, good, known). These adjectives move along the scale and they never reach the endpoints of the scale. In Albanian this group falls under the ascending/descending relative/absolute comparative degree and the superlative one. They refer to the semantic properties of length, speed, weight etc). The Albanian sentences which may seem as paradoxical: *As e madhe as e vogël* (neither big nor small), *as i gjatë as i shkurtër* (neither tall nor short), *as i ri as i vjetër* (neither young nor old) fall within this continuum of scale, which are described by the scalar adjectives. (In some cases scalar adjectives are referred to as implicit comparative degree) (Paradis 2001:7) Moreover, this group of adjectives is combined with unbounded modifiers.

The second group includes extreme adjectives, as *i mrekullueshëm*, *i tmerrshëm*, *i magjishëm* (wonderful, terrible, magical). This group is modified by bounded modifiers such as, *totally*, *completely*, *absolutely*. They often represent the endpoint of opposition, thus they are not part of the movement from the minimum to the maximum.

The third group refers to limit adjectives such as: *i vdekur*, *i gjallë*, *i vërtetë*, *i fundit* (dead, alive, true, last). This group of adjectives are unmarked and not modified due to their semantic restrictions. They stand at both endpoints of the scale. The antonymy plays here the main role for their identification.

Albanian structures such as: *I gjallë a i vdekur të shkosh atje* (dead or alive you should go there) are paradoxical from the semantic aspect but they are acceptable from the stylistic aspect. In this context, they are idioms used in the meaning of the adverb *patjetër* (by all means). Normally these adjectives are characterized by relations such as: either ...or.

4. Conclusions

As above, gradability is an inherent feature of the adjective and it is part of its semantic level. The detailed analysis of the semantic properties of adjectives, on the basis of the above-mentioned concepts, would change the current classification of adjectives (qualitative and relational) and on the other hand, it would specify the exact position of each degree (at their endpoints or midpoints). In this way we could talk about gradable/ungradable adjectives.

Further, the analysis of semantic properties of adjectives determines the type of modifiers to be used with them. In our opinion, the concept of boundness/unboundness may be successfully applied to adjectives since it influences the classification of adjectives and their type of modifiers.

With regard to the concept of antonymy, it extends the traditional classification by increasing the number of adjectives which could be viewed as gradable. On the other hand, this supports the implicit superlative degree (unmarked).

The limit group of adjectives (mentioned above) clarifies better the meaning of the traditional positive and superlative degrees.

The current notion of comparative degree is based generally on the schematic domain without taking into consideration the content domain. This has caused problems in the correct classification of gradable/non-gradable adjectives, traditional positive, comparative and superlative degree in Albanian.

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Students Learn Better Through Reasoning by Analogy, But How? : A Comparative Approach

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Abstract

This study aims to identify the factors that make students' learning better in educational environment through a case-based reasoning learning. The students are learning well with the help of similarities between previously distinct problems. It is considered as reasoning by analogy. The qualitative approach was used in this study to clarify the factors for understanding reasoning in relation with educational learning. This study gives the importance of reasoning by analogy and making the learning process interesting and also making the learning a success through comparing the explanations and views of Paul Thagard and the Prophet Muhammad. Actually, the teacher is considered as facilitator and facilitates the learning process for better examples and instructions to help the students get the points. The necessary data for the study were collected from the written views of Paul Thagard and the Prophet Muhammad's approach in this regard. As the limitation of present study, we can say that we could not make any questionnaire or interviews with any professors and lecturers for increasing the reliability and validity. The results demonstrate that the teachers should use reasoning by analogy in learning process to make students interested and better learned for fruitful outcomes overall. Therefore, this positive approach will make students understand and learn easily and also increase the students' motivation for successful learning outcomes.

Keywords: Analogy, Reasoning, Learning process, Case-based learning, Outcome.

1. Introduction

Man who is in the process of learning from the moment he was born learns about everything he has needed and wondered about in his lifetime. There is a direct relationship between man, the most precious being who has the ability to learn, and the concept of learning. Every other living being apart from human comes to the world with the equipment necessary for their lives whereas man acquires these abilities and skills later. This being whose effort to learn never ends maintains this process which he begins in family environment also in school, streets and in the circle of friends. (Keyiffi, 2012)

The information needed by an individual and the methods by which these can be taught have always occupied people's minds. It cannot be denied that the learning method preferred while meeting the needs of individuals for learning with the system of formal and non-formal education influences the positive behaviors expected from the individual. Many teaching methods such as case study, discussion method, explaining method, question answer, problem solving, displaying and practicing and trip and observation have been developed in order to make this aim real and achieve the quality expected from education.

This writing emphasizes on the teaching method of compare and contrast, which is known as analogy as well and developed by Paul Thagard, and it will relate the past to these days by giving examples of how Muhammad the Prophet of Islam (P.B.U.H.) used this method effectively while explaining the orders and prohibitions of Allah to those who believed in Him and educating them in the sense of morality. Also, this strives for giving new ideas to the teachers.

Teaching, which is as old as the history of prophecy, started with Adam (P.B.U.H.), the first human and prophet, and continued with the other prophets. Adam the prophet and all the subsequent prophets did their teaching duties according to the characteristic features of their tribes. The most important duty of the prophets is actually tablig

(announce) and tabyin which means to explain the announced truths. (Nahl: 44)

2. Literature Review

Learning can be defined as lasting behavioral changes that occur in the natural development of an individual as a result of his interactions with the environment. It is part of the natural development of the individual. (Kaya, et, al., 2013) & (Witrock, 1977) approaches to the concept of learning from a different angle: a behavioral change in "meaning, knowledge, abilities, attitudes" dependent on duration. Mayer (1987), Woolfolk (1990) and Gayna (1985); consider it as a change that offers a certain permanence. Learning is not formed as a result of other factors such as growth, sleep, medicine etc and is not temporary and there is a period of time of permanence. (Şendurur, 2001). According to the constructivist theory it can be defined as an active process of interpretation in accordance with previously acquired knowledge and experience. (Kesercioğlu, 2004).

These changes in behavior dependent on duration result in certain methods. According to the scientific method, it is the entire amount of the studies that are conducted regularly to understand and emphasize, interpret and offer solutions to the issues and problems that arise and may arise in the environments where we live.

During the education process, a lot of teaching methods based on learning theories have been developed. Learning methods can be listed in the following way; Case narrative, discussion method, description method, questions and answers, solving the problems, demonstration and practice, observation. (Ünal, T. Y). Method: Procedure. In science, a plan to access a certain result, the followed paths.

The method of this path is the path that leads to the purpose that is way it should be well-thought, analyzed and well planned. Otherwise the teaching job would be too complex like seeking a way out of the maze. (Ünal, T. Y).

3. Discussion

One of the effective methods that will allow the individual to learn the essential, practical conveyor is the analogy method. Analogy as a teaching method is seen in the teaching methods of Prophet Muhammad (P.B.U.H). In this study, we compare the opinions of Paul Thagard and the approaches of the Prophet Muhammad (P.B.U.H) and the prophet's exemplary applications as a descriptive manner.

Before learning the analogy method learning strategies can be classified like the followings: Repetition, meaning, organization, comprehension monitoring, emotional strategies. Elaboration strategy is the activity of learning by integrating the new and knowledge that existed in the memory for a long time. Analogy is a method that is located within the signification strategy.

Analogy method: (analogy, comparison) Analogy is the method of explaining in different ways by giving as an example an event. (Dinçer, T. Y). Analogies are depictions of understanding of new knowledge. Ausubel (1969), Gagne & Briggs (1974) in their study indicate that association of the prior knowledge and the new one will make learning more meaningful.

The information of the individual's past in the literature is accepted as analogous while the new information is accepted as the goal. The findings obtained as a result of the studies support that the analogies increases the students' interest, curiosity and motivation (Keller, 1983), it supports conceptual change (Dagher, 1994) and it is an effective means of establishing relationships between concepts (Stepich & Newby, 1988) & (Kesercioğlu, 2004).

When this method is used correctly and has achieved its goal it stays for a long time in the individual's long-time memory. Teachers use analogies to simplify concepts and less familiar systems, and to embody abstract concepts with concepts that are more familiar.

One of the modern representatives of this method Duit (1991) gives as an example the relationship of the objects when passing from source information to new information. To stimulate his theory he gives as an example the likeness of atom to solar system. According to Holyoak the new events that will be learned, can be compared to the 'source information' by installing relationships and building bridges. At the same time method is a tool to create a basis for discussion and to solve the problems. (Ekici, 2007).

With analogy as the method of learning, some considerations are to be taken into account. The goal should be well established, and a known analogy should be used for the unknown notions. If the target is abstract being or concept a concrete analogy should be used, a person's past should not be underestimated. Mintzes and his colleagues (1997) together with TWA model have generated six models of analogies such as: General analogy, bridge analogy, multiple analogies, anecdotal analogies, case-based reasoning analogies and student generated analogy. (Kesercioğlu, 2004).

It is the most appropriate method in students understanding of abstract concepts. Explaining one event with their own expressions and internalizing it provides advantages. While considering the students as active this way also develops the creativity features. The knowledge except of the classical way of learning are learned with other kind of method. While drawing attention to the topic it also provides motivation. Establishing one connection between scientific language and everyday language facilitates learning (Yoldaş, T. Y).

The rise of man and the society they make up, their progress and their coming to a certain level is based on the education of the individual and society. (Yoldaş, T. Y). We know that monotheistic religions together with the first man have transmitted to us the messages of Allah.

It is seen that these divine orders that come to prophets as revelations in the form of words and behavior are later on turned into practices. When prophets are considered from a wide spectrum as leaders or guides they have not only been an example with their behaviors but they also have been leaders in an invention.

They have not only had the duty of warning people but also pioneered in some of the greatest inventions that would shed light to civilizations. For instance Prophet Noah with the art of carpentry gave the first ship gifts to humanity, prophet Joseph made the first clock, Prophet David with treatment of iron and armor making and Prophet Idris with finding of the needle has contributed to the art of tailoring. In this sense, prophets have been instrumental in the progress of civilization because beside dealing with world affairs, they have also taught people professions that will be useful to humanity. (Bayraktar, 1984).

In order to fulfill their duties they are seen to have successfully completed them by acting according to the orbit of revelation. In the name of 'shaping' their community we witness in each prophet certain methods according to the addressee and individuals they are to speak to. Contact Person recognition, drawing attention of the audience with interesting questions, questions and answers, repetition, explanation by giving examples are some of the methods. (Soysaldi, T. Y).

Information about the social, economic, cultural religious background and also how to approach to the addressed, what methods will be given, to what amounts is important when explaining people religion. If guidance and their mission of showing the true path was done without taking into consideration these conditions it would have been worthless. (Yargıcı, 1998) Heavenly books have benefited from the similar methods that prophets have followed. In particular in Matthew's Bible in the narrative part about God and the afterlife obvious analogies are encountered, meanwhile we can frequently see them in the Qur'an.

The meaning of term, the only thing that doesn't manifest in reality is Tezka, preacher, incentives, Zecca, the signs, an approval transaction, approximates to man's mind what is meant, noticeable meaning, are some of the examples that are meant in Quran. (Altun, 2006) When we compare good and bad, "Good is always likened to a tree that has strong roots, high branches and always gives fruits" and bad word " is likened to a tree that its body is uprooted from ground, and there is no place where to hold". (İbrahim, 24/26).

If we would give some examples from the analogies in Bible, the concept of God is used in their daily life for the cases analogy that is done. " No one can serve (worship) two masters. He will love one and will hate the other or he will adhere one and despise the other. You can't worship both God and money. For this reason in telling you 'don't worry for "your food and drink" and "your clothes" for your body. Isn't soul more important than food and body more important than body? (Matta 6:24-25).

When we have a look at holy books such as Quran we come across to many teaching methods verses. We have the unlawfulness of alcohol with the gradualist method. (Nahl 67 & Nisa 43 & Maide 90, 91 & Bakara 219), when they asked for the owner of the asset is used question and answer method. . (En'am 12). It has remembered the history of previews prophets remind these reasons and give lessons. (Yusuf 111), the facts of hereafter life are eternal life. (Ankebut 64) & (Bayraktar, 1984).

Prophets have taken into account the structure and location of their community's cultural, economic, sociological structures when they communiqué to them. To make the issues that they preached easier to understand and permanent in their minds there are possible enabled methods. And Muhammad (pbuh) that is the descriptive of the Quran has used the same methods that are used in Quran in his preachers. In Quran and Hadith are used similar methods and the aim is the same.

"The real wrestler is not the one that his back doesn't come to the ground and beats his opponents in wrestling but the one who dominates his soul when he is angry. (Buhari, Edeb 102; Müslim, Birr, 106) In this hadith the importance patience is expressed by introducing two opposite things.

"Allah is pleased with the repentance of his servant as much as man is pleased when he has lost hic

camel in desert and he finds it again" (Buhari,Deavat4;Müslim,Tevbe 1) The importance of repentance and Istıfıar, has been described with the similarities of these two events .

" Some of the people that will enter Paradise their heart are like bird". (Müslim, cennet27) compering a believers heart with a bird is illustrated method for the consideration gives trust in god. Believers In loving each-other, protecting each-other showing compassion and mercy for each-other are similar to the functioning of the body.

Because, if a limb is sick all other limbs will suffer with insomnia and fever with it. (Buhari ,salat88;Müslim,Birr 65) Solidarity with each other Prophet Muhammad (P.B.U.H) has been likened to the functioning of the body, has established similarity between two states. For the same topic in another hadith Buhari likened as interlocking parts of a building, to be understood the topic he has showed it by interlocking his fingers. .(Buhari, Salat. 88 & Müslim, Birr. 65)

4. Conclusion

People know what they are coming to life as different. But during all the life he shows effort and struggle. If we would express it with other words "he learns from the cradle to the grave". This learning sometimes happens in a systematic way within school atmosphere and sometimes during the everyday life.

To progress and develop the society and to move on and go forward on the steps of civilization should not be underestimated the role of holy books and the prophets. In Holy Texts and in the words of Prophets by taking in consideration the society's understanding, the economic, cultural and social situation there is explained with different kind of methods.

Between these methods the method of analogy especially abstract concepts, facts and events are used frequently for understanding. This method is more evident in the words of the Prophet Muhammad.

He has tried to explain topics and advices related to morality, repentance, solidarity, patience, confidence, compassion, etc. that some people would find them difficult to understand by giving examples and comparing with their own life style.

The same method has been used often recently to explain the science. In learning situation this learning is realized by comparing the individual's past experiences with already known cases and the cases that are similar to the new topic that will be learned.

In the study, this method is proofed to have benefits such as facilitating learning and that the learned knowledge would be more memorable, the students would be more active and creative, it would improve thinking in one other way and would establish one connection between science language and everyday language.

As a result we may say that the analogical method is one of the most important methods in effective learning and this method together with the usage of the prophets and Holy books is paralleled used nowadays as one teaching method.

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Albania Government and It's Challenges in Progressive Tax Implementing

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Abstract

Horst Dieter Vesterhoff (economic adviser to three German chancellors) said that a tax system should meet at least three conditions. First the state to bring enough income must be based on the solvency of citizens and should not impede or dissolve desire to work, to do investments or research and further discoveries. Progressive tax is one of the key points of the new government. Progressive taxation is a type of tax system that is designed to put the greatest tax burden on those who make the most money. The main reason for establishing progressive taxes is to achieve fairness in taxation, at least according to some. Theoretically, those who make little should pay very little in taxes, while those who make more should pay more. How many of ways the progressive taxation can work? In the US, the income tax paid per year by citizens is progressive. It is based on income levels, and as these income levels rise, so do tax levels. It's a complicated system, where the next portion of income above a certain level is taxed at a higher percent. A progressive tax system allows a government to collect a larger amount of tax revenue, which, can be used for the benefit of public services, such as education, welfare and medical assistance. From the above, the question naturally arises, is Albania's prepared to implement successfully progressive tax? Based on this question in this article I would like to do a synthetic analyses of fiscal system during last 15 years in Albania and identifying what are advantages and disadvantages of progressive tax implemented by stressing the opportunity of government on this process.

Keyword: progressive tax, flat tax, comparison, government, welfare

1. Introduction

The notion of taxation has been known since the establishment of states. A social organization, as primitive as it may be, requires sufficient financial means to accomplish its goals. Taxes are a substantial means of providing the financial resources of a country. They occupy the leading place in the public income of modern countries. The great part of our neighboring countries and countries with quite a similar economic situation as ours are applying flat tax. So as to improve the economic situation and the fiscal administration, since 2008 Albania is applying the flat tax system. Previously Albania applied another tax that was progressive tax. Flat Tax or Progressive Tax – a dilemma that is frequently discussed by the specialist of the field, leaves room for debate and provides no definite answers. Different countries apply different economic policies and, as the data have shown, they obtain different results from the application of different policies.

2. The Effects and the Performance of the Implimentation of Flat Tax in Albania in 2007-2013

Personal income tax was one of the most hited taxes from the fiscal evasion in Albania. Fiscal reforms of 2007 basically changed the tax structure, replacing the progressive tax rates with a unique degree of 10 %, for all kinds of personal income.

Albania, in about 5 years of experience with flat tax, there were positive results from the collection of additional revenue from personal income tax, as a result of the implementation of the flat tax. Thus, from 1.1 % of GDP this tax covering 4 years before applying progressive tax amounted to an average of 2.2 % of GDP after the flat tax application.

The formula applied to every penny of tax on salary earned was heavy with unfairly high taxes wages of employees with low incomes, such as those of the health sector, the education sector and the manufactured sectors where is used the cheap labor. The flat tax is introduced in July 2007, to 10% for all employees, for social and economic reasons:

1. Application of the flat tax to reduce informality in the labor market in Albania;
2. Application of the flat tax to be consistent with regional tax policies to attract foreign investors.

To proceed further with tax cuts, last incentives was that of May 2013 that all employees with salary and under thirty thousand leke exempt from paying 10 % tax.

Passing from progressive to flat tax system has been an important step in our country's economy, but this type of flat tax failed any of his goals.

1. Informality in the labor market continues to be a problem in Albania;
2. At 8 years flat tax application is not a study done, which connects investments increase in Albania with flat tax concerning personal income tax.

3. Economic Benefits of Progressive Tax System

In 2001, Premier Gordon Campbell announced that the government would revitalize the provincial economy, invest in education and invest in health care. Campbell decreased the taxes of large corporations. At the present moment, the corporate income tax in BC is 13.7% down from 16.5% in 2000 (Ramsey), while in Canada is around 21%, down from 28% from the year 2000 (Canada 83). There have been great cuts in corporate taxes since 2001. Unfortunately, that does not help the economy. The amount of money economized by those large corporations is likely being invested outside of BC, if invested at all. For this reason, the provincial government has lost billions of dollars in revenue, which only aggravated the provincial debt. Also, with lower taxes, the large corporations were enabled to become more predominant in the province. When you take into consideration the huge amount of money lost in the taxes, in investments and large cuts in the public sector, it is not hard to understand why the provincial debt increased by about 3 billion dollars.

Campbell argued that by reducing those corporate taxes, the province would be attracting investments and "revitalizing" the economy. Clearly, Campbell is either ignorant of economics or simply corrupt, since even a basic knowledge of economics would show him that the way to invest is by decreasing the taxes of small business to stimulate the local economy, while increasing the taxes of large multinational corporations in order to force them to raise their prices, which would help making small businesses even more competitive. Decreasing money supply could also increase investment, although that is only possible in the federal level.

If costs of living are high and the income tax system is not progressive, there will be lots of people who will work in many jobs just to survive, which is not attractive to corporations since the wages are high and the demand is low. With underfunded public services the situation is even worse, as it increases costs of living. For instance, with higher tuition fees, students often have to loan more money, which reduces their purchase power. In this scenario, even if the corporate taxes are very low, large corporations with the ability to invest in other places will prefer to invest where there are lower wages and higher demand. A progressive tax system would fix that. This is the system in place in the Scandinavian countries, as well as many other developed first world countries. In this system, the poor pays little while the rich pays more. This increases the purchase power of the poor, while increasing the amount of cash flow which would be otherwise stuck in the riches' savings. The same applies to corporate taxes for small businesses and large corporations. With lower taxes for small businesses, they are able to compete against the large corporations.

If the government adopts a progressive tax system, there will be an increased tax revenue, which could be used to pay the debt as well as increasing expenditure in the heavily underfunded public services such as education, health care and welfare. A progressive tax system would also encourage small local businesses, which would expand the economy. It would also increase the purchase power of a great majority of the population, which would even further expand the economy.

4. Three Reasons Why We Need Progressive Tax Rates

Conservatives have two central tenets in their tax reform agenda. The first is to simplify the tax code by eliminating tax expenditures – government spending through the tax code – that come in the form of deductions and exemptions. The second is to move from a progressive income tax to a flat income or consumption tax. But conservative politicians often conflate these goals, suggesting that "simple" and "flat" are one in the same. Tax expenditures are what complicates the tax code, not progressive rates. While we should aim to eliminate expenditures, especially those that benefit those who are relatively well off, progressive tax rates are justified economically and morally for these reasons:

4.1 Efficiency

What is the optimal amount of public goods and services the government should provide? If the government creates a rule that says everyone must pay an equal share of their income, revenue will be restricted to the rate that the lowest

earning workers can afford to pay.

Consider the case of a married couple with drastically different earnings. One spouse earns \$40,000 per year, while the other earns \$400,000 a year. If the couple goes Dutch, they will restrict their shared consumption. However, if the couple adopts a rule that the higher earning spouse pays more, then they can enjoy a higher level of shared consumption. This means they will consume a better house, better car, and better lifestyle.

4.2 Happiness

Advocates of progressive taxation often say "Rich people can afford to pay more." What they really mean is that \$100 means more to a person making \$5,000 a year than it does to a person making \$500,000 a year. This means that allowing poor people to keep a larger share of their income will result in a happier society than making everyone pay the same rate.

4.3 Justice

If people deserved most of their income, there would be a good case that they should be able to keep it. However, people don't morally deserve their income because almost everyone's income results largely from factors beyond their control. For example, the poorest Americans are richer in absolute terms than the richest Indians. This isn't because Americans are that much more hardworking than Indians, but because Americans have access to a superb set of institutions and a grand scale of specialization and trade within our borders.

The knowledge and technology we have that allows us to be rich is the result of a multi-millennia human project and social cooperation. Other factors — such as our genes, parents' income, our order of birth, year of birth, and even month of birth — have enormous impact on our future earnings.

Because people don't morally deserve their income, it means that society can fairly ask the wealthy to pay more. Doing so allows us to produce more public goods and services that benefit everyone, while creating a more happy and just society than if we asked everyone to pay the same. But, we still need to be concerned about incentives. We don't want to make rates so progressive or so high that they make it unattractive for people to be productive. Fortunately, this is an empirical question, and all the evidence suggests that the wealthiest among us are doing quite well, and their lot is improving.

4.4 The advantages of the progressive tax

1. It is reasonable- as under progressive taxation the rate of taxation rises as the taxable income rises hence people from higher income group are asked to bear the heavier load.
2. Progressive taxation is fruitful- this form of taxation is beneficial for the government as the income yield is comparatively more than any other form of taxation.
3. Progressive taxation is cost-effective- the cost incurred for collecting the taxes doesn't rise along with the rate of tax.
4. Brings about equality in income sacrifice- under progressive taxation there is an equality of income sacrifice amongst all tax payers. this is owing to the fact that the law of diminishing utility is applicable with money as well. with every rise in earnings the marginal value of money decreases. therefore, a rich individual doesn't feel the pinch while paying a certain amount of tax. so by levying him more income tax he can be requested to make equivalent sacrifice.
5. Reduction of income inequalities- this form of taxation helps to a certain extent in reducing inequalities in wealth distribution. furthermore, equal circulation of income will result in raised well being of the society, as the richer individuals will forfeit only their comforts, whereas the poor individuals will be capable of satisfying their necessities to a better degree.

All these advantages of progressive taxation make it an important arsenal for the government for collecting revenues which decides the growth and development of the country.

4.4.1 The advantages of the implamentation of progressive tax in Albania

After the fall of communism, many countries applied the system of progressive income tax, which was earlier applied in

Western Europe. But it soon turned out to be a system that discouraged economic growth.

Progressive tax is one of the key points of the new albanian government in 2014. Progressive taxation is a type of tax system that is designed to put the greatest tax burden on those who make the most money. The main reason for establishing progressive taxes is to achieve fairness in taxation, at least according to some.

Progressive tax tends to reduce the consequences of taxation on individuals with low paying capacity by disproportionately shifting it to individuals with a higher paying capacity (richer people). When progressive tax was applied in Albania, different rates applied to different income groups. In this case progressivity described a distribution effect on income or cost referring to the progression of tax rate percentage. At first glance, it seemed that progressive tax made all citizens sacrifice equally and that state exercised the same pressure on all of them. Progressive tax intended to wrongly fight against inequality among people by trying to generate greater equality.

5. Conclusion and Recommendations

Flat tax policy is a doubled-edged sword likely to produce either positive or negative consequences.

The benefits of a lower flat tax may be a short term if not associated with other advantages. Progressive tax systems are designed to subject a larger percentage of income to taxation for individuals, households and businesses with larger incomes, while lowering the tax burden on those with lower incomes. According to Progressive Policy Institute, the debate between flat and progressive tax systems is robust, with valid arguments on each side. Progressive taxes carry significant benefits to economically disempowered households and society as a whole.

A progressive tax system would also encourage small local businesses, which would expand the economy. It would also increase the purchase power of a great majority of the population.

There are many versions and formulas for applying progressive or flat tax, or a combination of both, and they require a thorough study based on best statistics and experiences of other European and World countries.

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Learning Languages without Grammar

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Abstract

This article presents how natural approach is effective in teaching or learning language using this Natural Approach learners will be able to elicit the language like small children are learning their mother tongue in their family. Many language teachers of English, Turkish and Arabic insist on the structure of the language, they claimed that it should be firstly taught the grammar then the learner will be able to learn and use it. This paper examines Stephen Krashen, and Tracy David Terrell's The Natural Approach. Whereas well-given examples of Communicative Approach that, was developed by Robert Langs MD, in the early 1970's. The results show that learners should get input in the current language. By using and practicing the input, language learners will get improvement. The work presented here was profound implications for future studies of language learning and may help solve the problem of practicing foreign language.

Keywords: natural approach, comprehension-based language, communicative approach

1. Learning Languages without Grammar

This article discusses about how languages can be taught and learned. Lemonick (1994) wrote in Time magazine, an article with a title "How man began". The bold argument in the article was: "No single, essential difference separates human beings from other animals"(Lemonick, 1994). Some linguistic scientists claim that communication is done via speech. It is the most important distinguishing between humans and animals. Lieberman (1998) sustained: "Speech is so essential to our concept of intelligence that its possession is virtually equated with being human. Animals who talk are human, because what sets us apart from other animals is the 'gift' of speech" in his book, Eve Spoke (Lieberman, 1998).

If we are looking through history, it can be understood that the human being firstly got in touch with each other by speeches many thousand years ago. The written form of languages just appeared in the years 3500 BC. Whereas the structure of languages can be seen in the last some hundred years. Our rich and sophisticated communication sets us apart from other creatures on our planet.

2. Natural Approach

It is an approach in which real communication is the basis of class activities and within a short time a learner can communicate with native speaker of that target language. It does not require the ability to communicate or grammar-translation, audio-lingual and different eclectic cognitive-based methods. It produces skills that suits exactly what is taught (Khattak & Asrar, 2007).

There are three principles in Natural Approach to language acquisition: (1) the classroom activities must cultivate acquisition (activities which promote learning might be assigned as homework. (2) No correction of speech errors directly. (3) The learners can respond in either the target language, or their native language or a mixture of the two. The most important principle is that acquisition activities that are provided in the class because these activities allow the progress of communicative abilities in addition to fostering the kind of knowledge that result from conscious cognitive learning exercises (Khattak & Asrar, 2007).

According to Stephen D. Krashen (1982), independent ways of developing competence in the second languages are: acquisition and learning. "Acquisition is a subconscious process that is similar to the way that children develop ability to speak in a first language. Learning is the conscious knowledge of grammar rules and their application to verbal production in a second language" (Stephen D. Krashen, 1982).

The basic principles of the Natural Approach (Terrell, 1977) is listed as following: 1) Beginning language

instruction should focus on the attainment of communicative competence (immediately) rather than on grammatical perfection.2) Instruction need to be designed modifying and improving the students developing grammar rather than at building language experiences based upon grammar-one rule at a time.3) Teachers should provide students with opportunities to acquire language naturally rather than in a forced classroom environment.4) Affective factors should precede cognitive factors during language learning experiences.5) Acquisition of vocabulary is the key to comprehension and oral production (Terrell, 1977).

As stated by Terrell (1977), "a student with a large enough vocabulary can comprehend and speak a great deal of L2 (second Language) even if his/her knowledge of the grammatical structure is nonexistent".

Krashen's (1982) monitor theory claims that oral proficiency is not cognate to high scores on standard grammar tests, a fact conventionally looked out over by language educators who claim to have communicative competence as a target but perpetuate to evaluate progress only in the cognition of grammar rules (Stephen D. Krashen, 1982). Nowadays all the national or international English Exams lead the students the rules of grammar to get a certificate, to pass to university or to be applied to a position.

Some state that learned rules can be acquired through practice. This credence seems to refer to the three-part technique of cognitive approaches: explication, practice and application. The follower of cognitive approaches, Chastain (1976) believe that comprehension of the rule must precede its use. The cognition of grammatical principle can precede its acquisition. Whether, it promotes acquisition probably depends on the cognition style of the acquirer. Research shows that acquisition takes place under certain conditions. In the communication situation: (a) the focus is on the message; (b) the acquirer must understand the message; and (c) the acquirer must be in a low-solicitousness situation (Khattak & Asrar, 2007).

Hatch (1979) gives the following tips for the speech to be understood by the listeners: slower rate (clear articulation, diminished contraction, long pauses, extra volume, exaggerated intonation); understandable vocabulary (high-frequency vocabulary, less slang, few idioms, high use of names of referents instead of performs); marked definitions (explaining a term that the speaker doubts the learner will know, repetitions, gestures, pictures); simplification of syntax vis-à-vis the meaning (simple propositions, focus on topics, repetition and restatement, less proverbs' modification, helping the learner complete utterances); discourse techniques (giving a possible answer within the question, yes-no question, tag question) (Hatch, 1979; Khattak & Asrar, 2007).

Children learn their native language eliciting before they start to speak (Fraser, Bellugi, & Brown, 1966). In reality, competence of all speakers in comprehension gives birth to competence in production. Winitz and Reeds (1973) estimate that in the first language acquisition 'comprehension' comes before a sentence generating approximately a year. "This sequence of development—comprehension first, production second—is a functional property of the human brain which should not be violated in language instruction." (Winitz & Reeds, 1973)

How to make intelligent conjectures profit in the early stages of acquiring language. The major components are: (1) a context; (2) gestures and body language cues; (3) message to be comprehended; (4) a knowledge of the meaning of the key lexical items in the utterance. Grammatical signals are not usually crucial to the comprehension task of beginning students (Khattak & Asrar, 2007).

Snow (1979) notes that "children figure out rules underlying syntactic by using the cues provided by the meaning of the adult's utterance". Following Snow (1979) describes the process for children exactly as the natural approach suggests for adults: "knowledge of the meaning of important lexical items plus knowledge of what is likely to be said about those entities or actions given the situation enable the child to guess correctly what the utterance means. This implies of course that the child must be a good guesser, but also that the adult must say the kind of things the child expects to hear" (Snow, 1979).

In his writing Fries (1945) takes the opposite view: "in learning a new language, then, the chief problem is not at first that of learning vocabulary items. It is, first, the mastery of the features of arrangement that constitute the structure of the language."(Fries, 1945)

Natural Approach is based on Asher's (2009) Total Physical response in which the teachers ask students to perform certain action, such as close your eyes. Another Technique, which is useful in the first few days of class, makes use of the students' names and descriptions. The following is an example of 'teacher talk', that is, comprehensible input:

What is your name? (Ammy.)

Everyone look at Ammy. Ammy has long, black hair. What is the name of the student with long, black hair? (Class responds with a name only.) What is your name (selecting another student)? (Henry.) Look at Henry. Does Henry have

long hair? (Use gestures to contrast long and short.) (Class responds, no.) Is his hair black? (No) Is it brown (use context and gestures)? (Yes.) Henry is the student with short, brown hair. What is the name of the student with long, Black hair? (Ammy) And the student with short, brown hair? (Henry) This activity can be continued using physical characteristics (positive attributes only) and clothing colors and some simple descriptions (Khattak & Asrar, 2007).

3. Communicative Language Teaching

What is communicative language teaching? (CLT)

When we are asking the language teachers this question they would possibly say that this is methodology of choice in teaching. However, when we give present and give the detailed explanation of what “communicative” means, its explanation verifies wide. Does CLT mean teaching conversation, the absence of grammar in a classroom or an insistence on open-ended discussion activities, which requires the main points of the course? What do you understand by communicative language teaching or learning?

The following statements below characterize communicative language teaching: (a) effective language learning way is through using it, but not learning the structure of it (b) grammar is unnecessary in language teaching (c) impact of communication is essential in language learning (d) errors in speaking a language are not important (e) CLT is only interested in teaching and speaking (f) classroom activities ought to be meaningful and everyday communication (g) dialogs are not useful (h) accuracy and fluency are the target in CLT (i) CLT is usually described as a method of teaching (Jack C. Richards, 2006). Communicative Language Teaching can be considered as a set of principles about the target of language teaching how learners learn a language, the ways of classroom activities that best fits learning depends on the teacher and the learner’s ability and capability. CLT pioneers have become interested in integrating form-focused instruction with communicative activities (Wong & Barrea-Marlys, 2012).

One of the essential goals of CLT is to improve fluency in language use. “Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication according limitations in his or her communicative competence” (Wong & Barrea-Marlys, 2012). Since the language classrooms are places where learners are intended to be prepared for survival in the real world. There should be a correlation between classroom activities and real life. The Pedagogues argued that class activities should be as far as possible mirror the real world and use real world or authentic sources as the basic for classroom learning. These studies provide evidence that each competence plays a significant role in the acquisition of communicative competence. However, teachers seem to de-emphasize grammar accuracy in their CLT classrooms (Wong & Barrea-Marlys, 2012). Whereas Clark and Silberstein (2005) argued:

Classroom activities should parallel the ‘real world’ as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not the medium. The purposes of reading should be the same in class as they are in real life. Others criticized that it is not important if classroom materials themselves are divided from authentic texts and other forms of input, as long as learning processes they facilitated were authentic (Jack C. Richards, 2006).

4. Conclusion

While people are speaking their native language or foreign language, none of them are firstly making up sentences in their mind then produce it. Normally, the output of language, it does not matter if it is native or foreign language is coming out according to elicit or input of target language. By listening, watching and reading we do the input of a language. Especially while you are reading a book logically you may think that you did not get anything at all, but while you are speaking the words, phrases and sentences are coming out unconsciously from your lips and mouth. Natural Approach uses different techniques and activities in source to provide comprehensive input. In teaching language, communicative activities are applied by Natural Approach, considering in different activities such as games, role-play, dialogs, group work and discussions.

As it is mentioned before there are three genetic phases identified with the approach: (1) preproduction-developing listening skills (2) early Production- learners struggle with the language and make many errors which are corrected based on content and not structure (3) extending Production- promoting fluency through a variety of more challenging activities” (Stephen D Krashen & Terrell, 1983).

To have language acquisition the language processing should be given to the learner the correct comprehensive input from the teacher. We hope that this writing will guide the language teachers to teach their target language to their

learners in a natural way without too much of effort.

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Participle I of German Language and its Corresponding Forms in Albanian Language

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Abstract

The verbal system of different languages has often been object of study of various linguists. A particular interest in these studies have been infinitive forms of the verb, which are widely studied with regard to their method of construction, their morphological particularities and their syntactical functions. They are not only studied as part of the verbal system of a particular language, but have also been subject to comparative studies between different languages. The purpose of these studies was to find common points and differences between infinitive verbal forms of different languages, viewing them as a morphosyntactic category, studying the combination of their verbal features with those of other parts of speech and studying their syntactical functions. The comparisons are made between languages of the same family and also between languages of different families. This paper is centered on two Indo – European languages such as German and Albanian and intends to make an approach to one of the infinitive verbal forms of German with standard Albanian. The German language recognizes three forms of infinitive verbs: infinitive, participle I or present participle and participle II or past participle. In this paper as mentioned is studied one of the infinitive verbal forms of German language, the participle I, with a view to finding its responsible forms in Albanian, to find which infinitive forms of Albanian corresponds to the participle I of the German and which other grammatical tools respond to him in the standard Albanian language. The participle I of German language is multifunctional and its functions are covered by various grammatical tools in the Albanian language, which play almost the same functions as in German. To make such an approach is used an extensive literature in both languages and examples that illustrate the theoretical material has been extracted by German literary works, which have been translated into Albanian language.

Keywords: The participle I, syntactic functions, responsible forms, grammatical tools

1. Participle I

Participle I is generally defined as a nonfinite verbal form, which has features of the verb and the adjective. In the German language dictionary DUDEN participle I is determined as verbal form, which takes place between the verb and the adjective. (Duden 2001:1185) It is named as a verbal form that summarizes features of the verb and adjective, but it has also adverb features.

Other grammarian call the participle I word that stands between words (Mittelwort) (Eisenberg 1994: 69; DUDEN 1998: 190) as it stands between the verb and adjective.

Participle I possess basic verb valence, so the ability to get other syntactic constituents. (Helbig / Buscha 2001: 100) Participle I also possess the relative tense category, the category of verb diathesis and can be declined as adjectives, when they play the function of an attribute. (Helbig/Buscha 2001; Engel 1988)

The german language recognizes three forms of nonfinite verbs: infinitive, participle I or present participle and participle II or past participle. (DUDEN 1998/ Engel 1988)

2. Formation of the Participle I

Participle I is formed by adding suffix -d to the infinitive of verb. (Helbig/Buscha2001; Engel 1988)

arbeiten - arbeiten-d (working) singen - singen-d (singing)

It presents the action and the state expressed by the verb from which it is derived, as continuous, unfinished. (Helbig /Buscha 2001; Dreyer/Schmitt 2000)

Er tanzte. (he danced) Er kam tanzend herein. (he came in dancing)

In relation to the finite verb it presents continuous active processes, they occur simultaneously with the action expressed by the conjugated verb. Although it is called present participle it does not express the present, but simultaneity with the conjugated verb. He expressed a neutral tense and habitually it refers to the tense expressed by the finite main

verb. In its predicative use it presents anteriority or posteriority in relation with the finite verb.(Engel 1988: 431)

Er sagte erläuternd... (Ai thoshte duke shpjeguar... / he said explanatory...)

Er sagt erläuternd... (Ai thotë duke shpjeguar... / he says explanatory...)

Er hat erläuternd gesagt... (Ai ka thënë duke shpjeguar... / he has/had explanatory said...)

Participle I is connected with nouns or verbs, connection which can be further expanded with other parts of the sentence or syntactic constituents. These expanded participle form constructions, which in the German language are called participle constructions. (Helbig/Buscha 2001, Rath 1971)

... einen über die Knie reichenden Gurtkittel... (... një përparëse me rrip, që i arrinte mbi gjunjë... / one over the knee reaching coat)

... wo ... Herr Albin mit hängenden Mundwinkeln und weltmännisch wegwerfenden Bewegungen die Karten handhabte. (... ku zoti Albin i zotëronte letrat me cepat e buzëve varur dhe me lëvizje mondane, që duken sikur hedhin tutje. / where Mr. Albin with drooping corners of the mouth and urbane dismissive movements handled the cards.)

3. The Syntactic Functions of the Participle I

The grammarians distinguish three syntactic functions of participle I: predicative function, adverbial function and attributive function. (Helbig/Buscha 2001:583)

Predicative function

In the predicative function refers participle I or the participle construction to the finite verb. They can have a free word order. By predicative constructions are expressed two actions, the one is expressed by the finite verb and the other by predicative. Predicative constructions can be paraphrased by subordinate clauses or coordinate clauses with the coordinating conjunction **dhe** (and). (Helbig/Buscha 2001:585)

Setembrini war teilnehmend (Setembrini ishte pjesëmarrës/ po merrete pjesë/ Setembrini was participating)

... so Auge in Auge, die seinen seien ... flackernd... (kështu sy më sy, të sajët ishin vezullues /... eye to eye, her eyes were twinkling)

... sagte er tief aufseufzend. (Tha duke psherëtirë thellë / dhe psherëtinte thellë. / he said, sighing deeply)

... und trat dann sanft blickend zu seinem Vater. (... hyri duke vështruar të atin butësisht./

... and then went looking softly for his father)

To the participle I as predicative corresponds in the Albanian language the nonfinite form of gerund (blickte ihn lachend... / e shihte duke qeshur). It has the same function as the participle I of German language and can be paraphrased by coordinate clauses with the coordinating conjunction **dhe** (and) (*und trat dann sanft blickend zu seinem Vater. (... hyri duke vështruar të atin butësisht / dhe shihte të atin)*

The adverbial function

The adverbial constructions as well as the predicative constructions refer to the finite verb of the sentence. Between the participle I or the construction with the participle I and the verb which it refers to, needs to have accordance of the semantic features. If this accordance lacks then lose these constructions their adverbial character.

The adverbial constructions have a free word order. They may change their position without transforming the meaning of the sentence.

... blickte ihm lachend und kopfschüttelnd ins Gesicht. (... e shihte në fytyrë duke qeshur dhe duke tundur kokën. / looked him in the face, laughing and nodding his head.)

...blickte ihm und lachte... / und danach lachte... (... e shihte dhe qeshte / looked at him and laughed)

Lachend und kopfschüttelnd blickte er ihm ins Gesicht... (Duke qeshur e duke tundur kokën e shihte në fytyrë... / looked him in the face, laughing and nodding his head...)

By the adverbial constructions there is an action expressed by the finite verb, an action which is further characterized by the mood, tense, cause etc. of the action expressed by the verb. The adverbial constructions can be paraphrased by a subordinate sentence which conjunction indicates corresponding semantic relations between main sentence and subordinate sentence. These relations are: modal, temporal, causal, conditional, concessive. (Helbig / Buscha 2001; Dreyer/Schmitt 2000)

...nahm kurz aufsitzend wieder Platz. (Zuri sërish vend duke ndenjur drejt... / took place

... junge Leute... kamen trällernd herein. (... të rinjtë hynë duke kënduar me zë të lartë / young people ... came humming in)

... klang ... jammernd (... tingëllonte si ankuese / si ankim / si ankesë... / sounded yammering)

Neben ihnen fiel ein Wasser ... gurgelnd und plätschernd zu Tal. (Pranë tyre rridhte ujë ... duke qurgulluar dhe

duke u përplasur / Next to them flowed water gurgling and splashing down into the valley) ... sagte Joachim erläuternd... (... tha Joachim duke shpjeguar... / ... Joachim said explanatory...)

Wiedemann, speichelnd und blutend, zeigte das Phänomen... (Wiedeman duke pështyrë e duke nxjerrë gjak tregonte fenomenin / tek pështynte e nxirrte gjak / wiedemann spitting and bleeding told the phenomenon)

Und der Hofrat klopfte abwechselnd links oben an der Brust und etwas weiter unten. (dhe këshilltari trokiste gishtat here majtas lart në kraharor dhe herë disi më poshtë / the councilor knocked the fingers alternating left at the breast and a little further down)

To the participle I as adverb corresponds in the Albanian language the nonfinite form of gerund (*erläuternd – duke shpjeguar*), which has almost the same functions as the participle I of the German language. Also corresponds to him a substantive with preposition or substantives without prepositions (*jammern – duke u ankuar / ankim / ankesë*).

There are also cases in which the context of the sentence, by leaving out the participle I, elucidates its meaning. (*Und der Hofrat klopfte abwechselnd links oben an der Brust und etwas weiter unten. / dhe këshilltari trokiste gishtat here majtas lart në kraharor dhe herë disi më poshtë*)

Atributive function

Participle I or participle constructions refer to a noun and are placed between the noun and its article. They have an obligatory or fixed word order and do not change their position, because a different order of the parts of the sentence would change or break the meaning of the sentence. Participle I or participle construction as an attribute can be substituted by a relative sentence maintaining the sentence meaning. (Helbig/Buscha 2001, Rath 1971; Franco Vazquez 1985; Mallo Dorado 2006; Dreyer/Schmitt 2000)

Between the participle or the participle construction and the noun, which it refers to exist an accordance of semantic features. If this accordance lacks then lose the constructions their attributive character.

Ein ... gaumig sprechendes Mädchen... (Një vajzë, që fliste me grykë... / A ... girl speaking with cleft palate... or a girl, who speaks with cleft palate)

... ging mit einer wegwerfenden Handbewegung hin. (... iku me një lëvizje dore sikur hidhte dicka tutje. / went with a wave of the hand)

Die beleidigenden Worte (fjalë fyese / insulting words)

Das nahestehende Fräulein (zonjusha, që rrinte pranë / the miss next to me)

Eine schwebende Achtsamkeit (vëmendje e lëkundur / që lëkundej / unstable attention)

If participle I as attribute is a participle or an adjective this is a question that creates debate between various linguists. Some linguists are of the opinion that exists real and unreal participles. (Mariller 1994; Eisengberg 1994; DUDEN 1998) To find similarities and differences between participles and adjectives needs to analyse semantic, lexical and syntactical attributes of both groups, but this was not part of this paper. In this paper participles as attribute are considered participles not adjectives as they are considered by many other linguists.

In the Albanian language corresponds to the participle I as an attribute a relative clause (*ein sprechendes Mädchen – një vajzë, që fliste*), or another subordinate sentence (*... ging mit einer wegwerfenden Handbewegung hin. / ... iku me një lëvizje dore sikur hidhte dicka tutje.*) This role can be played also by a verbal adjective (*die beleidigenden Worte / fjalë fyese; eine schwebende Achtsamkeit / vëmendje e lëkundur*) that is another corresponding form of participle I.

As well by the participle as adverb there are also cases in which the context of the sentence, by leaving out the participle I, elucidates its meaning.

4. Conclusions

To the participle I in the adverbial and predicative function corresponds in the Albanian language the finite verbal form of gerund, while in its function as attribute correspond to him various grammatical tools. One of them is the relative clause also the verbal adjective, in other cases can be a noun accompanied or not by a preposition the corresponding form of the participle I in the Albanian. There are also cases in which the participle I lacks in the sentence and it is presumed.

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Why Does a Teacher Need to Facilitate the Learning? : A Comparative Study

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Abstract

The aim of this study is to identify the factors that make students' learning better in educational environment. The qualitative method was utilized in this study to find out due data for explaining the factors for better learning. This study expresses the importance of facilitating and making the learning be loved by the students through comparing the explanations and views of John Dewey and the Prophet Muhammad. Because, the teacher needs to help the students how to learn in learning process and also the teacher should know how to make the lesson be loved by the students, but not to be hated. The data was collected from the written views of John Dewey and the Prophet Muhammad's approach in this regard. The limitation is that we could not make any questionnaire or interviews. If those were done with some professors the reliable data were collected. The results reveal that the teachers should approach the students like mother and father while teaching. Thus, this approach will make students learn easily and also make the students motivation high and better towards learning.

Keywords: Motivation, Approach, facilitate, be loved, learning

1. Introduction

Learning requires a teacher to help the students understand the learning materials. What the teachers observe in the learning environment, many students do not stay passive but active.

Thus, the teachers need to create an environment that pushes the students to learn the learning materials. This beneficial environment can give a scope for the students to participate in learning materials. Participation is likely to help the teacher for better guidance that can enhance performance and success of the students.

Firstly, in another word, as the nature of prophet's duties: "Allah has sent a messenger like a teacher". So the profession of prophet was education and training of society, to accept the prophetic mission and make people believe it.

Education should be by knowing the structure of society and era we live, keeping in mind the requirements and needs any improvement activities to be done.

Nowadays students firstly we must make them love the lessons, to help and faceplate them in good manners otherwise student may hate both teacher and lesson and as a result he will not achieve and will fail. Teacher shouldn't behave just as an officer that does his job regarded with the curriculum and after lesson gets away, but behaving as a parent providing them help, love and facilitating things would be more useful during the processing of course.

Of course as it happen usually extremism is not good, even in our students they shouldn't find everything ready, when we help them we should keep the balance otherwise students will become lazy and want to find everything ready. They might think that we don't need to study hard and whipping effort however our teacher will help us, and could not make mental exercise (think a lot). Again, not helping them and letting them alone to study may push them to pessimism and may not succeeds. They might become despair and then give up.

In this aspect, the soft language, a friendly face and an optimistic heart facilitate students to success in the training course.

2. Literature Review

The "teacher is a facilitator of student learning, and his/her interventions diminish as students progressively take on responsibility for their own learning processes." Hmelo-Silver, C. E., et al., (2006.p.24). And he adds that "The facilitator guides students in the learning process, pushing them to think deeply, and models the kinds of questions that students need to be asking themselves"

Hmelo-Silver, C. E., et al., (2006.p.24) expresses that "the facilitator must continually monitor the discussion, selecting and implementing appropriate strategies as needed."

On the other hand "No longer is the teacher seen predominantly as a dispenser of information or walking tape recorder, but rather as a facilitator or manager of the students' learning" and "The teacher's role is not to inform the students but to encourage and facilitate them to learn for themselves using the problem as a focus for the learning" says Crosby, R. H. J. (2000.p.339) and he adds that "The increasing availability and use of learning resource materials also brings with it the need for the teacher as a learning facilitator."

Then he gives more information as follows: "It is the responsibility of the teacher to facilitate student use of the resources by overcoming any deficiencies in the materials and by integrating them into the curriculum." Crosby, R. H. J. (2000.p.339).

"For classroom interaction to be facilitative it must therefore break from this pattern and offer learners greater participation rights which give them the potential to take more initiative and hence responsibility for their own learning." and "facilitator-learner interaction allows the learner to have a larger say in who says what to whom and when. Thus, learners may (or may not) use this freedom to take more responsibility for their own learning." emphasizes Clifton, J. (2006.P.143).

"Teaching presence begins before the course commences as the teacher, acting as instructional designer, plans and prepares the course of studies, and it continues during the course, as the instructor facilitates the discourse and provides direct instruction when required." Anderson, T., et al.(2001.p.5).

Teacher "emphasizes the personal nature of teacher student interactions. Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. Overall goal is to develop in students the capacity for independent action and responsibility. Works with students on projects in a consultative fashion and provides much support and encouragement". Grasha, A. F. (1994.p.143).

3. Discussion

Regarding approaches and teaching, the following appears very meaningful. The prophet's stance on an issue and his actions are overlapped with his discourses, the result is seen as extremely positive in the image as a trainer with his companions.

A companion named Maviye b. Hakem es-Sulemi says: "I have never seen a teacher who is more beautiful and better in education than the Messenger of Allah, He scolded me, nor beat or insulted".

Abu Hurairah (R. A.) says:

One Bedouin one day pissed in Prophets (P.B.U.H) mosque.

The people that were in mosque got angry they shouted at him and wanted to hit him, and almost they hit him.

There upon the Prophet (P.B.U.H) gave them this command: Leave him, pour a bucket of water where he urinates, and clean. You have been sent as a facilitator, not as complicate.

Otherwise students will hate the course, in this point our Prophets advice is very important for teachers for the behavior they should have towards students;"Make it easier, do not make it difficult, Gospels, don't make them hate".

I think that is important to say and read some of his facilitators training methods and the importance that he has given to Education. The Prophet has attached great importance to education and training. In His action and words has knowledge, learning, teaching, and he gives very importance to students and teachers. In the hadith literature there are hundreds of hadith that encourage education and training, and also hundreds that revile against ignorance.

Easing thing is not something that can occur immediately of course. To make things easy firstly the trainer or educator must know his students in all aspects. His weak sides, his family and his educational aims and objectives, only in this way you can help him.

Teacher-student relationship in terms of traditional classroom environment has always been an important factor in

student's achievement. Teacher should always follow his student's instant responses to lessons. But in web-based teaching it's not showed the same convenience. For this reasons we should give basic methods or programs that student can discover their best way to learn. Teachers should design the course in a way to include different methods of teaching forms for student with different methods of learning forms. Educators should endearing, not to hate and must facilitate. Our Prophet (P.B.U.H) recommends us to ingratiate and facilitate.

Besides, Dewey (1897) explains it:

"The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these. Thus the teacher becomes a partner in the learning process, guiding students to independently discover meaning within the subject area."

But, there should a balanced relation between the students and the teacher. If the lesson goes on just according to traditional method in which the teacher has a dominant role which shows an authoritarian behavior and the students are like just listeners, or the learning occurs just in student-centered fashion, both of them looks very harmful for not the teacher and the students.

Therefore, the teachers should know the importance of potential flow and find equilibrium in learning process for better performance. Thus, John Dewey says that "we must take our stand with the child and our departure from him. It is not the subject-matter which determines both quality and quantity of learning." (Dewey,(1902). p.13-14). Actually, this situation makes clear the role of the teacher in learning environment.

Teacher's role is a facilitator and facilitating the learning materials according to the understanding level of the students in relation learning materials. But the teacher keeps in mind that there should be a balance between teaching the learning materials and considering the desires, interests and experiences of the particular student in learning environment. Learning and experiential education are related, but not synonymous with experiential learning.

4. Conclusion

If the teachers really know their role and become facilitator, then expected and promising future generations are likely to be educated under the hand of real facilitators (teachers). Because, in case, the teachers are taking the role of facilitators, the students feel themselves very comfortable and ready for learning process. It is clearly known that the students can learn better with facilitating approaches not by force.

As Dewey (1897) explains that:

"Hence it is impossible to prepare the child for any precise set of conditions. To prepare him for the future life means to give him command of himself; it means so to train him that he will have the full and ready use of all his capacities; that his eye and ear and hand may be tools ready to command, that his judgment may be capable of grasping the conditions under which it has to work, and the executive forces be trained to act economically and efficiently. It is impossible to reach this sort of adjustment save as constant regard is had to the individual's own powers, tastes, and interests-say, that is, as education is continually converted into psychological terms."

On the other hand, The Prophet Muhammad (P.B.U.H) has advised promoting tolerance and patience and to follow facilitator methods in education, not to use violence and anger.

In this sense in one of his Hadith he says: "Teaching makes things easier, do not tough, don't speak when you get angry", and the last phrase he has repeated it three times.

In fact, facilitating approach creates a scope for both students and teachers not hating from learning/teaching, but loving the learning/teaching process and it also helps the students/teachers learn the learning materials smoothly or teach smoothly, as a result the learning occurs without showing any uninterested and avoidance for the learning materials from both sides teachers and students.

In this regard, the views of the prophet Muhammad and the views of John Dewey go along with each other and help the teachers how to behave in learning environment towards the students for fruitful teaching/learning.

Learning takes place in an environment and learner's perspectives are important to create a congenial learning environment. But, it is not easy to create a positive learning atmosphere, if the teacher does not know how to behave towards the students and let them tell their ideas. Because, learning is likely to be fruitful, if the teacher becomes a

facilitator and facilitates the learning process.

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Schools and Implementation of Innovations as Active Element in Practice

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Abstract

This paper interlocks methods and forms of contemporary work in organizing learning from teachers with innovations in teaching behaviours that stimulate learner sense of active participation in learning, developing critical thinking, analysis and action for quality and effective learning. Innovations in the learning process, have a very important role in enriching the learning experiences, therefore, these activities help students to motivate, increase knowledge, skills, attitudes, values, and awakens interest for discussion. The purpose of this paper was to give an overview of the existing implementation of innovations in our educational institutions by teachers and to assess how teachers are aware of the role and importance of innovation in the learning process. Survey research questions were: Are the innovations applied in educational institutions by teachers, and how their application affects the creative activist and personality development of students? We used some of the basic methods through which we have researched this problem quite significantly in primary education institutions of Kamenica and the technique that is applied was that of the survey through a questionnaire for teachers. The research sample consisted of 100 teachers of urban and rural schools, such as two middle schools from urban of the Kamenica town, three from the rural municipality of Kamenica, Kosovo. From the survey results, we have concluded that the primary schools in the municipality of Kamenica little work in this direction despite the fact that a number of teachers have been trained, but they are all making efforts to implement innovations in the learning process. Teachers were of the opinion that to implement innovations in teaching technical, material conditions are needed and that teachers are aware of their importance and the positive effects they bring to the student. Recommendations from this study will probably raise the awareness of all participants of the school life and to contribute to comprehensive discussion that is being developed for education reform in our country, in taking initiatives for systematic implementation of innovations in teaching where beneficiaries will be the students, education in general and society.

KeyWords: education institutes, innovation, implementation, teachers

1. Introduction

*"The main purpose of education is to create people who are capable of doing new things, not simply repeating what other generations have done- people who are creative, inventive and discoverers. The second goal of education is to form minds which can be critical, to verify and not to accept anything that is provided to them."*¹

In this paper we treat the problem about implementing innovations in learning by educational institutions, to give innovations greater importance in teaching, and to prove the organization way of educational institutions in their implementation in practice.

Seeing that educational institutions are among the major factors that can rightfully influence in persuading teachers in the implementation of innovations in teaching, then we have shown the idea to destine to these institutions in doing something more in this direction .

This paper was accessed, by reason that, as from within and outside our educational institutions we are surrounded by multiple types of innovations, but, nevertheless institutions act as deaf and almost they do not deal at all with enrichment and implementation of learning innovations.

Daily school practices have shown that bringing innovations from the outside - inside from the institutional side as well as from teachers and students, makes us walk more with time.

Research question of the survey was: How much do the educational institutions influence in the implementation of teaching innovations in the classroom? We used some of the basic methods, especially quantitative methods through which we have researched this problem quite significantly in primary education institutions of Municipality of Kamenica.

Meanwhile, as a measure instrument of teachers' attitudes, we have applied the technique of the survey – the

¹ Musai.B " Mësimdhënia dhe të nxënësit ndërveprues", Qendra për arsim demokratik, Tiranë, 2008, f. 11. [Teaching and interactive learning]

questionnaire. As a sample of the survey we took 100 teachers of both, 50 from the urban schools and 50 from the rural schools of the Municipality of Kamenica. From the survey results we concluded that educational institutions of Kamenica deal quite a few with the implementation or enforcement of instructional innovations.

The research objectives were: educational institutions to be informed about the impact of educational innovations as a soothing element to operate in practice, and providing clearer information about the implementation form of innovations in school.

1.1 Purpose of the study

It is to contribute to the discussion that is being developed for education reform in our country, encourage responsible institutions to think about and to take concrete proceedings in the reform of the concept, organization, content, tools, forms and working methods in schools and in other institutions that deal with educational work.

The main purpose that led me to deal with this problem is the hypothesis that: Educational Institutions of the Municipality of Kamenica, is misdoubt that pay quite a bit attention to the importance in implementation of innovations in their schools. For this reason, I wanted to investigate and verify the implementation of innovations by educational institutions, with a full reason for this paper to have a positive impact to institutions, to give greater importance in the implementation of innovations in school practices.

1.2 Methodology and research techniques

During this research we used quantitative methods through which we have researched this problem quite considerably generalizing and analyzing the paper about the impact of institutions on the implementation of innovations as an operative element in practice.

From the survey data, we compared the numerical results obtained between elementary schools of Municipality of Kamenica taking into account the comparison of teachers of the urban schools with those in rural areas about the impact of educational institutions in the implementation of innovations as an operative element in practice. And finally we have presented data collected from the respondents (teachers).

To come more easily to research data, we have used the questionnaire for the teachers mentioned above, as a technical procedure to measure the teachers' attitude connected with the reports of the impact of educational institutions in the implementation of innovations in school -class.

Population of this problem consists of all primary school teachers of Municipality of Kamenica, but, since in these schools the same school practice is treated, therefore, have not seen considerable for all teachers to be surveyed, and for this reason, we have studied this problem through the sample.

Our selected sample consisted of a total of 100 teachers divided into two groups, of which one group was from the city, and the other from villages. City group consisted of 50 teachers of the elementary school: "Fan S. Noli "Kamenica. The second group also consisted of 50 teachers of the two elementary schools, such as: (PMLS)

" Skënderbeu" in Hogosht and" Rexhep Malaj " in Toponica.

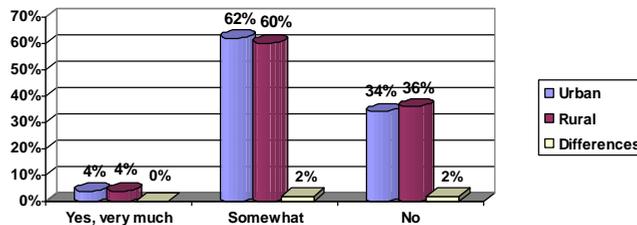
2. Analysis and Interpretation of Survey Results

Between different social environments, there may be differences in terms of work, learning and academic success in general, and at the same time regarding the degree of implementation of innovations by the educational institutions in teaching practices. Therefore, this time we intend to know how much educational institutions have affected the organization and creation of conditions to implement the introduction of innovations in educational practices and what were teachers' thoughts about this issue.

This kind of description enabled us to gain real knowledge about our schools commitment to the implementation of innovations in teaching.

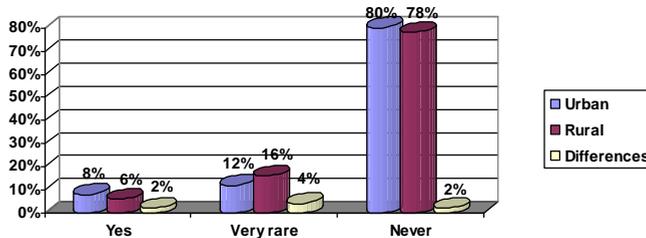
On the first question: *Does your institution possess any working strategy for the introduction innovations in school- classroom?* Of the 100 teachers that were involved in the research, 4% by urban area, stated that their schools possess enough working strategy about the introduction of innovations at the school, also from rural area 4% responded the same. Therefore, 62% of urban areas and 60% rural areas stated that their schools possess somewhat working strategy, but the differences between them were 2%. While 34% of the urban area stated that related to these strategies we do not know anything, and from the rural area 36%, so the differences were 2%, which means that most of the

teachers of the two areas, about these strategies, almost gave the same opinion stating that the schools where they work, do not possess sufficient working strategy about the introduction of innovations in teaching.



Graph no. 1. Attitudes and differences of teachers from the two area related to institutional strategies over the introduction of innovations in school – classroom

In the question: *Do your school institutions have ever required for the introduction of innovation in teaching?* Of the 100 teachers involved in the research from the two areas, 8% of the urban area declared that our institutions have asked us to introduce innovations in teaching, while those of rural areas were 6%. Differences in this response between these two areas were 2%. Whereas, 12% of the urban area and 16% of the rural area, have stated that educational institutions rarely require the introduction of innovations in teaching, and the differences were 4%, while 80% of the urban are stated that educational institutions never require the introduction of innovations in teaching, while from the rural area declared 78% of them, the differences were 2%. From this we understand that the attitudes and differences of the two school areas related to institutions requirements about introducing innovations in teaching, were almost extinguished, or with no interest at all to make such a request.

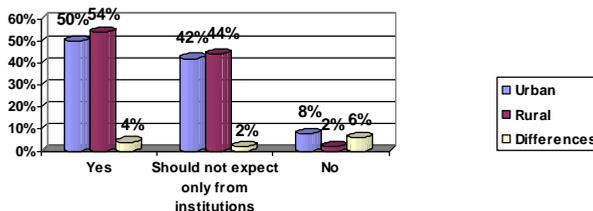


Graph no. 2. Attitudes and differences of teachers of the two areas related to the requirement of educational institutions about the introduction of innovations in teaching.

In the question: *Do you think that educational institutions should engage more in introducing innovations in teaching?* Of the 100 teachers involved in the research, 50% of the urban area had stated that educational institutions should engaged more in the introduction of innovations in teaching, whereas 54% of the rural area has responded the same, while the differences were only 4%.

Therefore, 42% of the urban are and 44% of rural area, had stated that there is no need to expect always just from educational institutions, while their differences were 2%. For this matter, 8% of the urban area and 2% of rural area denied completely, but the differences were 6%.

From these very similar teachers' statements of the two areas, it is clear that educational institutions are required to engage more about introducing innovations in teaching, but is not expected only from educational institutions.

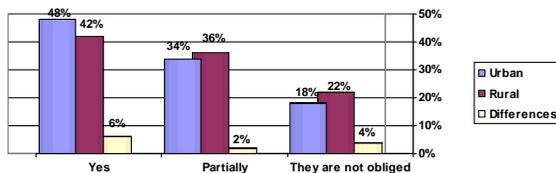


Graph no. 3. Attitudes and differences of teachers of the two areas related to their commitment to introducing innovations in teaching.

In the following question: *Do you think that educational institutions are obliged to bringing innovations in school learning-classroom?* Of the 100 teachers involved in the research, 48% of the urban area has declared that educational institutions are obliged to bringing innovations in school learning - classroom, while 42% of the rural areas answered this question, and the differences were 6%. Therefore, 34% of the urban area and 36% of the rural area, stated that institutions are partially obliged to do so, and the differences between them were 2%.

While 18% of the urban area stated that school institutions are not obliged, as while 22% of the rural area had declared so, and differences were 4%, which means that we are dealing with that educational institutions are obliged for this, but it does not mean that others are not.

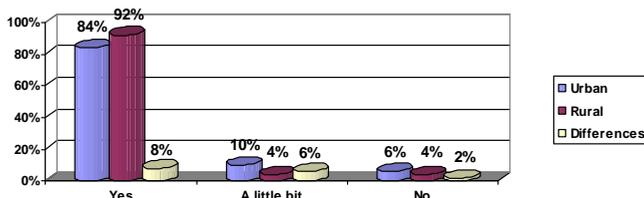
Çka do te thotë se, këtu kemi të bëjmë me atë se institucionet shkollore janë të obliguara për këtë, por nuk do të thotë se të tjerëve nuk ju takon.



Graph no. 4. Attitudes and differences of teachers related to institutional obligations about bringing innovations in teaching.

In the last question: *Do you need institutional support that will give you help in the implementation of educational innovations in school and classroom?* Of the 100 teachers involved in the research, 84% of the urban area and 92% of rural area stated that we need institutional support in the implementation of educational innovations, and their differences were 8%.

Therefore, 10% of the urban area and 4% of the rural area had stated that we do not need much support, but their differences were 6%. Whereas 6% of the urban area had declared no, and 4% of the rural declared so, and the differences were 2%. From these very similar statements of teachers to the two areas, it is clear that the majority of them think that they need institutional support on the implementation of teaching innovation.



Graph no. 5. Attitudes and differences of teachers of the two areas related to institutional support in implementation of teaching innovations.

3. Conclusion

Needs to investigate and change the situation in education, in the framework of our education system, have recently been closer to the tendency for the advancement of the primary education.

Most teachers both areas on these strategies almost have given the same opinion stating that schools where they work do not possess sufficient and do not organize strategy work about the introduction of innovations in teaching. From this we understand that very few educational institutions are concerned to work and require teachers in implementing innovations in teaching, which means that educational institutions have little or no knowledge about implementation and their importance in practice. Therefore, from the results obtained it is clear that the teachers of the two school areas are seeking from the educational institutions the introduction and the practice of innovations in teaching. But that does not always mean we should expect something new only from educational institutions, but it should happen also by others, as by school administrators, community, student, and especially by the teacher.

Regarding this problem institutional support should be more active and always primarily about cooperation, understanding and interest to make teaching more interesting, more attractive and more fun.

Based on the research data we observe that our educational institutions care very little about the organization of the introduction of innovations in the learning process.

Although teachers are aware that educational institutions are being quite a few interested in this matter, they are still likely to introduce innovations in the learning process seeing reasonable that they can positively influence students' increasing interest for a discussion and practical action classroom.

However, teachers have understood that innovations are necessary for a modern school, but a part of them are still questionable because very few are supported, encouraged or supported by institutions.

Attitudes and differences between the two school areas were almost roughly similar, because of the fact that survey shows that: As urban schools, as well as rural schools, have given approximately the same opinion in the question of non institutional support on the implementation of innovations in school practices.

Regarding teachers' attitudes and differences of the two elementary schools of the two school areas of Municipality of Kamenica, regarding their opinions about the organization and implementation of innovations in the learning process, educational institutions have to take a step more quickly about the positive changes that must happen quickly if we want to move in the right direction.

4. Recommendations

Based on the final analysis of this research, we are obliged to propose some of the proceedings that we think educational institutions should run, which would be beneficial to the students, school and society in general. Therefore, the results of this research we have issued the following recommendations:

- To implement innovations from all school subjects.
- To raise the initiatives by relevant institutions in agreement with faculties of education for perfection in order to ensure the systematic training of teachers in addition to undergo changes in the education system.
- To fortify the schools with new techniques and instructional technology, providing the global network, the Internet, to reach quickly the new information.
- To implement new work strategies, that would bring favourable success in comparison with the traditional teaching.
- To harmonize innovation in relation to learning contents by creating a more sprightly and diverse classroom in order the learning process to be more attractive to students.

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The Contribution of Values Education Activities that are Applied in Tirana Haxhi Mahmud Dashi Madrasa: A Case of Albanian Education System

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Abstract

The present study aims to identify education, training activities, and the rehabilitating of the students with different lost values. As in many countries, many debates are scheduled about the importance and the role of these values which are lost values in education system in recent years in Albania. Therefore, a detailed examination is needed in the curricula and practices of education system to discover the values that should be gained by individuals and the differences in understanding or mentality about values. In this study, A research was made about the models of education structures that are used in Tirana Haxhi Mahmud Dashi Madrasa, in relation with it how we can equip respective students with the right understandings of values which are changing day by day depending on the changing of the world. The participants of this research are the teachers and students of Tirana Haxhi Mahmud Dashi Madrasa. In this study, both both qualitative and quantitative methods were utilized. At the same time the method of semi-structured interviews was used. In order to determine the subject, the school director, some teachers and students were interviewed and different discussions are made about the influence of this kind of activities on students. At the end of the study, the results demonstrate that the big role of extra-curricular activities in the development of universal and moral values of the students are put into practice in the education system of Tirana Haxhi Mahmud Dashi Madrasa. The limitation of this research was the effect and influence of these activities are limited, because the study was not focused on each and every student for measuring the degree of this effect. This research reveals that it is beneficial to introduce the importance of these activities in development of the system through considering as they are universal values among new generations and also they are being changed rapidly proportional to any change in the world. Therefore, the whole administrations should consider those values in order to put in the official curricula, and they should also organize and apply this kind of activities in order to give students a healthy and right mentality regarding universal values.

Keywords: Madrasa Education, Universal Values, Moral Values, Curricula

1. Introduction

Education is the name of the attitude taken against things that people encounter throughout life. There can be done very different definitions according to this meaning. For, every second of an average of 70 years of human life refers to education.

Education is the leading activity of changing human behavior. Is society's effort to transfer the culture, values and lifestyle to the new generation. These is not only an activity that is done in schools, it's a process that lasts a lifetime.

Socrates asserts that the purpose of education is to train non-dogmatic, non-prejudictive, open-minded, self-righteous individuals in society, who believe in universal values and truths.

According to Plato the purpose of education is by educating good and honest citizens to achieve a society and state of justice. According to John Locke, the purpose of education is to educate people to progress happiness and well-being of the society. Good character comes from good breeding habits and virtuous actions. Ulusoy, K., et. al., (2012).

As in every science there is an objective, one of the most important objectives of education is the process of changing human behavior. If we would describe briefly the definition of education, we can describe it as the shaping and development process of behaviors, within the field of education, of an individual living in a society. Ulusoy, K., et. al., (2012) If this process is done in the framework of a specific plan it's called formal education, and if it's out of a plan it's called informal education.

Formal education is the education given in schools and school like educational institutions. Informal education is the education achieved by itself within the family or professional groups, without a plan or systematic.

2. Literature Review

The word value is defined in many different ways. These definitions are derived from the Latin word "valere", which means "to be precious", "to be strong".

Values are the standards put by people to define the good, honest, beautiful and the ugly. In other words, they are the shared criteria and ideas indicating what social behaviors are good, right and deserved. Özkalp, E. (2005)

Value can be defined as abstract things such as manners, way of life, beliefs, covering all areas of life, that the members of the society pride themselves for having them.

Values are behaviors accepted and agreed upon by most of the people. In other words, they are beliefs and rules guiding our behavior. Oğuz, E. (2012).

Genç and Eryaman say that values are the generalized basic moral principles or beliefs, required and accepted by the majority of members to provide and accurate of their assets, unity, operation and continuation in a particular social group or community, reflecting their common feelings, thoughts, goals and interests. Genç, S. Z., et. al.,(2008,p.89-102).

The world in recent years is changing very quickly. Therefore our lives are changing too. As a result of this change topics related to us are changing according to the importance they have in our lives. People that experienced this rapid transformation show different ideas and attitudes in society.

The attitude varies from their quickly adaptation or non-adaptation. Changes due to technology are faster and easier to adopt. But changes due to our habits, character are more slowly and painful. Especially the way of life, habits and the language used between generations are very different.

Values education tries to educate individuals with international values and to prepare them for the likely potential problems. Doğan, İ. (2007).

This project of worldwide proportions inspired by the new religious movement called the Brahma Kumaris World Spiritual University incorporates twelve values (unity, peace, happiness, hope, humility, simplicity, trust, freedom, cooperation, honesty, courage, love). The LVEP website lists 54 countries where values education projects are undertaken." Living Values Education" is supported by UNESCO.

According to Kirschenbaum values education helps to improve values. (1994: 14). Helps people to establish a satisfactory life. To help others is part of the nature of values education.

Values education aims to help others by transferring knowledge, skills, attitudes and values gained in educational institutions to them. Also aims contribution to the good of society and helping young people to live a more moral life and to be satisfied from their lives. " to want goodness and compassion for people and other living groups " are two objectives of values education. Ulusoy, K. (p.34).

3. Discussion

The value is the name of that what holds society together and makes life worth living. Value is what we feel it's absence when we lose it. Therefore, it's important the description and adoption to new generations. It should take it's necessary place in both, family and social life, in an informal way, as well as should take place in formal education, getting applied in schools.

Since the creation of mankind there are experienced very serious changes, and we are still experiencing a process of changes following each other in every area. These one after another developments have led to certain changes in mankind. These developments have led to a change in the value judgments of people and in the perception of value. These developments are affecting human behavior and making difficult their adaptation to society. Social changes occurring as a result of developments in the scientific and technological field, are causing differences and problems in the perception of values in society. In this process, despite the rise in the living standards of humanity, on the other hand value problems arise and ultimately social structures are damaged.

This rapid change in the world, intensity and aggressivity of the competitive environment, resort to many different methods in obtaining success, orientation from large families to small ones, childrens instead of having a physical contact with friends by the games they play in the street, they often stay away from parents attention, under the supervision of carers, brings as result a grown up sitting in front of the TV and living a non-social life.

As a result, there grow generations of pure self-interest, selfish, remote from love and sharing. In a society where the majority of the young generation is educated with this mentality, it will take both financial costs, as well as considerable time, to solve problems that may occur in family and society.

It's of a main importance to follow the developments and figure out according to what and how people shape their

value judgements, thus to make right decisions about society and help new generations to gain values that can integrate them to society. Especially nowadays when compared to past periods there is a very serious development of the mass media, where written and visual publications have an important role in the constitution of human values.

Therefore, coping with this changes and culture conflicts, can be gained to our new generations through helpful value models and an effectively and accurately planned education in schools or in different environments. The basic concept of this training and qualifying is the concept of value.

Albanian curriculum and assessment tools, reading and writing, memorizing, general understanding and so on are programmed to develop skills. Individual abilities, communication skills, teamwork, reasoning ability and imagination do not take part in curriculum and aren't measured in some way. Whilst in today's world and in business people are evaluated and taking a privileged status to such talents. Therefore, our curriculum and assessment tools should give place to this new values.

In modern societies where the responsibilities and functions of school became more important, another issue that needs a particular focus is the requirement to keep the essence of the culture of the society and to provide continuity. Of course, this society's value judgments are carried and adopted to new generations through education. In this period where everything is changing so rapidly, people see their life fading away in front of the wild waves. This values are the ones to save us from this raging waves and take us to the coast of salvation.

Fichter explains the functions that performing of values bring to society in the following way. Values:

- a) Is used as an available tool for individual's and association's social value trial.
- b) Focuses people's attention on objects of material culture seen as requested, useful and important.
- c) Ideal ways of thinking and behaving are indicated by values.
- d) Guide people in choosing and performing their social roles.
- e) Direct individuals to make things right and refrain from non-approved behaviors.
- f) Values also function as vehicles to solidarity between people that share similar values.
- g) Meydan, H.(2012,p.14)

3.1 What Are The Characteristics of Values?

Values have a number of features according to their type and nature and according to their visibility and acceptance in society.

1. Cultures vary from community to community, according to cultures. Values in the same society can change over the time.
2. Values are behaviors that community appreciate. Dökmen,Ü. (2007.p.60)
3. Value is a belief : Rokeach specifying that values like all other beliefs, possess cognitive, affective and behavioral elements, lists the following attributes:
 - a. Value is an information-cognition related to desired (designed) and comprehension of desired. For a person to have a value, it means that cognitively he knows how to act properly.
 - b. Values are emotional, because a person has positive or opposite, confirmatory or opponent feelings that doesn't attend about it.
 - c. Values are behavioral, because when people take action, it has a feature that directs to behavior.
 - d. Values are truths that have costed to society. The form changing with the time constitute the basis of changes in the social structure. Ramazan, G. (2013.p.45-46).

3.2 How values are classified?

Although understanding of the common values of humanity, due to differences in societies and different cultures value classifications have been made. In studies on values there are five classifications generally accepted that attract attention. These: Values Inventory of Rokeach, Classification of Values of Morris, Classification of Values of Spranger, List of Values of Kahle and Theory of Values of Schwartz.

Bilgiseven classifies values differently, according to spiritual and material. Spiritual values are values like accuracy, helpfulness, that society esteems objectively and collectively. Bilgiseven, A. K. (1977).

According to another classification values are divided depending on if it's moral or not. Moral values include such as the respect to each other of people within the community, courtesy, keeping promises etc.

Values that are not moral do not carry such necessity. They express the values an individual wants and likes to do.

For example the individual personally appreciates listening to classical music or reading good stories. But it does not have to do them all the time. (Ramazan, G. Ü. (2013.p.50).

Spranger has divided the values into six main groups. These are: aesthetic, theoretical (scientific), economic, political, social and religious value groups.

- a. Scientific Value: It gives importance to truth, knowledge, reasoning and critical thinking. Human has scientific values and is experimental, critical, rational and intellectual.
- b. Economic Value: It gives importance to useful and practical. Indicates that economic value needs to be heeded in life.
- c. Aesthetic Value: It gives importance to symmetry, harmony and shape. The individual sees life as a variety of events. Thinks of art is a necessity for society.
- d. Social Value: It is essential to love others, help and not be selfish. The highest value is human love. This individual offers love to people. Is kind and sympathetic. Is not selfish.
- e. Political Value: There is personal power, influence and fame above all. Mainly it's related to power.
- f. Religious Value: Grasps the Universe as a whole and binds itself to its integrity. It sacrifices worldly pleasures for the sake of religion. Yazıcı, K., (2006.p.502).

According to Spranger another important person with a different view regarding values is Schwartz. According to Schwartz values are divided into individual and cultural. The values of the individual level, are treated according to their importance in guiding people's lives. The unit on a cultural level review is the cultural group (nations, ethnic groups) itself. Oğuz, E. (2012).

Çekin says that Schwartz by value intents beliefs. Values are associated with purposes of the individual and behaviors that are effective in reaching these objectives. Çekin, A. (2012).

Oğuz Schwartz indicates that in his studies he made studies determining the contents of value and created value's category. In Schwartz's Values Inventory was asked to make a choice of values from a 57 value list and to list it according to its importance in giving a direction to individuals lives.

Schwartz collected this data from 63 countries and approximately 60,000 people. Schwartz, at the result of this study divided these values into 10 value type in an individual level. These values are power, achievement, hedonism, stimulation, self-control, universalism, benevolence, tradition, conformity and security. Oğuz, E. (2012.p.1309-1325).

Ethem Başaran also makes a different value classification. According to him, values are structures changing depending on person and society member's acception. Social values are not equal in society in terms of nature, prevalence and power. In this respect, we can divide them into four. These:

1. Essential values; are important to the majority of community members and constitute the essence of culture, they are strong, core values. This change of values in society makes radical changes. For example, if the words constituting the essence of language are replaced by foreign words, language is disrupted.
2. Special values are used according to a locality, profession, according to subjects of interest. For example, teachers must act according to their profession's tradition and according to the values of the status community gives to them.
3. Optional values; are the values that are available anytime and anywhere for the members of society. This value is expected to be followed by the society, but when it's not followed the person is not condemned. For example, today is not condemned when people get married without wedding. This applications are mostly related to compliance with the conditions.
4. Provisional values are values used a particular period of time, by a particular fraction of society, a followed fashion.

These values can come from other societies or can be created by a fraction of society. Are appreciated by the community, used for a certain period and then become invisible. As it's seen in the annual change of clothes. Çavdarci, M. (2002.p.3).

3.3 What are examples of Values Education ?

In various parts of the world is possible to see activities related to values education. In the following page we are going to touch upon activities made in Australia. There effective values education is realized in this form:

1. One of the objectives of Education in Australian schools is the improvement of attentiveness of students, respect, and values of cooperation.
2. To flourish consistent behaviours, outspokenness, by practicing in school. And to embrace the values of

school and community.

3. To strengthen the relations between families and school community (schoolboard, teachers, pupils) by working in partnership with pupils.
4. Pupils should be supported during their education, we should help them discover themselves, give them security must ensure them that their own values are in the same time the values of school and the entire community. Ulusoy, K.& Dilmaç B. (p.35)

For example in America in 1995 was prepared a program under the name " Values Education Program" which initiated "The call to values". A program that tried to fight the diseases of our century like increasing of violence worldwide, social problems, lack of respects for others. Oğuz, E. (2012.p.1311).

3.4 What Are The Objectives of Values Education ?

Discovering people innate abilities, revealing their angelic direction, provide development in all of the aspects of their personality are the objectives of values education. That's why we must provide them with accurate information about proper and improper manners and behaviours. If this is done development of their good trends from their disposition will happen and stable resting against evil tendencies will be easier.

The training activities are applied in schools for a certain number of objectives. It may change a little from a school to another but generally education objectives are the same. The objectives are as follow:

1. Education of individuals in accordance with the understanding of the overall values of the community
2. Education of benignant individuals for community and the entire humanity.
3. To help self-recognition
4. Recognition of the ability of people and aspects of being useful to society
5. Education of morally mature, with good character, good conscience and unselfish individuals.
6. Having a values thinking based on tolerance.
7. Education of environmentally conscious citizens, etc.

3.5 How values education should be given ?

Values education consists of a number of mutually supportive elements. For more healthy upbringing generations these elements must be coordinated. Any lack or imperfection in these elements effects the success of education activities.

1. School activities
2. Class activities
3. Activities that must be done by family

3.5.1 School activities

In recent years different countries have included values education in their education curriculum. Various activities were made to teach pupils national and international values. Activities related to the development of practical applications has begun. These education program includes topics like love, respect, honesty, sharing, cooperation, tolerance, cleanliness, refrain from violence, helping those in need.

Many vital issues are gone with the effect of modern life. Parents struggle to teach these moral values to their children. The program and activities makes improvement possible.

Oğuz related to the values that should be taught in schools has proposed different ones. This was as a result of research. Oğuz, E. (2012). Bennet proposes values like pity, self-control, responsibility, friendship, work, courage, courage, resistance, honesty, sincerity. Ryan proposes values like justice, prudence, temperance, courage, confidence, hope, kindness, sense of duty. Responsibility, respect, tolerance, common sense, self-control, compassion, cooperation, courage, honesty, justice and democratic values are proposed by Lickona. Oğuz, E. (2012.p.1312).

After the school values education programs and activities, implement of activities are also needed mechanism that would help supporting activities and program. Also these mechanisms will recommend keeping the rules.

Seminars and presentations should be organized to administrators, teachers and pupil groups who should promote values education.

Teachers, pupils and parents must be informed about activities. They can be informed by school newspaper, school website, billboards, banners, and weekly or monthly school newspapers.

Also activities about values education should be part of school club activities curricula.

The attention of the persons concerned in this matter or media can be attracted by common activities with well-known personalities from the arts and media community or sports.

3.5.2 Class activities

In all grades one or more representative must be elected. The elections will make the organizations more fruitful. The organizations in other hand will improve pupils individual and social responsibility.

Classroom activities that will be held in a year must be arranged in parallel with the curriculum. This arrangement plays a complementary role in learning.

Development of students' communication activities, training and education activities on behalf of socialization along with the execution of such activities is important.

Things that must be done for an effective values education:

1. Helping others, understanding pupils and implement of care and compassion values. To adopt them such values as to make the best, to act honestly, trustworthiness, integrity, respect, responsibility and tolerance.
2. Teacher's objective must be: improvement of life and democratic structure in Australia and value the diversity in Australian schools.
3. The school should be open to the values society. Schools should be able to enforce these values in a consistent manner.
4. To gather students and school staff, school staff (parents and school community) must think what to do to transfer the responsibility to implement and strengthen the flexibility of values.
5. To help pupils discover themselves and encourage them, to explain to them in the best way that school and community has values.
6. Different models, forms and strategies must be shown to teachers and then deliver to them the most appropriate trainings tools and resources.
7. Applicable approaches in values education must be analyzed whether meets or not with the results.

Australian government schools teaches learning support values and including values. At the same time these schools gives to student the opportunity to explore values on political and social issues behind various social attitudes. Ulusoy, K., & Dilmaç, B. (2012, p.35).

In the center of values education are teachers. They perform education. Consequently, teachers before performing must be informed about a number of issues. Also must be required from them to undergo certain training. By Ulusoy in education of values, teacher needs to know the issues that are listed as follow:

- a. Be a model,
- b. In the classroom should create a "common social fabric",
- c. By giving each responsibility, should contribute to the development of their moral.
- d. Encourage pupils, by using penalizing values can be taught.
- e. Pupils should recognize the possibility of deciding,
- f. Pupils should be given the opportunity to share,
- g. Should be encouraged to work in partnership,
- h. Discussion and sharing environment should be created. Ulusoy, K., & Dilmaç, B. (2012, p.36).

4. Research Problem

In this research, we have been using the qualitative research method in order to make clear the usefulness of our school. These researches are the ones that use techniques such as survey, meetings, document analysis, information gathering etc. Yazar, T. (2012, p.61-68). We have been trying to find solutions the following problems:

1. What kind of behavior model do the activities we are organizing on value education represent?
2. What are the purposes of these activities for our beloved Albania?

4.1 *The purpose and importance of research*

The purpose of this research is to analyze the activities organized under the name of value education. Such activities are held inside our schools environments as well as outside. On the other hand, it defines the way in which other institutions might use these values for further good of the Albanian education.

4.2 *The content of research*

Research has been made about education values at Tirana Haxhi Mahmud Dashi Madrasa in the period in an academic year in 2013-2014. These activities have taken place within the school surroundings while the rest has taken place abroad in collaboration with various organizations that are in town.

4.3 *The collection data-info*

Technique is used as a method of meeting and analysis of documents. In the technique of meeting or conversation that is one of Qualitative research in most cases relies on communicating with words, individual perspectives, experiences and feelings of people. (Kaymakcan,R.,2012)

4.4 *The research method*

This method has benefited from the qualitative researches in the definition of the references, in the gathering of information as well as in the processes of analysis.

5. **The Values Education Activities Held in Tirana Madrasa**

Albania before meeting democracy was formerly closed to the outside Europe. After meeting with democracy it had a structure looking for ways to integrate with modern world.

In recent years, by winning the right to move free within the European Union Albanian integration to Europe has made significant progress towards. However, these positive developments has emerged different aspects which are nowadays spoken among people who are not very hopeful about improvements. Issues such as unrest among families, divorces, violence against women etc. has frequently emerged in TV news. In fact, Albanian People analyses very good the changes that occurred in the structure of society in a short time and cannot give a meaning to all this.

Despite the fact that has a rise in the number of divorces, family is a very important human value in Albania. So contradictory. Women are crowns but we see everyday how many exercise of violence occurs. People do not pay attention to cleanliness of the streets, the people at a certain age and in responsible positions are disturbed by what we mentioned. The main issues to be discussed here is how this trend will be controlled and how the new generation can be grown up better. In the whole world a single response can be given to this question: Education.

According to Genç and Eryaman respond to the evolving trends of the information society of today and schools are in need for a new face and identity. Educated people are the largest capital of information society. Schools as institutions have the potential to shape people. That's why the content and objectives of schools must be rethought. Genç, S. Z., & Eryaman, M. Y. (2008).

If training programs are shaped in accordance to needs of generation and requirements of the age the success of these programs is very high. Nowadays dynamic, practical life convenient training programs are preferred more than static ones. Technology and society with the alteration of the structure brought out changes to programs. Programs themselves are up to these changes.

Those who did not plan or implement the changes cannot get rid of characterized as others. With the increasing number of these products their behavior, understandings are going to be considered normal. In this way community changes without requests.

Still Genç ve Eryaman starting that information is everywhere, they say that it is not possible to confine the boundaries of certain institutions express. Therefore, we must transfer knowledge of the schools from just transferring information into generating information institutions. This generating information will improve analyze and problem solving skills at individuals. Genç, S. Z., & Eryaman, M. Y. (2008).

Therefore, in Albania as it is in the whole world is essential for Albanian education system to grow bodily and

mentally health balanced pupils, who have independent and sturdy frame of mind, and are respectful to human rights and universal values, aware of responsibility for their nation and society.

In line with this aim and ideal, schools organize and implement training programs. As stated above, schools and teachers have a big responsibility. They must protect our values that in recent years are leading to extinction, and must transfer these values in a healthy way to new generations.

Tirana Haxhi Mahmud Dashi Medrasa is realizing the planning of dynamic program as well as their application in practice. Education at this school more than a simple educational activities aimed achieving the target behavior which consists of planning and implementation. School activities are organized into "Weeks" logic. Ex: History week, Environmental week, Languages week etc. When the relevant week in the annual activity planning comes planning staff person, group or classes schedules a variety of events for 5 days.

Located in the position of deputy director at school in the beginning of the new year as of the beginning of the planning and practices aims to help pupils to become individuals integrated into society, harmonious, loving environment.

These activities are given below with an outline.

These activities are shortly given below.

6. Activities that Give Social Responsibility.

- a. *Visiting hospice nursing.* The students of "Tirana Haxhi Mahmud Dashi" madrasa visit the hospice nursings of the city and give presents to old people who live there. The aim of this activity is to give to students the feeling of responsibility and to make the old people feel themselves as a part of this community where each of us take part. After taking permission from the administration of the hospice nursing, the students perform a short show with songs and plays. By this way, the residents of the hospice nursing enjoy a different day in their lives.
- b. *Visiting the orphanages.* Another activity is similar to the first one, to provide the integration between students and orphans.
- c. We tried to share their sadness and joy by performing competitions, singing songs all together, playing games and giving presents to each of them. Mr. Unal, our English teacher, during the last two years showed a great model of sacrifice by sending to the orphanages the remaining foods which were prepared for our students. Even his students helped him during this activity, so they were a part of this social responsibility project.
- d. *Give the hand of help.* Is a programme that aims to help poor families by using the students and the help of class teachers. The students were informed about this activity, and after that the organizer committee was founded by the students and the teachers. Then the activity was explained to everyone in the school, by this way each one could be part of this activity by giving a hand of help for poor families. Generally these donations were foods and clothes. With the help of the municipality of the town poor families were identified and finally the donations were delivered.
- e. *Do not forget your brother.* Donating blood for patients of leukemia by cooperating with the authorized people of The Red Cross of Albania is another activity of our school students who have the permission of their families for doing this. By being part of these activities the students become conscious of being a helpful individual of this society.

7. Activities that AIM Environmental Awareness.

- a. *My environment.* One of the most important problems in Tiran is environmental cleanliness. Tirana Haxhi Mahmud Dashi Madrasa tries to make possible students being conscious about the importance of environmental cleanliness. So, every term of our students clean the roads and the places where they live. At the same time articles about the importance of this activity are prepared.
- b. *A Green World.* The director of the Tirana Haxhi Mahmud Dashi Madrasa, Ömer Çalış starts to explain the activities with the words of the Prophet Muhammad. "Plant the tree if you have time, even during the doomsday". Ahmed b. Hanbel, Müsned, III, 184, 191. For this reason, the activities are very important for the students of Tirana Haxhi Mahmud Dashi Madrasa, to plant trees and protect green. Due to the fact that "a green world" is a new project, for this reason at the beginning, the school has organized an essay contest about the love of the tree; protecting green etc. The school has also displayed pictures and poems about a green world in order to draw the students' attention. As a symbolic, the students have planted trees to the

school yard at the beginning of the week.

8. Activities Towards Values

- a. *Dear teacher, dear mother.* Due to the important values of teachers and parents, teacher's and mother's days are celebrated during the two days. In Albania the 7th march is celebrated as a teacher's day and the 8th march is celebrated as a woman's day. That is why; it is possible to see pictures at the school during these days which describe the importance of mothers and teachers. That week, a programme is organized and the female staff and the female personnel are given presents. The retired teachers and personnel are visited, who worked before at this school. Regarding the importance of being teachers and mothers, dramas are played and articles are read.
- b. *Love for the country,* the week of the history. For the state and country love, in order to represent the beauty of Albania, a history week and geography week is organized. During these weeks the students display the folk dances that belong to their regions, they dress their regional costumes and they also show their regional food and meals. Besides, they also demonstrate their regional traditions. I also attended one of the programmes. They showed how the engagement and wedding ceremony arranged in the north part of Albania. These activities remind the people and the students of the beauty of those forgotten ceremonies.
- c. *I like languages.* Currently, the education is given in three languages at the Tirana Haxhi Mahmud Dashi Madrasa. The science subjects in English, some social subjects in Albanian and the religion subjects are taught in Turkish. The school principal states that languages are very important due to the fact that languages are very essential at this school. For this reason, twice a year language weeks are organized at the school. Some activities are done during these weeks such as: seminars, competitions and sketches. The principal again states that one can only see languages activities within that week, they invite the state schools, at the same time they do some activities together. The principal continues stating that such activities draw students' attention towards languages. Languages are important instruments among people in order to communicate and to have dialogues and the students present what they learn and they also gain their self confidence.
- d. *My dear book.* In order to make the students gain the reading habits and love of the reading, during some periods of the year, students read books for 15 minutes under the supervision of the teachers before the first lesson starts in the morning.
- e. *To be an exemplary.* The most effective method in the education is visual learning. This kind of learning has a direct relation with the human nature. The most important social theory of learning is learning from the modeling. We can claim that the most important difference of the teachers of the Tirana Haxhi Mahmud Dashi Madrasa, is being a model towards the students.

Well, during our interviews we focused on the fact that the teachers inside the school and outside the school should follow the principles.

According to the teachers a model teacher is like in the position of a prophet. The living style of prophets have been taken an example from the people or they pay attention to the living style of prophets (their influence on people come from this and they always lead an exemplary life). That is why, the teachers, who take such responsibilities, should have such life and behaviors in order to be more effective on the students.

Tirana Haxhi Mahmud Dashi Madrasa Administrators and teachers, before beginning their operations on education values, have come to a consensus in the following way. Before making activities, to teach students certain values, to turn them into their behavior, they believed in the necessity to manifest an exemplary behavior should be within the school, or outside the school. Their persistence in their learning model was stemmed by the important thinker of the Islamic world Fethullah Gülen's idea that a movement which is "Examples from himself" has a higher chance of being successful.

On the other hand, for the development and persistence of the values of family members and all school employees, always the same attitudes and behaviors are required to be exhibited in a "consistent" format.

To do this, we should provide that students, primarily educators and all staff, are believed to be right, good and trusting people. During education, the love and trust shown to the child, will give comfort to the educators

as well as to people who are to be educated. According to the studies, a person, in order not to lose the love and trust of a loved one or someone who loves him, they should firstly like his behavior.

In the event of the continuation of this, that person, in time, should develop his personality in a direction that they would desire. Of course, in the opposite case, the child, as he continues his undesired behavior, sometimes is able to make the opposite of what people he doesn't like tell him to do. Aydın, M.Z. (2010).

- f. Organizing activities describing the lives of exemplary people. The teachers described above schedule campaigns to watch movies telling the lives of people who lived in Albania or abroad that lived for or were useful to mankind, theatrical productions and read novels. In this way, people who live their lives in pursuit of a value will serve as good examples and are believed to contribute positively to education activities. (Watching "The Green Way" cinema or Gandhi Movie, etc.)

9. Conclusion and Findings

As a result, the period in which we live, is a period with rapid changes, a period in which changes that took years in the earlier centuries occurring a very short time. Social changes that are known by us as a general law are the longest changes.

But nowadays, within a very short time, many social changes take place in an average human life. Especially in societies that are new to this development, these changes are experienced much faster. We are living up to these changes, from the music we listen to our way of life, from some of our traditions to human relations.

For the process of change cannot be avoided, what we should do is make it more controlled. One of the most appropriate places for this to be done is the schools. In particular the education system of the period until the end of high school is very important in the growth of our generation. The education is given and the behavior is gained in these years, at older ages the personality of the person is formed. This can be considered as a foundation. Those with a better foundation will be able to choose more accurate directions on changes that have a probability of 100% the future.

Therefore, the governments have a serious role in the determination of the curriculum and the upbringing and training of teaching staff according to this curriculum. Governments setting aside their personal political thinking should emphasize non-populist programs that society needs and raise their generation solidly.

When preparing the curriculum, for each course according to the nature of that course, we should be focused on the behavioral attitudes to be transmitted to the students, giving books etc. Activities should be determined this way. Implementing thoughts like this to our lives, our generation will be able to protect itself against the ruthless change of time; they will be able to select the most appropriate way for themselves.

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Evaluation Criteria and Analysis of Overall Success of Students in Secondary Schools of Anamorava

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Abstract

Overall success of the students at the end of the school year is an important aspect of reflection of student achievement based on their skills and learning skills, and successful or failed work of the overall student throughout the school year. In this paper student assessment system is included and the analysis of their overall success in schools of Anamorava Region for four academic years 2009/10, 2010/11, 2011/12 and 2012/13. The purpose of this study was to determine the extent and differences overall success of students in vocational schools and gymnasiums in three municipalities. The methods of this study include a critical review and analyses of student achieve success. Findings from the data analysis show that there are differences between high school student success and Professional, also between municipalities. We distinguish the municipality of Gjilan, where excellent success showed a higher percentage of students of Gymnasium in comparison with two other municipalities. This study is based on statistical data derived from the Municipal Director of Education of the three municipalities.

KeyWords: Evaluation system, success of students, high schools

1. Introduction

Education, as the one of the fundamental areas of development of a country, even in Kosovo is being given more importance in order to progress and its development by adapting to modern demands for a modern and advanced education with an increase of the quality of education. An important aspect of the field of education is the evaluation of students which shows students' achievement throughout the school year that is presented with assessment. "Success in learning can be presented in synthetically form (cumulative), analytical (differentiated, individualized) and in their combination. Success in the synthetic form is presented with a cumulative grade-numbered from 1 to 5, with words (insufficient, sufficient, good, very good, and excellent).... Through the analytical evaluation in concrete and more accurate, the qualitative level of knowledge adaption is presented. "(Shatri, 2006:449). Evaluation of students' achievement in different countries is caused by different assessment ways. In pre-university education in Kosovo the assessment is made by marks from one to five and in descriptive way for the selected subjects. Insufficient success of students represents the grade 1, sufficient success of the student presents grade 2, grade 3 represents the good success achieved by students, grade 4 represents the very good success achieved by students and grade 5 represents the excellent success achieved. Kraja (2009) related to the evaluation criteria states "For each mark there is a certain criteria. It is useful for the evaluation criteria to be defined by educational representatives, for each subject. These requirements affect the integration of teachers' opinions to evaluate students. This affects in the avoidance of subjectivity in the evaluation of students and increases the sense of responsibility. "(Kraja, 2009:328). The general success of the students at the end of the school year is an important aspect which reflects the overall state of students achievement in their work based on commitment, analytical skills and their skills throughout the school year, for a better success accomplishment. Rukiqi, 2012 in his book " Balanced teaching " in his study made by an analysis of student success in the physical education subject , of a class in Kosovo and a class in Sweden emphasizes that "The analysis that I made in a class of Kosovo with 19 students show that about 79% of students had a grade 5 which shows a total diversion from the normal distribution, directly we can conclude that there is a major error in the evaluation criteria. The same analysis I did in Sweden with a classroom with 18 students and the percentage of students with the highest grade is approximately around 11% "(Rukiqi, 2012:100). The study is based on statistical data of the overall success of students from municipal

Directory of Education of the three municipalities for the school years 2009/10, 2010/11, 2011/12 and 2012/13, analyzing the success of all students in secondary education, as in the general direction also in the professional one.

The purpose of this study was to determine the extent and differences of the overall success of students in vocational schools and gymnasiums in three municipalities. Objective of this study was: analysis, comparison and verification of the existence of differences between students' success in vocational schools and high schools as well as between municipalities; Let's reflect students' success of Anamorava region.

2. Analysis and Interpretation of Statistical Data of the Overall Success of Middle School Students For the School Years 2009/10, 2010/11, 2011/12 And 2012/13

Analysis of the overall success of middle school students at the municipal level in three municipalities: Gjilan, Kamenica and Viti is made on the basis of statistical data obtained from these municipal directors. Below the data of students overall success for the school years 2009/10, 2010/11, 2011/12 and 2012/13 are presented.

Table 1: The success of high school students at the end of the school year 2009/10

The school year 2009/10	Students number	Excellent		Very good		Good		Sufficient		Have reiterated	
		Stu	%	Stu	%	Stu	%	Stu	%	Stu	%
		Gjilan	7453	2531	33.96	1544	20.72	1612	21.63	1433	19.23
Kamenica	2112	477	22.58	498	23.58	645	30.54	469	22.21	23	1.09
Viti	2860	547	19.12	540	18.88	698	24.41	796	27.83	279	9.76
Total	12425	3555	25.22	2582	21.06	2955	25.52	2698	23.09	635	5.1

Source: Municipal Directorate of Education Gjilan, Kamenica and Year-Students' success of the municipal level schools

From the table 1 we see that, of the total number of 12425 students in three municipalities of Gjilan, Kamenica and Viti, during the school year 2009/10, with excellent success have passed 3555 students or 25.22 per cent, with very good success have passed 2582 students or 21.6 per cent, with good success have passed 2955 students or 25.52 percent, with sufficient success have passed 2698 students or 23.9 per cent and 635 students or 5.1 percent of them have repeated the grade, where among those students who have repeated the same grade, students without being evaluated are included. From these data we see that the percentage of students with excellent success is the same as that of students who have successfully passed well and precedes, then the percentage of students with insufficient success, while the lowest percentage is that with very good success by not considering the percentage of students who repeated the grade. Seeing the data for each municipality separately we note that a higher percentage of students with excellent success belongs to the municipality of Gjilan, Kamenica and then finally Viti. Also it is worth mentioning that for rational reasons we could not present all the data separately for vocational schools and gymnasiums, but we can say that high school students have shown better success compared to professional schools and that students of Gjilan gymnasium compared with the two municipalities have shown better success during this school year.

Table 2: The success of middle school students at the end of the school year 2010/11

School year 2010/11	Students number	Excellent		Very good		Good		Sufficient		Have reiterated	
		Stu	%	Stu	%	Stu	%	Stu	%	Stu	%
		Gjilan	7681	2812	36.61	1521	19.8	1797	23.4	1084	14.11
Kamenica	2065	539	26.1	447	21.65	624	30.22	437	21.16	18	0.87
Viti	3063	689	22.49	556	18.15	771	25.17	812	26.51	235	7.67
Total	12809	4040	28.4	2524	19.87	3192	26.26	2333	20.59	720	4.87

Source: Municipal Directorate of Education Gjilan, Kamenica and Year-School students' success of the municipal level schools.

As we can see from table 2 of the total of 12809 students of the three municipalities, for the academic year 2010/11 excellent success have shown 4040 students or 28.4 percent of them, then good success have shown 3192 students or 26.26 percent of them, sufficient success have shown 2333 students or 20.59 per cent of them and in the end ranks the very good success, students 2524 or 19.87 per cent of them. Number of students respectively their percentage who have repeated their grade was 720 or 4.87 percent. Through this school year students of the municipality of Gjilan, compared with the two other municipalities, have shown a better excellent success, while students of the municipality of Kamenica have shown very good and good success, better than the students of the municipality of Gnjilane and Viti.

Table3: The success of middle school students at the end of the school year 2011/12

School year 2011/12	Students number	Excellent		Very good		Good		Sufficient		Have reiterated	
		Stu	%	Stu	%	Stu	%	Stu	%	Stu	%
Gjilan	7759	2775	35.76	1472	18.97	1768	22.79	1483	19.11	261	3.36
Kamenica	2006	469	23.38	433	21.58	753	37.54	329	16.4	22	1.1
Viti	3048	742	24.34	476	15.62	728	23.88	912	29.92	190	6.23
Total	12813	3986	27.83	2381	18.72	3249	28.07	2724	21.81	473	3.56

Source: Municipal Directorate of Education Gjilan, Kamenica and Year-Students' success of the municipal level schools

In the table 3 presented above the data of the success of the students during the school year 2011/12 is presented. Excellent successes have shown 3986 students or 27.83 per cent of the total number of students enrolled 12813. Very good success have shown a total of 2381 students or 18.72 percent of them, good success have shown 3249 students or 28.07 percent, sufficient success have shown 2724 students or 21.81 per cent, while 473 students or 3.56 percent of them have repeated the grade. These data indicate that the excellent success ranks first, then the good success, sufficient and in end the very good success, without introducing the low success. If you look at the data of the excellent success, we conclude that the municipality of Gjilan precedes the highest percentage, then Viti and Kamenica. The highest percentage of the very well and good success has the municipality of Kamenica and a higher percentage of the sufficient success has Municipality of Viti. The highest percentage of those who have repeated the grade among the three municipalities had the Municipality of Viti.

Table 4: The success of middle school students at the end of the school year 2012/13

School year 2012/13	Students number	Excellent		Very good		Good		Sufficient		Have reiterated	
		Stu	%	Stu	%	Stu	%	Stu	%	Stu	%
Gjilan	7551	2673	35.4	1482	19.63	1795	23.77	1305	17.28	296	3.92
Kamenica	1868	426	22.81	449	24.04	627	33.57	359	19.22	7	0.37
Viti	2640	639	24.2	453	17.16	744	28.18	617	23.37	187	7.08
Total	12059	3738	27.47	2384	20.28	3166	28.51	2281	19.96	490	3.78

Source: Municipal Directorate of Education Gjilan, Kamenica and Year-Students' success of the municipal level schools

Table 4 gives us these data: Of the total of 12059 students, with the excellent success have passed 3738 students or 27.47 per cent of them, with the very good success 2384 students have passed or 20.28 percent, with the good success have passed 3166 students or 28.51 percent, with the sufficient success have passed 2281 students or 19.96 percent of them. The number of students in this school year that have repeated the grade is 490 or 3.78 percent. Higher percentage of the excellent success of students has the Municipality of Gjilan, then Viti and Kamenica. A higher percentage of the very good successes have shown the students of Kamenica and then those of Viti. With the sufficient success precedes

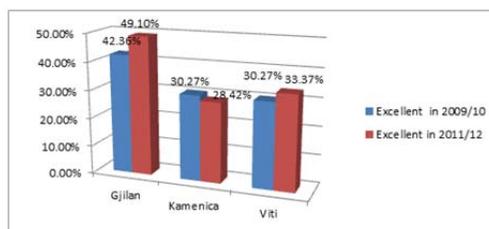
the municipality of Viti. Regarding percentage of students who have repeated the grade, the Municipality of Kamenica has the lowest percentage in comparison with two other municipalities.

2.1 Comparative data of the success of students from three municipalities

Table 5: Comparative data of student success in % for four school years

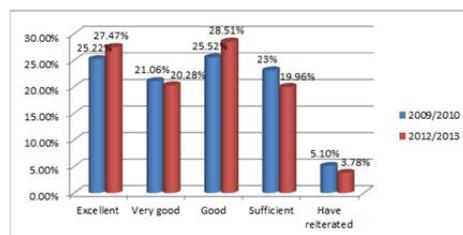
School year	Excellent	Very good	Good	Sufficient	Have reiterated
2009/10	25.22%	21.06%	25.52%	23%	5.10%
2010/11	28.40%	19.87%	26.26%	20.59%	4.87%
2011/12	27.83%	18.72%	28.07%	21.81%	3.56%
2012/13	27.47%	20.28%	28.51%	19.96%	3.78%

In Table 5 comparative data of the students' success in three municipalities during the school years 2009/10, 2010/11, 2011/12 and 2012/13 are presented. From these data in percentage we have an increase of the excellent success, where in 2009/2010 year we have 25.22 percent excellent success, a percentage which increases to 28.40 percent in the school year 2010/11, then in 2011/12 year have a slight decrease with 27.83 per cent and in 2012/13 year to 27.47 percent. If we compare the above data for the very good success, we will see that from the academic year 2009/10 to 2011/12 we have a percentage decrease by 21.6 percent to 18.72 percent, while in the school year 2012/13 we have a percentage increase in 20.28 percent. The percentage of students with a good success in the academic year 2009/10 was 25.52 percent, in the school year 2010/11 the percentage rises to 26.26 percent, in the school year 2011/12 to 28.7 percent and in the academic year 2012/13 we have also a slight increase with 28.51 percent. If we compare the data for the sufficient success and for the ones who have repeated the grade, we note that from the academic year 2009/10 until the academic year 2012/13 there was a decrease in the percentage of this success.



Graph 1: Comparative data of the excellent success in % of high school students from three municipalities

Based on the data in Figure 1 we see that during the school year 2009/10 in municipality of Gjilan, the percentage of students with excellent success was 42.36 per cent; in the municipality of Kamenica 30.27 percent and in municipality of Viti was 30.27 percent. In the academic year 2012/13 we have an increase of the percentage of students with excellent success in the municipality of Gjilan in 49.10 percent; in the municipality of Kamenica we have a percentage reduction in 28.42 percent and in municipality of Viti the excellent success had an increase in 33.37 percent. From the data in the table above we see that the largest percentage of the excellent success is in the municipality of Gjilan.



Graph 2: Comparative data in % of students' success for the school years 2009/2010 and 2012/13

Based on the data of the graph 2 and comparing these data for school years 2009/10 and 2012/13, shows that during the school year 2009/10 excellent success have shown 25.22 percent of students compared with 27.47 per cent of students that have shown in 2012/13, and we have a growth rate of 2.25 percent. In 2009/10 the percentage of the very good success was and 21.06 per cent, whereas in the academic year 2012/13 was 20.28 per cent where we have a difference of a decline percentage, decline for 0.78 per cent. In the academic year 2009/10 the percentage of the good success was 25.52 percent with a total of 12,425 students compared with the number of students 12,059 in 2012/13 with a difference of reducing the number of students 366 students, with an increase of 2.99 percentage percent. In 2012/13 year there was a decrease in the percentage of the sufficient success 19.96 percent compared with the school year 2009/10 where we had 23 percent, with a difference of reducing the percentage of 3.04 percent. The percentage of students who did not pass the grade in the school year 2009/10 was 5.10 per cent while in the school year 2012/13 it was 3.78 percent, with a difference of percentage reduction 1.31 percent. With this it is proved that students' excellent success of professional school is lower than of students in high schools, but we do not have any big difference of this success.

3. Obtained Conclusions from the Analysis of Student Success

- Excellent success and good success have shown approximately an equal percentage of school students for the four academic years, and a percentage nearly approximate of students have shown very good and sufficient success.
- In the school year 2009/10, from the total number of 12425 students, an excellent success have shown 3555 students or 25.22 per cent of them, a very good success have shown 21.06 percent, a good success 25.52 percent, a sufficient success 23.9 percent, that is implied that we do not have a significant difference in percentage of students at all levels of evaluation.
- In the academic year 2012/13 we have a percentage increase for 2.25 percent of the excellent success, for the very good success we have a difference of percentage decrease of 0.78 percent, for the good success we have a difference of the students' number decrease, 366 students, with a percentage increase 2.99 percent, for the percentage of the sufficient success we have a decrease difference of the percentage of 3.04 percent and for them who did not pass the grade, we have a decrease difference of the percentage of 1.31 percent.
- The school year 2010/11 was a school year that is characterized by a high percentage of the excellent success of 28.4 percent in comparison with other school years.
- The year 2012/13 caught us with a decrease in the percentage of students who have not passed the grade of 3.78 percent, compared to the school year 2009/10 where we have 5.10 per cent of them, which indicates a greater commitment of students in learning.
- From the data of success of the students of vocational schools and gymnasiums we have noticed that there is a difference of the success of these two directions, where high school students in four school years have shown a better success than students of vocational schools, which makes us pose the questions which should be studied: Why the success of students in vocational schools is lower than in gymnasiums? What are the main factors of the lower success in vocational schools?

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Ethnic Stereotypes and Personality Traits in Multinational University Students

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Abstract

The purpose of this paper is to consider personality traits as the factors of social perception determining the characteristics of ethnic stereotypes and prejudices in multinational university students. Based on an analysis of the published data we suppose that such personality traits as self-confidence and aggression are connected with the peculiarities of the social perception in general and ethnic perceptions in particular. A total of 95 respondents took part in the research, including 36 young men and 59 young women. All the respondents were the first, second and third year Russian students of various departments of the multinational university (PFUR). The age of the respondents is from 18 to 21 years, the average age is 19 years. The self-confidence and aggression levels were measured by the Questionnaires developed by A. Krupnov (Krupnov, 2008) in accordance with the System-Functional Model. The features of the ethnic stereotypes of Russian students were measured by the technique of the Semantic Differential (Osgood, Suci, Tannenbaum, 1957). We used a modified version of the semantic differential called "Personal Differential" (Fetiskin, Kozlov, Manuilov, 2002). The Mann-Whitney U-test and regression analysis were used for statistical analysis. Summing up the results of the study, it can be concluded that the characteristics of the ethnic stereotypes and prejudices of the Russian students are more associated with the degree of self-confidence they have, rather than aggressiveness.

Keywords: *personality traits, System-Functional Model, social perception, ethnic stereotypes, prejudices, multinational university*

1. Introduction

In the twenty-first century the academic mobility of students is growing all over the world including Russia. So the study of various factors of cross-cultural communication and adaptation of international students is very relevant.

The study of this problem has a special importance for a multinational university such as the Peoples' Friendship University of Russia (PFUR). PFUR, established in 1961, is a unique educational space in which the representatives of about 140 countries of the world (450 peoples and nationalities) are trained. The mission of PFUR is to unite people of different nationalities, races, and religious beliefs with the help of knowledge, and also to educate youth capable of working successfully in any country of the world.

The team at the PFUR Center for personality studies has conducted a number of basic and applied studies on ethnic characteristics and personality traits, cross-cultural communication and adaptation of international students from different parts of the world (Chebotareva, 2011; Kovalenko et al; Maslova, 2011; Novikova, 2010; Novikova, Novikov, 2013 etc).

These studies are mainly based on a holistic and functional approach to analysis of personality and behavior, developed by professor Alexander Krupnov (Krupnov, 2006; Krupnov, Novikova, Kozhukhova, 2013). This approach provides the opportunity to explore not only separate aspects of some phenomenon, but whole systems, taking into account the hierarchy and interaction of their components. A number of psychodiagnostic and correctional programs have been developed in this way (Krupnov, 2008; Novikova, Belovol, 2010; Krupnov, Novikova, Kozhukhova, 2013).

Now the team at the PFUR Center for personality studies investigates the causes and prevention of ethnic tensions in a multicultural educational environment.

The purpose of this study is to consider personality traits as one of the factors determining the characteristics of ethnic stereotypes and prejudices.

Based on an analysis of published data (Ekehammar, Akrami, Gylje, 2004), we have identified some personality

characteristics that can be associated with features of social perception, for example: self-esteem, empathy, confidence in the world, self-confidence, personality traits (authoritarianism, intolerance, and aggressiveness). Therefore people with developed self-acceptance, empathy, tolerance and confidence in the world, but without the excessive self-esteem and without a tendency for authoritarianism will have a more unprejudiced perception of the communication partner.

So we suppose that such personality traits as self-confidence and aggressiveness are connected with the peculiarities of social perception in general and ethnic perceptions in particular.

In our research of self-confidence we use the System-Functional Model of organization of the personality traits developed by the professor of the PFUR A. Krupnov (Krupnov, 2006; Krupnov, Novikova, Kozhukhova, 2013). Within the framework of this approach the personality trait is studied as a complete and systematic formation. The two blocks are singled out in its structure: the motivational-meaningful, including the attitudinal-target, motivational, cognitive and productive components in its structure, and the regulatory-dynamic, containing the emotional, dynamic, regulatory, reflective-evaluative components of the personality trait. Each component contains two variables (table 1).

First of all, the motivational-meaningful provides the selection and priority of these or those incentives (sociocentric or egocentric), the depth and accuracy of the semantic values (profound or superficial awareness), the sphere of the character traits application in the subject kinds of activity (objectness) or in self-expression, self-development of the subject (subjectness). Thus the leading strategy of functioning of the given subsystem is the subject's choice of dominating senses, orientations and promptings by the principle "both this and that, but something to a greater degree".

The regulatory-dynamic subsystem represents the unity of the dynamic, emotional and regulatory variables. Thus the majority of them consists of bipolar, internally opposite (oppositional) attributes; therefore, the variables of the regulatory-dynamic subsystem are conventionally divided into "harmonious" and "non-harmonious". The basic function of this subsystem, first of all, is connected with the maintenance of regulatory-energetic basis of personality traits.

At the same time between the specified subsystems of personality traits, there exist specific relations depending on its actual/certain traits. This fact gives the grounds to assert that the indissoluble unity of these subsystems defines the specific structure and the nature of the various personality traits which ensure both the active and the adaptive functions in the communication and the activity of the subject (Krupnov, 2006; Krupnov, Novikova, Kozhukhova, 2013).

With reference to aggressiveness the system-functional model is particularized as follows (table 2). From the motivational-meaningful side the aspiration of the subject to display aggressiveness in interpersonal interaction differs in the orientation of motivation (sociocentric or egocentric), the sphere of application of the result of aggressive behavior (object or subject sphere), the level of awareness of aggressiveness as a personality property (profound or superficial). From the regulatory-dynamic side the same aspiration can be characterized by the orientation of emotional experiences (affectivity or reflectivity), by volitional regulation (internal or external), by forms of aggression manifestation (physical or verbal) and also by the character of problem situations in which aggression is shown (operational and personal difficulties).

The basic hypothesis of this study is: self-confidence and aggressiveness are connected with the peculiarities of social perception in general and ethnic perceptions in particular.

2. Method

The self-confidence level was measured by the Questionnaire developed by A. Krupnov (Krupnov, 2008) in accordance with the System-Functional Model (table 1). The Questionnaire consists of 8 Sections and renders possible to diagnose various components and variables of self-confidence. The Questionnaire includes 112 points: 7 questions for each variable from 16. The subject uses the quantitative scale from 1 to 7 to answer the questions.

The aggressiveness level was measured by the Questionnaire developed by A. Krupnov in accordance with the System-Functional Model (table 2) in T. Nechepurenko's modified version (Nechepurenko, 2009). The questionnaire consists of seven Sections and renders possible to diagnose various components and variables of aggressiveness. The Questionnaire includes 98 points: 7 questions for each variable from 14. The subject uses the quantitative scale from 1 to 7 to answer the questions.

The features of the ethnic stereotypes of Russian students were measured by the technique of the Semantic Differential. The semantic differential method was developed by the famous American psychologist and psycholinguist Charles Osgood (Osgood, Suci, Tannenbaum, 1957). This method allows us to identify the associations between the objects in the consciousness and the unconscious of a person.

We used a modified Russian version of the semantic differential called "Personal Differential" (Fetiskin, Kozlov, Manuilov, 2002). This version includes 21 bipolar scales. We asked the respondents to estimate a "typical student" from

Africa, Latin America, China, and Russia on the suggested scales.

The Mann–Whitney U-test and Student's t-test for independent samples was used for statistical analysis.

A total of 95 respondents took part in the research, including 36 young men and 59 young women. All the respondents were the first, second and third year Russian students of various departments of the multinational university (PFUR). The age of the respondents is from 18 to 21 years, the average age is 19 years.

3. Results

At the first stage of the study, we identified the contents and the orientation of the ethnic stereotypes (Novikov, Novikova, 2011). In general, all the ethnic stereotypes are beneficial. It is very important that in the stereotypes about international students the positive qualities dominate. It is "kindness" for African students, "conscientiousness" for the Chinese students, "responsiveness" for Latin American students.

At the second stage of the study, we identified the two "extreme" groups of students differing in the orientation of their stereotypes in the sample. For this purpose, we used a statistical Mode. We conventionally named the selected group as "prejudiced" and "unprejudiced" students.

The "prejudiced" group included 16 students who have had the predominance of 1, 2, 3 point marks (the negative pole of the scale). The "unprejudiced" group included 16 students who have had the predominance of 7-point marks (the positive pole of the scale).

We compared the indicators of the self-confidence and aggressiveness variables in groups of the "prejudiced" and "unprejudiced" students (tables 3-4).

Table 3 shows that the "prejudiced" students have higher indicators of the main self-confidence variables: Sociocentric Motivation, Egocentric Motivation, Profound Awareness, Objectness, Sthenic Emotions, Asthenic Emotions, and Internal Regulation. Accordingly, the "prejudiced" students are more motivated and interested in the demonstration of confidence, while there are no differences between the groups at the behavioral level.

We suppose that the "prejudiced" students have somewhat excessive self-esteem and overconfidence. According to the literary data, excessive self-esteem may be one of the factors of a more critical attitude towards others.

In the Table 4 we can see that there is only one significant difference between the "prejudiced" and "unprejudiced" students in the indicators of the aggressiveness variables. The "unprejudiced" students have higher indicators of the Superficial Awareness of the aggressiveness.

So, the "unprejudiced" students have more superficial ideas about the aggressiveness, often interpreting it as an incorrigible trait associated with hereditary factors, etc. We assume that they will be more justified in their manifestations of aggressiveness and be more tolerant to aggressive behavior.

4. Conclusions

Summing up the results of the study, it can be concluded that:

1. the Russian students of the PFUR have rather favorable ethnic stereotypes about foreign students;
2. the characteristics of the ethnic stereotypes and prejudices of the students are more associated with the degree of self-confidence they have, rather than aggressiveness;
3. the obtained data should be used in the training sessions on intercultural communication and adaptation;
4. the prospects of further research is the study of other personality traits, the use of additional diagnostic and statistics methods, expanding the sample as well as conducting a similar study on a sample of the international students of the PFUR.

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Tables

Table 1: The System-Functional Model of organization of the personality traits by A.I. Krupnov

Blocks	Components	Variables
The motivational-meaningful	Attitudinal-target	Socially Significant Purposes
		Personally Significant Purposes
	Motivational	Sociocentric Motivation
		Egocentric Motivation
	Cognitive	Profound Awareness
		Superficial Awareness
	Productive	Objectness
		Subjectness
The regulatory-dynamic	Dynamic	Energy
		Inactivity
	Emotional	Sthenic Emotions
		Asthenic Emotions
	Regulatory	Internal Regulation
		External Regulation
	Reflective-evaluative	Operational Difficulties
		Personal Difficulties

Table 2: The System-Functional Model of organization of the aggressiveness by A.I. Krupnov

Blocks	Components	Variables
The motivational-meaningful	Motivational	Sociocentric Motivation
		Egocentric Motivation
	Cognitive	Profound Awareness
		Superficial Awareness
	Productive	Objectness
		Subjectness
The regulatory-dynamic	Dynamic	Physical aggression
		Verbal aggression
	Emotional	Affectivity
		Reflectivity

	Regulatory	Internal Regulation
		External Regulation
	Reflective-evaluative	Personal difficulties
		Operational difficulties

Table 3: Statistical evaluation of differences in the indicators of the self-confidence between groups of the “prejudiced” and “unprejudiced” students

Self-Confidence variables	The “prejudiced” students (n=16)		The “unprejudiced” students (n=16)		U-test	P-level
	Mean	Sum of the ranks	Mean	Sum of the ranks		
Socially Significant Purposes	34,9	281	33,1	247	111	0,52
Personally Significant Purposes	38,9	292,5	35,9	235,5	99,5	0,28
Sociocentric Motivation	35,8	345	29,8	183	47	0,00
Egocentric Motivation	39,7	344,5	34,6	185,5	47,5	0,00
Profound Awareness	37,3	343	31,7	185	49	0,00
Superficial Awareness	24,0	293	21,7	235	99	0,27
Objectness	37,9	316,5	33,0	211,5	75,5	0,04
Subjectness	37,6	296,5	34,8	231,5	95,5	0,22
Energy	33,1	280,5	31,8	247,5	111,5	0,53
Inactivity	29,8	262,5	29,6	265,5	126,5	0,95
Sthenic Emotions	37,3	335	30,7	193	57	0,00
Asthenic Emotions	29,3	317,5	23,7	210,5	74,5	0,04
Internal Regulation	34,9	316,5	30,4	211,5	75,5	0,04
External Regulation	30,6	273,5	29,3	254,5	118,5	0,72
Operational Difficulties	22,3	241	24,1	287	105	0,38
Personal Difficulties	25,0	268,5	24,4	259,5	123,5	0,86

Table 4: Statistical evaluation of differences in the indicators of the aggressiveness between groups of the “prejudiced” and “unprejudiced” students

Aggressiveness variables	The “prejudiced” students (n=16)		The “unprejudiced” students (n=16)		U-test	P-level
	Mean	Sum of the ranks	Mean	Sum of the ranks		
Sociocentric Motivation	26,2	267,5	25,9	260,5	124,5	0,89
Egocentric Motivation	24,6	295	23,0	233	97	0,24
Profound Awareness	29,4	286	28,5	242	106	0,40
Superficial Awareness	21,8	186,5	27,7	341,5	50,5	0,00
Objectness	25,6	293,5	23,4	234,5	98,5	0,26
Subjectness	21,0	258	21,3	270	122	0,82
Internal Regulation	32,4	248	33,0	280	112	0,54
External Regulation	32,4	242,5	32,6	285,5	106,5	0,41
Physical aggression	25,2	265,5	25,2	262,5	126,5	0,95
Verbal aggression	33,3	247,5	33,7	280,5	111,5	0,53
Affectivity	28,4	246	29,4	282	110	0,49
Reflectivity	30,6	278,5	29,6	249,5	113,5	0,58
Personal difficulties	24,8	248	26,1	280	112	0,54
Operational difficulties	23,9	285	22,8	243	107	0,42

Appendixes

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Chronological Overview of Islamic Vocabulary in the Dictionaries of Albanian Language

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Abstract

The Islamic terminology in the Albanian language has its origins very early, since about 500 years ago, a time that coincides with the start of the process of Islamization of the Balkans. Islam, Islamic culture and traditions brought by the Ottomans, brought a new style of living and were accepted by most of the Albanians, in all their lands (today: Albania, Kosovo, Macedonia and Montenegro). This process was accompanied by borrowing the Islamic terminology, which since five centuries returned to a natural ingredient of the Albanian language. This terminology, which found itself within the Albanian vocabulary, presents some interesting features, for the way it was adopted to the lexical and grammatical features of the Albanian language. Since in the beginnings, the Albanians were familiarized with its use, but due to the historical circumstances, the use of this terminology had its ups and downs. In this paper, we will try to give a complete picture of the use and misuse of this terminology in a chronological sequence. For this, we have observed how this terminology is presented in the greatest lexicographic works of the Albanian language. This study is divided into four (3) parts: 1. Islamic terminology in the documents before the written Albanian language (X- XIX century) 2. Islamic terminology in the dictionaries in the communist period (1944-1991) 3. Islamic terminology in the Albanian dictionaries after democracy (1992-2013)

Keywords: terminology, dictionaries, Islamic, chronological

1. Introduction

Albanian Islamic terminology has its origins very early, since about 500 years ago, a time that coincides with the start of the process of Islamization of the Balkans. Islamization, Islamic culture and traditions introduced by the Ottomans, brought a new style of living and were accepted by the majority of the Albanians, in all their territories (today: Albania, Kosovo, Macedonia and Montenegro). The process of incorporation of the Turkish-Oriental borrowings, which lasted for nearly five centuries, emerges as a colorful artwork, that interlocks historical, cultural, ethnographic, linguistic and literature issues. This is not simply a borrowing of words and their meanings in the language that they were introduced. Initially the Albanian language, due to historical circumstances explained earlier, generally borrowed words that express meanings of concepts previously unknown to it. This happens in all languages. Later, these words were accepted and have been embraced in mass, because they were used intensely in the social and administrative everyday life. Once admitted, used and adopted, the Turkish-Oriental borrowings also began to be elaborated into the Albanian language. This is a chain reaction, which continued for a very long time. This process was accompanied by borrowing the religious Islamic terminology, which throughout five centuries was transformed to the main factor of the Albanian language. This terminology, which found itself within the Albanian vocabulary, presents some interesting features, for the way it adopted the lexical and grammatical aspects of the Albanian language. "Islamic Lexicon in the Albanian language is very broad; it is among the oldest oriental borrowings; is among the most stable, because the very nature of religion is stable."¹

Since early the Albanians were familiarized with its use, due to historical circumstances, the use of this terminology had its ups and downs. "Terminology is one of the most complex areas in all fields of knowledge and this is a known fact. Except that, the religious terminology interlocks additional difficulties, especially at a time when a nation has different religions, such as the Albanian people. And it's not just the fact that in different religions come different influences from religious sciences in the languages, let us call them the source or major factor, but also for the fact that

¹ Mehdi Polisi, *The Islamic Lexicon integral part of the Albanian vocabulary*, Terminology Islamic Academy of Sciences and Arts of Kosovo, Pristina, 2006, p. 89.

traditions are not the same among different religions and because, in addition to direct impacts, many terms have been translated through another language, like it had happened, for instance, with some Islamic religious terms, that have entered in the Albanian language from Turkish language.”²

To properly address the depth of this issue, it should be taken into account that the use of Islamic terminology by the Albanians has had three basic problems:

The separation of the Albanian nation in about a century in different Balkan countries.

The existence between Albanians of more than a religion, and therefore the presence of some sermons and some religious terminologies.

Denial of Islam and atheism for a period of 45 years.

"In terms of Islamic lexicon (Arabic and Persian), it entered in the Albanian language through the Turkish language (as a mediated language) and directly from the Arabic language, especially from the recognition and translation of the Arabic-Islamic literature from the Albanian ulama."³

In this paper, we will try to create a complete picture of the use and misuse of this terminology in chronological sequence. For this, we have observed how this terminology is presented in the lexicographic masterpieces of the Albanian language. The paper contains three parts, according to historical stages through which have passed not only its use, but also the documentation of the writings of Islamic terminology and vocabulary of the Albanian language.

2. Islamic Terminology in the First Documents of the Albanian Written Language (X-VI century) and the First Dictionaries of the Albanian Language (XVII-XIX century)

First it should be noted that the Albanian language is a language relatively recently documented. Furthermore the first documents of the Albanian language are fully Catholic versions. This is also one of the reasons why Islamic terminology lacks documentation, which, before the document writing, had long since been turned into part of the daily conversational and religious discourse of the Albanians.

- Dictionary of Franc Bardhi (1635). In this Glossary, the number of Turkishness is not too small, but among the 73 Turkishness noted by Bardhi, only one belongs to Islamic terminology:
- kurban / kurban⁴
- Bogdani's work (1685). In this work there are more Turkish-Oriental words, about 94. Bogdani's characteristic is the considerably use of the Islamic religious terminology: dervish, imam, bajram, sacrifice etc.⁵
- In the Da Lecce Dictionary (1702) out of 1700 words, about 376 of them belong to the Turkish-Oriental source. In this Glossary there are some words that belong to the Islamic lexicon: dervish, imam, bajram, kurban, Qaba⁶ etc.
- In the Albanian-Greek dictionary of the folklore collection "Bëleta shqypëtare" of Thimi Mitko (1878) consisting of 1000 words, 505 words are found to be orientalisms and Turkishness. This Dictionary summarizes mainly the South Albanian dialect. From the Turkish-Oriental borrowings, about 48 words belong to the Islamic terminology, such as: hoxhë, bajram, din, dua, gjynah, hajmali, hata, hyri, iman, inqar, jezit, kimet, kësnet, kurban, lanet, lugat, melaiqe, nijet, ogur, pejgamber, qamet, rahmet, selamet, sulltannevruz, shejtan, shariat, xhenet, xhehenem, xhind, insan, hakikat, shejtan, din, haram⁷etj.
- "The Rii Fialuer of Shcypes" of the "Union" society (1908). The Union society was founded in 1899, giving a major contribution to the publication of books in Albanian language with the Latin alphabet, not only with religious character, but also academic, cultural and linguistic. This dictionary is among the most important works of our lexicography and as Jup Kastrati finds in the "History of Albanian grammar", is one of the best in Albanian lexicography until the publication of the Vocabulary of the Institute of Science (1954).

The dictionary has 13,798 words and their spelling and grammar is based on Shkodra dialects. For our study purposes, this dictionary is of crucial importance, since in contrast to Thimi Mitko's vocabulary that conveys mainly words

² Isa Bajçinca, "Problems of religious terminology and language culture." *the Islamic terminology, the Academy of Sciences and Arts of Kosovo, Pristina, 2006, p. 117.*

³ Mehdi Polisi, *The Islamic Lexicon integral part of the Albanian vocabulary, terminology Islamic Academy of Sciences and Arts of Kosovo, Pristina, 2006, p. 84.*

⁴ Lindita Xhanari (Latif), *Turkishness and their semantics Albanian dictionaries, Tirana 2012.*

⁵ Lindita Xhanari (Latif), *Turkishness and their semantics Albanian dictionaries, Tirana 2012.*

⁶ Lindita Xhanari (Latif), *Turkishness and their semantics Albanian dictionaries, Tirana 2012.*

⁷ Lindita Xhanari (Latif), *Turqizmat dhe semantika e tyre në Fjalorët e shqipes, Tiranë 2012.*

from the South Albania, it allows us to study Turkisms and Orientalism, together with the Islamic terminology, even in the North Albanian dialects. On the other hand, designed to be a dictionary, it features a large variety of linguistic phenomena and linguistic developments in the field of borrowings as well. In this dictionary there are about 1,675 orientalisms and Turkishness. Among them are about 131 words that belong to Islam, which indicates that this lexicon was an integral part of the Albanian language and was used broadly, e.g.: hoxhë, bajram, mevlud, din, nevruz, dua, gjynah, terikat, hajmali, hata, hyri, iman, inqar, jezit, kimet, kësmet, kurban, lanet, lugat, melaiqe, nijet, ogur, pejgamber, qamet, myezin, myfti, kalif, minare, vakëf, rahmet, taç, tespihe, selamet, sulltannevruz, shejtan, sheriat, xhenet, xhehenem, xhind, namaz, abdest, zeqat, hadis, haxh, ajët, dua, myslyman, minare, kuran, qitap, imam, sure, namaz, muhib, taksirat, minare, ramazan, vaz, xhemat, zeqat, sadaka, mafil, bismilah, suni, tasdik, xhebrail, mynafik, miraxh, muhammed, qamet, inqar, islam, azab, allah⁸

3. Islamic Terminology in the Dictionaries of the Communist Period (1944-1991)

For historical reasons known to all of us, the Albanian nation for about a century had been divided among several nations. This division, with negative consequences in many respects, unquestionably influenced the field of Oriental studies and the one of the Islamic terminology.

It is worthwhile to mention the macabre fact of the monstrous denial of religion and return to a godless, atheistic communist regime of the majority of the Albanians in the Balkans. This painful historical fact had consequences for the science of the oriental studies, as well. Minimally, over 45 years of atheistic regime, all madrasahs were eliminated and the University of Tirana, who remains among most qualitative universities of Albania, never allowed the opening of oriental studies, namely the proper branches of Turkish and Arabic, theological studies of Islam, etc., which would have also been the core of the development of scientific thought in oriental studies.

This political, moral, social, scientific stalemate etc. (call it as you want, as we can put tens of epithets to this phenomenon), resulted in the distancing of linguistic and philosophical science of the Albanians, from the Ethnic Albanians remained outside national borders. The few remaining Albanian scholars were persecuted in their studies. It is noteworthy to mention the bitter fact of the publication of the work of T. Dizdari, many years after his death, from a foreign foundation, not by the Academy of Sciences and Institute of Albanology, which even after communism did not stand up to the responsibility to meet the needs of the science, at the meantime it should have had been an honor to publish his work at the time it was written. Here are also included those scholars who were forced to adapt to the system silently, without resisting pressure, such as the group of the so called researchers who degraded the study of ancient manuscripts of the Albanian language with Arabic alphabet, as worthless and undesirable literature, labeling it as a creation of drunkards, voluptuaries, taverns etc. Briefly, the Orientalistic adopted the status of the "forbidden fruit", by the touching of which you would be burned or disfigured as a scholar and as a man, emerging from oneself and writing the opposite of scientific beliefs, finishing as a prey of the atheist morality.

All these have created a vacuum that even now, while there is a Turkish branch of the University of Tirana since 1996-1997, the oriental studies are not only are unsupported, but also restrained in their developments. This is the main reason that rightfully Prof. Dr. Mehdi Polisi states:

"Because of the political and ideological circumstances within the Albanian territory, the Islamic vocabulary for a certain time (the communist period) has been declining, it has been used with great reserve; and instead the Albanian word is used, that due to the specificity, in no way can cover its meaning; and then it is not represented in the Albanian language dictionaries, even when it is represented, it is given the ideological coloration and, what is worse, explained in a subjective, unscientific and unprofessional manner, missing the right attitude"⁹

Since the beginning of the Communist regime, due to the atheist ideology it represented, a special allergy of the Islamic terminology was acquired. This was reflected in the language campaigns for cleaning the Albanian Vocabulary from the Islamic terminology. In all the dictionaries of this period, especially those designed by the Institute of Albanology after 1970, thus, after the dictatorial state had destroyed the mosques, Tekke, and madrasahs all over Albania and after having killed, jailed and deported all the imams and mullahs, the state began fighting the religious terminology, first in books and dictionaries, and then to the Albanian mentality. This vacuum had some devastating consequences and stages:

- First, the Islamic terminology in the Albanian dictionaries began to evaporate. (This became immediately

⁸Lindita Khanari (Latifi), *Turqizmat dhe semantika e tyre në Fjalorët e shqipës, Tiranë 2012.*

⁹ Mehdi Polisi, *the Islamic Lexicon integral part of the Albanian vocabulary, terminology Islamic Academy of Sciences and Arts of Kosovo, Pristina, 2006, p. 84.*

apparent, especially in dictionaries of 1981, 1982, 1985). This phenomenon was not isolated only in the Albanian Explanatory dictionaries, but also in the dictionaries with two or more languages, dictionaries for children etc.¹⁰ Whenever began the campaigns of collection of words for the draft of comprehensive dictionary, especially after the Orthography Congress of the Albanian Language (1972), the Islamic terminology was avoided and eliminated purposely. Its users were called reactionaries and enemies, and their families were followed by the curse of killing and incarceration.

- Second, a part of Islamic terminology, which was well known by the Albanian Muslims started to be replaced with synonymous words from the Albanian language, and therefore the real meaning of them got distorted and misunderstood. Here we are introducing three examples, just for illustration, because the monstrous travesty made to Islamic terminology does not deserve to be written and contaminate any paper:
 - Qur'an (according to the explanation in the Vocabulary of 1984) - "The book that contains the dogmas of the Muslim religion and various mythical legends"
 - Kurban (according to the explanation in the Vocabulary 1984) "cattle slaughtered when you start building a house, allegedly to bring prosper"
 - Islam (according to the explanation in the Vocabulary 1984) - "Religion that according to the legend was created in VII century by Muhammad and that spread and protects the Kuran dogmas"¹¹
 - Third, and what constitutes the biggest fault, the Islamic terminology in those vocabularies started to be explained based on atheistic communist ideology, and was transformed to the disparagement of mockery of official posts of Islamic denominations, Kuran or Islamic religious holidays.

Fortunately, the opposite has happened to the Albanians that are residing outside of Albania, like in Kosovo and Macedonia. Despite the difficulties of another aspect, already nationalistic, these scholars, for several reasons asses as important the following:

- Freedom of the Islam religion.
- Education in Madrasah.
- Education in Oriental branches in Turkey, Belgrade or in Arab countries.
- Existence of Oriental Branches for a long time, etc.

They have about 30-40 years that successfully handle the burden of Albanian Oriental Studies. These studies appeared in many different forms and in the process of continuous evolution. It is worthy of mentioning the contributions of renowned professors such as professor Polis starting with the doctoral thesis of Orientalism in Macedonian Albanian dialects and continuing with the transcripts of the work of Sami Frasherri and also with the scientific contributions on issues of Islamic terminology. What also needs to be mentioned is the voluminous work done by Prof. Memishaj for developing a large Arabic-Albanian vocabulary, the commendable work that Prof. A. Ismaili has made with Logos publishing house, in the publication and dissemination of Islamic literature, and many other such contributions.

4. Islamic Terminology in Albanian Dictionaries after the Constitution of Democracy (1992-2013)

After 1992, due to new political and social developments, especially because of the freedom of religion, the situation began to change and of course the attitude towards Islamic terminology appeared totally different. Nowadays a large number of words have entered such as: ahiret, ajet, Allah, arasat, azab, azrail, din, exhel, gjynah, hair, hallall, haram, hyri, iman, islam, jahudi, kader, kaur, kijamet, Kuran, melaiqe, Muhammed, mysliman, Pejgamber, qafir, qamet, qitap, syni, xhebrail, xhehenem, xhenet, aksham, amin, Bajram, Bismilah, dua, elham, ezan, hafiz, hatib, Hoxhe, ibadet, iqindi, Kurban, Mevlud, namaz, minare, namazgjah, Qabe, Ramazan, sabah, sadaka, saf, salat, sarek, sexhade, sofa, sure, syfyr, teqe, vaiz, vakt, vaz, xhami, xhemat, xhuma, iftar, zeqat ect.

A good part of them are included in the 2006 Albanian language Dictionary. About 300 words of the Islamic terminology are used daily in mass. However there is still much to be done. Now we are faced with other problems:

- First, we have the freedom to use, but still have difficulty explaining the terminology in explanatory dictionaries. Often there are attempts to translate the Islamic terminology in the Albanian language, but in many cases it has resulted unsuccessful. "Indeed, Islam as a religion, but also the Islamic sciences, because

¹⁰ Ramiz Zekaj, "Islamic terminology in Albanian language dictionaries," *Islamic terminology, the Academy of Sciences and Arts of Kosovo, Pristina, 2006, p. 53.*

¹¹ Ramiz Zekaj, "Islamic terminology in Albanian language dictionaries," *Islamic terminology, the Academy of Sciences and Arts of Kosovo, Pristina, 2006, p. 55.*

of their features and specifications has its own terminology, different from any other terminology. And, it is only that one that is able to express messages of the Islamic truth and bring the man to it. It would be simplistic but wrong to say that the Islamic terminology is Arab terminology, Turkish, Persian or a national language, although it is mostly Arabic etymology, in reality it is adopted as the Islamic terminology, and as such, it is embraced around the world through Islam, while not excluding any local specifications."¹²

- Second, since Albanians, for known historical reasons, are spread in several Balkan countries, there is a need to unify the Islamic terminology in all variants of Albanian spoken by Albanians, wherever they are. "It is an urgent need that the Albanian literature have a unique Islamic terminology respecting the specificities of the resources of the Islamic religion, to rely on sources of Islam, the Qur'an and the Islamic tradition"¹³
- Third, due to the existence of several religions in Albania, there is a risk of the unity of the Islamic terminology with the terminology of other religions in the explanatory dictionaries of the Albanian language. This initially requires urgent drafting of a detailed Vocabulary of the Islamic terminology in the Albanian language and then the cooperation among Islamic theologians and Albanians linguists, including the precise meanings of this terminology in Albanian explanatory dictionaries. The scholars of Madrasahs' and Islamic faculties may help on this. "The arrival of a new generation educated in Madrasahs and Islamic Faculties has made possible that oral and written religious recognize qualitative increase of expression and a trend and effort for its development and consolidation."¹⁴

5. Conclusions

This lexical wealth should be an integral part of the Albanian dictionaries, having acquired the status of an important lexical fund, which belongs to the daily discourse, of the most of the Albanians in the Balkans. "The Albanian language has shown that it has the possibility to realize the spiritual and material demands of the Albanians, and that among the ancient times has proven that there are opportunities to bring the divine world closer to the believers, not only with its potential, but also with the tendency for assimilation, modification and the adaptation of the foreign linguistic material"¹⁵

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Pupils' Self-Esteem in the Early Years of Education within Different Interventions

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Abstract

Finland, with the population of 5,3 million inhabitants, has a very high standard education system. Kindergarten and class teachers get their education at universities. Kindergarten teachers study up to the bachelor's degree (180 credits) and class teachers up to the master's degree (300 credits). In the past, it was common that these two groups worked separately and hardly had any co-operation. In recent years, it has been noticeable that the gap between these two institutions along with the teachers working in them has narrowed. One explanation can be that administrators have started to see young children's education as a continuum. Recently, in Finland has been made a significant reform concerning education: early childhood education has been moved in most of the communities from the social welfare administration to the administration of education. A remarkable renovation has also been the idea of putting pre-primary and primary education into the same building. In Finland, every child has an opportunity (in theory) to attend a kindergarten but children are obliged to start school during the year when they turn seven. It has been discussed if children should start school earlier because ca. 98 % of the six-year-olds already participates in pre-primary education. Another main question has been how to make the transfer from kindergarten to school easier for a child.

Keywords: self-esteem, early years of education

1. Theoretical Framework

In Finland, National Core Curriculum for Pre-primary Education 2010 (NCCPE) and National Core Curriculum for Basic Education 2004 (NCCBE) are the two important documents, which with the Acts rule the education. At the beginning of their education children differ in many ways; some are quick learners, some need extra hours to learn. For this reason, we have to be aware that not only the learning process is important but also a pupil's motivation towards learning. From the very beginning, we should enhance pupils' self-confidence as learners. It means that we have to build a supporting and positive learning environment, where everyone feels safe and secure. This has to start already at the very beginning of children's learning path. In the core curriculum of pre-primary education is said: "It is important to strengthen children's healthy self-esteem with the aid of positive learning experiences and to provide opportunities for diverse interaction with other people" (NCCPE, p. 5). The mission of basic education presents a similar idea: "Basic education must provide an opportunity for diversified growth, learning, and the development of a healthy sense of self-esteem, so that the pupils can obtain the knowledge and skills they need in life, become capable of further study, and, as involved citizens, develop a democratic society" (NCCBE, p. 12).

"A child's healthy self-esteem will be strengthened with the aid of positive learning experiences and encouraging feedback, while also providing opportunities for diverse interaction. Attention shall be paid to the early identification of learning barriers and difficulties. It is necessary to recognise factors relating both to individual children and to the implementation and operating environment of pre-primary education." (NCCPE, p.16.)

Since the idea is that early childhood education and care, pre-primary education, and basic education form an integrated continuum enhancing a child's overall development, municipalities should provide different flexible forms of education. On page 18 in NCCPE it has been said: "Any support needs in terms of growth and learning are met by differentiating instruction, through co-operation between teachers and by modifying pre-primary groups in a flexible manner." These two documents (NCCPE and NCCBE) were in main role when constructing the interventions described

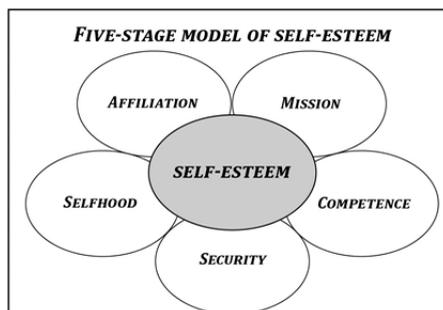
in this article.

Healthy self-esteem and good motivation are two important facts connected to learning. First, we have to define the term self-esteem. The task is not easy, since there does not exist common agreement of its meaning. One of the most well-known researchers in this area is Rosenberg (1979) who has claimed that "self-esteem is based on self-assessments of qualities that are perceived as important or psychologically central by individuals". His conceptual definition of self-esteem was thus seen as one-dimensional approach, and it was understood as global self-esteem. Tafarodi and Milne (2002) argue that there are at least two dimensions – self-competence and self-liking, and that there is a lack of formal recognition of this duality. This is based on their literature survey covering different definitions, theories and models of self-esteem. Reasoner (1992) had already ten years before Tafarodi's and Milne's work found over a hundred definitions of self-esteem. There are many reasons why it is so difficult to reach agreement in conceptualizing self-esteem. The following quotation from Reasoner (2010) reveals well the complexity of the term: "some have seen it as a psychodynamic, developmental process; others have approached it from the perspective of the cognitive-behaviorist in terms of various coping strategies; others have viewed it from the position of a social psychologists in terms of attitudes; while others have focused on the experiential dimensions of self-esteem as a humanistic psychologist."

According to Reasoner (2010) there is a general agreement that self-esteem includes cognitive, affective, and behavioral elements. This has a connection to Bloom's (1976) idea about the holistic view of a learner. Hewitt (2007) defines self-esteem as the affective or emotional dimension of self-objectification. He states that the concept summarizes both positive and negative attitudes pupils may have towards themselves, and it appears to have a connection with mood. This raises a question: how stable self-esteem is when we are assessing pupils' self-esteem during their early years of education? Self-esteem starts to develop already at home before children enter formal education. To enhance children's self-esteem, adults who are supervising them need a strong and healthy self-esteem themselves.

The theoretical background of our study is based on the five-stage model of self-esteem by Michele Borba (1989; 1994) and Robert Reasoner (2010). According to them strong, healthy self-esteem is built on five building blocks: security, selfhood, affiliation, mission and competence. Sense of security means that a person (in this case a child) has a feeling of strong assuredness; he or she feels comfortable and safe. A child also knows what is expected of him or her, and he or she is able to depend on other individuals in different situations, and he or she comprehends rules and limits. Sense of selfhood is a feeling of individuality, which means that a person is acquiring self-knowledge that includes an accurate and realistic self-description in terms of roles, attributes and physical characteristics. Sense of affiliation is a feeling of belonging, acceptance or relatedness. It is also a feeling of being approved of, appreciated and respected by others. Sense of mission is a feeling of purpose and motivation. It can be seen also as self-empowerment through setting realistic and achievable goals. It means that a person is willing to take responsibility for the consequences of one's decisions. Sense of competence is a feeling of success and accomplishment in things that are regarded as important or valuable. A person is aware of one's strengths and he or she is also able to accept one's weaknesses. The model can also be called an empowerment cycle. Parents and teachers play an important role in enhancing children's self-esteem.

Figure 1: The five-stage model of self-esteem



2. Interventions

During the academic years 2010 – 2011 and 2011 – 2012 the Finnish National Board of Education funded the JEKKU project (Flexible start in early years of education) in which six municipalities in south-western Finland built a network to ease children's transfer from kindergarten to school environment. The interventions were: (1) Flexible groupings and teachers' co-operation, (2) Home-school partnership, (3) The fluent continuum from pre-school to school, (4) Active co-operation between different parties at transition stage, (5) Flexible school start, (6) Three years for first and second grade, (7) Reading marketplace, (8) Word hunt, and (9) Fairy tale in the back bag. These interventions were constructed based on the ideas of NCCPE and NCCBE.

The aims of *the first intervention* were: to carry out the three-stage support, teachers' well-being, and shared teaching. The first grade teachers, teaching aids and a special education teacher shared the responsibility. Since all the first grade classes were located along one hallway, the teaching personnel could group pupils according to their qualities and learning skills, or all pupils could be taught in one group. This model allowed using the teachers' strengths efficiently. The aims of *the second intervention* were: to create new models that enhance the support of the adults working with children, to enhance the co-operation with guardians and the personnel of day care, school, child health clinic, school health care, and the community, as well as to promote the detection of the need for early support. The location of the school at the center of the village gave the idea to gather members from above mentioned groups to deepen their partnership. Also the kindergarteners, the first and the second graders worked at the same school building. The aims of *the third and the fourth interventions* were to create a more flexible and open co-operation between pre-school and primary groups, make the transfer from pre-school to school easier, and to enhance working motivation and joy of the personnel. Since these schools were located in the same municipality teachers and other school personnel could cross the borders and work side by side creating reading circles, drama workshops, active mathematic lessons etc. The main idea of *the fifth intervention* was that all the children can start their education during the year they turn seven and no one's school start is postponed. The aim is to support a child who has difficulties in learning by using multi-professional help and peer learning. The focus of teaching is that every child is seen and heard. Also music, dance and movement therapy is used as a method to attain a peaceful learning environment. The main aims of *the sixth intervention* were to give a pupil three years to cover the content of the first and the second grade. Special attention is paid in enhancing social skills, working skills, and learning strategies. The aims of *the seventh intervention* are much the same as previously mentioned but learning to read and to write was especially emphasized. Language skills are learned in groups that support a child's individual needs. The aims of *the eight and the ninth interventions* were: to prevent reading and writing disabilities, reading stories every day to increase children's vocabulary and story composing skills.

3. AIM of the Study

Several studies related to the project were conducted by the department of teacher education in Rauma, one of them is reported in this article. The main research aim was to find out how healthy pupils' self-esteem is at the beginning of their education. The specific questions are: (1) Are there differences in the boys' and the girls' self-esteem? (2) Are there differences between different intervention groups?

4. Instrument and Data

A 50-item quantitative self-report questionnaire was constructed based on the five-stage model of Michele Borba (1989) and the ideas of self-esteem of Robert Reasoner (2010) measuring security, selfhood, affiliation, mission, and competence. The questionnaire was child friendly with agree and not agree options. The overall score range was 0 – 50, and a subscale score range 0 – 10. The reliability of the instrument was good 0.82 (Cronbach's alpha coefficient). Altogether 503 children (251 boys and 252 girls) were tested. The testing took place at the spring semester 2011. At the time of testing 8 % of children attended pre-school, 63 % first grade and 29 % second grade. The children were from 6 to 9 years old. The main interest in this article was to find out if there are differences in the self-esteem of the pupils attending different interventions. The nine interventions mentioned above were divided into three groups: Flexible (n=354), Reading (n=99), and Three-year (n=50) group. The first five interventions described above formed the Flexible group, the interventions 7 – 9 the Reading group, and the sixth intervention (there were several schools) was named the Three-year group.

Table 1: Examples of statements in five subscales of self-esteem questionnaire

SECURITY		
1. I like to study in our class.		 
5. I know to whom I can trust.		 
SELFHOOD		
14. I like myself.		 
18. I am not afraid of expressing opinions that differ from those my peers have.		 
AFFILIATION		
26. I rather play alone than with other children.		 
28. I have several good friends.		 
MISSION		
32. I blame others if I do something wrong.		 
38. I try to do tasks myself before asking for help.		 
COMPETENCE		
42. I get angry if I lose in a game.		 
46. If a task is difficult I leave it unfinished.		 

5. Results

Firstly, the focus was on pupils' (n=503) self-esteem and if there are differences in the boys' (n=251) and the girls' (n=252) self-esteem.

Table 2: Means, standard deviations, and t-test values between boys and girls in self-esteem

SENSE OF SELF-ESTEEM	ALL		BOYS		GIRLS		t-value	p
	x	s	x	s	x	s		
Security	7.90	1.53	7.63	1.62	8.10	1.38	-3.49	.001
Selfhood	7.93	1.88	7.55	1.88	8.32	1.77	-4.74	.000
Affiliation	8.55	1.79	8.23	2.01	8.90	1.51	-4.12	.000
Mission	7.50	1.79	7.25	1.79	7.71	1.77	-2.86	.004
Competence	7.41	1.65	7.28	1.70	7.54	1.56	-4.16	.000

As Table 2 shows, children seem to have very positive and healthy self-esteem at the beginning of their education. In all five areas of self-esteem, the girls score more positive than the boys, the difference being statistically significant (p= .004 – .000). Within the both genders, the highest scored subarea is affiliation and the lowest competence.

In the next table 3 is shown the results between Reading (n=354) and Flexible (n=99) groups, and between the different genders. In the Three-year group, the number of the pupils was so small that it was left out of this comparison, and only the mean value of the whole group is presented.

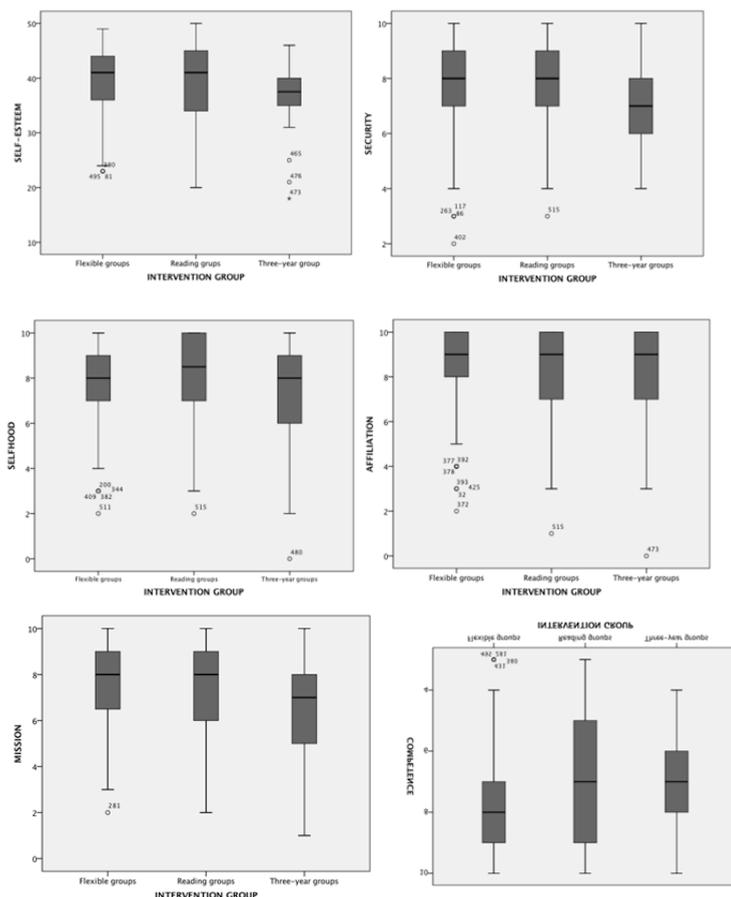
Table 3: Boys' and girls' sense of self-esteem in reading and flexible groups

SENSE OF SELF-ESTEEM	gender	READING		FLEXIBLE		t-value	p
		x	s	x	s		
Security	boys	7.91	1.62	7.59	1.63		
	girls	8.26	1.42	8.11	1.38	-3.18	.002
Selfhood	boys	7.80	2.08	7.50	1.80		
	girls	8.38	1.98	8.33	1.75	-4.34	.000
Affiliation	boys	7.86	2.23	8.34	1.84		
	girls	8.64	1.72	8.96	1.47	-3.45	.001
Mission	boys	7.64	1.71	7.18	1.72		
	girls	7.68	1.92	7.77	1.75	-3.13	.002
Competence	boys	6.73	1.97	7.39	1.65		
	girls	7.29	1.80	7.63	1.53	-1.42	.155

Reading group: boys n=46; girls n= 53 Flexible group: boys n= 176; girls n=178

The reading group ($X= 39,65, s=6.74$) and the flexible group ($X=39.51, s=6.05$) do not have a statistically significant difference in the self-esteem. In the Reading group (Table 3) there are no statistically significant differences between the boys and the girls in different senses of self-esteem. However, in the Flexible group statistically significant differences can be seen between the two genders in selfhood, affiliation, security, and mission. The mean of the Three-year group was much lower ($X=36.53, s=6.49$). The self-esteem of this group differed from the other groups at the level 0.05 ($F=3.268, p=.039$). The box plots in Figure 2 show the differences of the groups in the whole self-esteem and in each five senses.

Figure 2: Box plots between three intervention groups in self-esteem

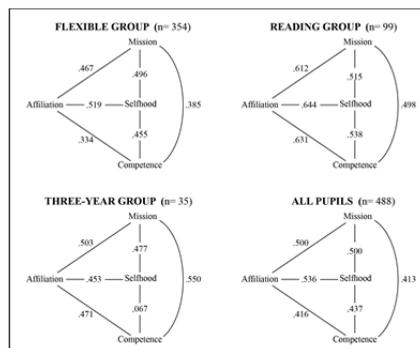


It is important that the learning environment is safe. The results show that the girls felt safer at school than the boys (Table 3). In addition, the pupils in different intervention groups seem to differ in the sense of security. The maximum score 8.43/10 was attained in the topic group "Fairy tale in the back bag" in which the main objectives were to enhance the pupils' literacy skills and co-operative learning. In this school, the overall self-esteem was the best (41.09/50). Also the two other schools concentrating on reading scored high in the sense of security. One class in the three-year group had the weakest sense of security (6.82/10) as well as the overall self-esteem (34.10/50). The Fairy tale group scored highest in selfhood (8.56/10), the lowest score being in one of the three-year classes (6.33/10). In average, all pupils scored highest in the sense of affiliation, the mean variation being 7.46 - 9.27. This is an interesting result, since both the lowest and the highest scores were attained by pupils in the classes of the Three-year group. In the fourth sense of self-

esteem, mission, the highest score was attained in the Word hunt group (8.42/10) and the lowest score (6.00/10) in one of the Three-year classes. Among the five stages of self-esteem, the competence scored lowest, the variation being from 6.25/10 (in the Three-year group) to 7.87/10 (in the Flexible start group).

The following figures illustrate Pearson's correlation coefficients between different senses of self-esteem.

Figure 3: Pearson's correlation coefficients between different senses of self-esteem



The correlations show that in the Reading group the sense of affiliation correlates strongly with the sense of selfhood, the sense of competence, and the sense of mission. Also the correlation between the sense of mission and the sense of competence is stronger in the Reading group than in the Flexible group. All the correlations are significant at the 0.01 level (2-tailed) except the correlation between selfhood and competence in the Three-year group. In this group security did not correlate significantly with other four senses of self-esteem. In the Flexible group, the Reading group and among all the pupils the sense of security did not correlate with other senses as strongly as shown in the figures above.

6. Conclusion

Children have a very healthy self-esteem at the beginning of their education. Looking at the results closer, it is interesting to notice that the strongest building block of self-esteem is the sense of affiliation (Borba 2000), which is also called the sense of belonging (by Reasoner 2010). This means that the children have started to understand what friendship means. They also enjoy working in a team and are comfortable in group settings. Some of the groups were small and the testing took place at the end of the semester. Consequently, the children had already had time to learn to know their peers and teachers. This could be the explanation for the positive result. The sense of affiliation correlates strongly with the sense of selfhood, which is also called as identity (see Reasoner 2010). It is obvious that if a child has a positive self-concept and a strong sense of self it reflects how he or she behaves in a group. These years (age 6 – 9) are important in forming one's individuality. At this stage, a child is sensitive and reflects his or her behavior with others similar age. Also the feedback given by adults is important. Children have to learn also to accept criticism and to acknowledge their own weaknesses and strengths.

According to Borba (1989; 1994) the sense of security is the most important in building one's self-esteem. Security means trust as well as physical and emotional safety at home and at school. The results of this study show that the sense of security is positive but there is something that makes children to give also negative answers. Since the children were at the beginning of their academic education, there is so much new they have to learn; new rules, how to behave in a new learning environment, how meet new adults etc. The correlations show that the sense of security had the weakest connection to any other senses of self-esteem.

The sense of mission, which is also called the sense of purpose plays an important role in a child's learning. Already at a very young age it is possible to teach children how to set appropriate goals for themselves. In setting these goals, parents and teachers play a significant role; they have to encourage children to think about their learning. There is a strong connection between the sense of mission and the sense of competence, which Reasoner (1992) sees similar as self-efficacy, the concept used by Bandura (1986). Although the sense of competence seemed to be positive, it was the lowest of all five senses of self-esteem. This result is understandable since the children are just learning to learn. Making

choices and decisions, identifying options, and applying problem solving skills at this early age can be very hard.

The results of the study showed that different learning settings can enhance the self-esteem of children as seen in reading interventions. The Flexible group was too wide to tell the effectiveness of a certain intervention and the Three-year group was too small to draw any conclusions. Consequently, more analyzes are needed.

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The Teacher Anxiety Scale: The Study of Validity and Reliability

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Abstract

Teaching Anxiety Scale developed by Parsons (1973) is still considered the most effective way of measuring Teaching Anxiety, for both pre-service and in-service teachers. The purpose of the present study was to explore the validity and reliability of the Albanian version, of the Teaching Anxiety Scale applied to student teachers. Data in this study were collected from a total number of 92 students enrolled in the third year of the Bachelor study program: "Elementary Teacher" and "Preschool Teacher". Measurements were made at two stages of development Pedagogical Practice. Descriptive statistics, principal component with varimax factor analysis, and Scree Test were used to explore the data analyses. Results revealed that the Albanian version of the Teaching Anxiety Scale had high reliability coefficient which was $\alpha = .97$ (before practice) and $\alpha = .95$ (after practice), as estimated by Cronbach alpha coefficient. Factorial analysis found that, items of the teaching anxiety scale yielded a single factor with an eigenvalue of 16.52 and the unifactor solution accounted for 57% of the total variance.

Keyword: Teaching Anxiety Scale, Teaching Anxiety, Student teachers, Validity, Reliability.

1. Introduction and Theoretical Framework

Considerable evidence exists that anxiety can impair performance in a variety of tasks. It suspected that this evidence extends to impairment of teaching performance as well. Teaching Anxiety Scale (TCHAS) was designed by Parsons (1973), to provide a tool for measuring anxiety specific to the task of teaching. Although it was designed in 1973 is regarded today as the most effective way to measure teaching anxiety. Many researchers as: Cheung & Hui (2011), Al-Mehrzi, Al-Busaidi, Ambusaidi, Osman, Amat & Al-Ghafri (2011), Woullard (2003), Pigge & Marso (1997), Williams (1991), have applied the Teaching Anxiety Scale, TCHAS - Parsons (1973), as a measuring instrument in their studies.

This instrument is available:

- ✓ On the Internet:
<http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED079330>
- ✓ Or in the book of: Lester, P.E. & Bishop L.K. (2001.) *Handbook of Tests and Measurement in Education and the Social Sciences*. 2nded.

The TCHAS contains a variety of self-report statement about teacher reactions to teaching. These reactions are two general kinds: first, emotional responses to a variety of different situations related to teaching, and second, attitudes toward teaching as a profession. 1

Parsons (1973) reports that:

"Extensive testing of the scale shows that (1) the TCHAS is a measure of teaching anxiety; (2) that the TCHAS measures reliably some quality distinct from what either the Manifest Anxiety Scale (MAS) or Test Anxiety Scale (TAS) measures; (3) that the TCHAS is stable (.95) over short periods of time; (4) that the validity of the TCHAS is not merely an artifact of similarities in method measurement; (5) that pre-service teacher responses teachers as observed and interpreted by their teaching supervisors; (6) that teaching anxiety as measured by the TCHAS is a unitary variable, and (7) that over several studies, anxiety as measured by the TCHAS consistently decreases as experience in teaching increases" (p. 21).

1 Parsons, J. (1973). Assessment of anxiety about teaching using the Teaching Anxiety Scale: Manual and research report. The research and development center for teacher Education University of Texas. Paper presented at Annual Meeting of American Educational Research Association, New Orleans. Louisiana

1.1 Teaching Anxiety Scale

The TCHAS was developed initially at Stanford University in two equivalent forms TCHAS (1) -25 and TCHAS (2) -25 for use with pre-service, intern teacher. More recently, several slightly altered versions of the TCHAS (TCHAS (1)-24, TCHAS (1)-28, and TCHAS (1)-29) were made available for use. An attempt to increase the appropriateness of the TCHAS content for the study of in-service teacher resulted in the addition of three slightly altered versions: TCHAS (1)-24, which is TCHAS (1)-25 minus item 16; TCHAS (1)-28, which is TCHAS (1)-24 plus four items; and TCHAS (1)-29 which is a composite of all items in TCHAS (1)-25 and TCHAS (1)-28. TCHAS (1)-29 has an advantage of being scored in a number of ways, depending upon the kind of teacher.

Since, on all forms of TCHAS, all the statements are presented with a 1-5 choice option format, from low agreement with an item (1 = "never") to high agreement with an item (5 = "always"). Other middle-range options are "infrequently", "occasionally" and "frequently" 2- 4 respectively. Approximately half of the items are phrased negatively (in terms of admission of anxiety); for examples: "I'm worried whether I can be a good teacher." A high degree of agreement with this negatively phrased item is scored "high anxious". The other items are positively phrased, for example: "I feel sure I can be a good teacher." A high degree of agreement with positively phrased items is scored "low anxious" (Parsons, 1973:1)

Approximately half of items are phrased positively and half are phrased negatively, reverse scoring of positively phrased item responses is used in order procedure item score with consistent meaning. After reverse scoring has been performed, a high score on all items reflects a high degree of admitted anxiety. Reverse scoring is accomplished by the following procedure: "1" s are rescored "5" s"; "2" s are rescored "4" s"; "3" s remain the same; "4" s are rescored "2" s"; and "5" s are rescored "1" s". The total TCHAS scale score is then calculated by summing the item scores.

1.2 Reliability and Validity of Teaching Anxiety Scale (Parsons, 1973)

All the alpha coefficients indicated that the internal consistency of TCHAS is high from .87 to 0.94. Confirmation of this high internal consistency was provided by Gregory (1976) who reported reliability measures of .87 and .86 for samples of 520 and 401 student teachers (p. 207). If so William Tattersall (1979) used the teaching anxiety scale, and resulted that TCHAS (Parson, 1973) had internal consistency as pre test (.87) and post-test (.91).

A factor analysis was done on the TCHAS by Parson. The items for the teaching anxiety were subjected to principal-components factor analysis to determine whether they represented a single construct. These items yielded a single factor with an eigenvalue of 4.20 and the unifactor solution accounted for 30% of the total variance. All items loaded between 0.27 and 0.72 with a mean of 0.53 on the factor, thus TCHAS results with the single factor structure. A similar single-factor structure was found by other studies (Albusaidi & Aldhafri, 2009).

2. Method

2.1 Participant

The sample of this study consisted of 92 students enrolled in the third year of the Bachelor study program: "Elementary Teacher" and "Preschool Teacher". 95 % are female and 5% are male. 84% of the samples are at the age of 22. 60% are students in Elementary Teacher program study and 40% are students in Preschool Teacher program study.

2.2 Procedures

Since TCHAS is not used in any similar study in Albania, and the source in the literature is available in English translation and adaptation was used in Albanian. After the translation process, which was made by a lecturer of English at the University, was taken expert opinion on the validity of the content.

Measurements were made at two stages of development Pedagogical Practice, at the end of serial practice and the end of 8-week practice.

2 Gregory, A. (1976). *The effect of student teaching on the professional self-concept of student teachers – A study of student teachers in the professional program*, Simon Fraser University.

2.3 Data analysis

The collected data were analyzed using Statistical Package for Social Sciences (SPSS), version 17th software. TCHAS reliability was evaluated using Cronbach's alpha and the internal consistency. For the structure validity of the scale, principal axis factor analysis with varimax rotations and Screen Test was used.

3. Results and Discussion

3.1 Reliability analysis of the TCHAS

Reliability is the degree of compliance that provides instrument with participants. To assess the reliability of Teaching Anxiety Scale was used Cronbach's alpha. Coefficient Cronbach's alpha is used to assess the reliability of the instrument as a whole and to test the reliability score for each category, but not for dichotomous responses. TCHAS complements this condition. Each item on the Teaching Anxiety Scale requires a response by choosing a level of five choices (1 for "never", 2 for "infrequently", 3 for "occasionally", 4 for "frequently", 5 for "always").

The Teaching Anxiety Scale have resulted in a high coefficient of reliability, as before practice ($\alpha = .97$), and after performing pedagogical practice ($\alpha = .95$). Henson (2001b), has recommended that for general research purposes, reliability should be at least 0.80. According to Field (2005), this is a good level of internal consistency.

Table 1: Results of Cronbach's alpha coefficient

Before practice	After practice
TCHAS .97	.95

By inspection of the item correlations containing TCHAS, it was concluded that there is no correlation under .30 and correlations generally ranging by moderate to strong (see Table 2).

Table 2. The correlations between the 29 items of TCHAS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1	1																												
2	.739*	1																											
3	.457*	.306*	1																										
4	.478*	.413*	.586*	1																									
5	.562*	.593*	.510*	.391*	1																								
6	.552*	.574*	.478*	.519*	.717**	1																							
7	.535*	.498*	.394*	.417*	.722**	.708*	1																						
8	.566*	.557*	.435*	.530*	.691**	.722**	.835**	1																					
9	.634*	.583*	.436*	.488*	.676**	.684**	.794**	.872**	1																				
10	.611*	.613*	.418*	.467*	.625*	.673*	.730*	.793*	.919**	1																			
11	.623*	.541*	.464*	.542*	.601**	.612**	.617**	.694**	.681**	.701**	1																		
12	.606*	.562*	.534*	.491*	.599**	.598**	.588**	.654**	.680**	.683**	.787**	1																	
13	.675*	.574*	.481*	.575*	.624*	.644*	.619*	.658*	.709*	.690*	.775*	.764*	1																
14	.615*	.553*	.497*	.595*	.614*	.625*	.516*	.620*	.605*	.558*	.681**	.738*	.831**	1															
15	.638*	.505*	.525*	.537*	.559**	.555**	.577**	.655**	.659**	.620**	.689**	.715**	.769**	.750**	1														
16	.614*	.569*	.484*	.589**	.601**	.638**	.579**	.667**	.680**	.665**	.695**	.758**	.813**	.770**	.751**	1													
17	.576*	.534*	.481*	.552*	.515*	.580*	.514*	.629*	.619*	.648*	.681**	.703*	.769*	.717**	.692*	.865**	1												
18	.531*	.514*	.389*	.559**	.407**	.469**	.468**	.496**	.458**	.504**	.573**	.639**	.562**	.475**	.633**	.658**	.674**	.562**	.650**	1									
19	.522*	.514*	.419*	.424*	.465*	.565**	.544**	.544**	.524**	.535**	.599**	.641**	.640**	.612**	.576**	.721**	.727**	.742**	1										
20	.598*	.585*	.400*	.560*	.460*	.513*	.509*	.572*	.579*	.597*	.598*	.591*	.694**	.589**	.603**	.774**	.805**	.786**	.739**	1									
21	.476*	.514*	.389*	.559**	.407**	.469**	.468**	.496**	.458**	.504**	.573**	.639**	.562**	.475**	.633**	.658**	.674**	.562**	.650**	.650**	1								
22	.373*	.251*	.400*	.349*	.283*	.280*	.279*	.383*	.330*	.310*	.374*	.381*	.426*	.407*	.471**	.545*	.543*	.555*	.438*	.472*	.514*	1							
23	.547*	.448*	.313*	.537*	.332*	.469*	.493*	.517*	.570*	.557*	.481*	.597*	.639*	.586*	.550*	.611**	.635**	.674**	.612**	.673**	.611**	.299*	1						
24	.491*	.434*	.377*	.456*	.372*	.355*	.352*	.404*	.410*	.410*	.560*	.580*	.644**	.572**	.480**	.638**	.682**	.694**	.624**	.651**	.646**	.469**	.538**	1					
25	.481*	.457*	.365*	.451**	.467**	.481**	.469**	.521**	.546**	.518**	.537**	.539**	.618**	.549**	.496**	.719**	.633**	.677**	.628**	.737**	.609**	.474**	.522**	.663**	1				
26	.391*	.306*	.327*	.378*	.288*	.251*	.352*	.369*	.403*	.403*	.483*	.453*	.446*	.357*	.383*	.428*	.497*	.456*	.410*	.534*	.543*	.412*	.394*	.546*	.625*	1			
27	.491*	.551*	.396*	.470*	.392*	.518*	.387*	.503*	.513*	.498*	.560*	.531*	.562*	.491**	.473**	.634**	.581**	.595**	.573**	.602**	.590**	.474**	.501**	.478**	.612**	.431**	1		
28	.371*	.250*	.322*	.452*	.184*	.256*	.238*	.345*	.345*	.329*	.373*	.530*	.510*	.511**	.451**	.613**	.574**	.573**	.535**	.587**	.464**	.357**	.511**	.511**	.581**	.361**	.532**	1	
29	.486*	.449*	.330*	.477**	.379**	.474**	.414**	.498**	.560**	.547**	.473**	.510**	.596**	.558**	.501**	.651**	.640**	.646**	.612**	.678**	.534**	.386**	.616**	.513**	.716**	.480**	.599**	.558**	1

** Correlation is statistically valid at the 0.01 level (2-tailed)..

3.2 Factorial analysis of TCHAS

The 29 items of the TCHAS (Parsons, 1973), which was adapted in Albanian were included in a factorial analysis (Principal axis factoring with varimax-rotation), to identify possible factors associated with teaching anxiety.

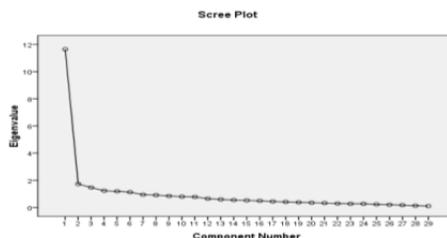
It is proven if the data are suitable for conducting factorial analysis. The sample included in this study exceeds the minimum ratio 1 to 5 (5 persons for a variable), defined by Tabachnick and Fidell (2007). Index Kaiser-Meyer-Olkin for sample suitability for conducting factorial analysis was .93. This index is significantly higher than the minimum level .6, allowed to perform factorial analysis of defined by Kaiser (1974). Bartlett's Test, resulted statistically valid ($p < .05$) (see Table 3). The data are suitable for conducting factorial analysis.

Table 3. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.930
	Approx. Chi-Square	2514.361
Bartlett's Test of Sphericity	Df	406
	Sig.	.000

Factorial analysis of 29 items revealed three factors with a characteristic value (eigenvalue) over 1, which explain the respectively 57%, 7.7% and 3.7% of the variance. By inspection of the Scree Test (Cattell, 1996), it was concluded a clear interruption after the second component (Figure 1).

Figure 1. Scree Test



This was later supported by the results of the Parallel Analysis, which showed that there are only two factors with a characteristic value (eigenvalue) that exceed the corresponding values of the data matrix generated randomly for the same number of variables and one the same sample size (29 variables x 92 respondents). Based on this, factorial analysis was repeated with two factors. It failed to point out the presence of the simple structure where the two components show a number of variables to strongly correlation with each of them.

So, the structure factor was not distinguishable and therefore, was judged the best solution for this sample teaching students was a single factor. For this reason, factorial analysis was conducted again and was requested to be extradited only one factor. This factorial analysis showed that, all items in the Teaching Anxiety Scale correlation with this single factor that explained 57% of variance with a characteristic value (eigenvalue) of the 16.52 (see Table 4).

Table 4. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	16.523	56.976	56.976	16.523	56.976	56.976
2	2.223	7.667	64.643			
3	1.071	3.692	68.335			
4	.937	3.231	71.567			
5	.810	2.793	74.360			
6	.770	2.656	77.015			
7	.742	2.560	79.575			
8	.644	2.219	81.794			

9	.608	2.095	83.889			
10	.508	1.751	85.641			
11	.476	1.642	87.283			
12	.425	1.466	88.749			
13	.400	1.380	90.128			
14	.353	1.216	91.345			
15	.319	1.100	92.444			
16	.269	.928	93.372			
17	.249	.859	94.231			
18	.228	.786	95.017			
19	.217	.749	95.766			
20	.210	.725	96.491			
21	.181	.624	97.115			
22	.160	.553	97.667			
23	.151	.520	98.188			
24	.139	.478	98.665			
25	.111	.383	99.048			
26	.091	.315	99.364			
27	.083	.287	99.651			
28	.060	.208	99.859			
29	.041	.141	100.000			

Extraction Method: Principal Component Analysis.

Correlations between the items and the factor ranging from 0.55 to 0.88 (see Table 5.)

Table 5. Component Matrix^a

Item	Component
	1
1	.746
2	.693
3	.585
4	.677
5	.695
6	.742
7	.722
8	.797
9	.810
10	.794
11	.809
12	.832
13	.883
14	.819
15	.795
16	.901
17	.872
18	.832
19	.786
20	.835
21	.738
22	.553
23	.730
24	.712
25	.764
26	.574
27	.710
28	.604
29	.729

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

Factorial analysis found that, items of the teaching anxiety scale yielded a single factor with an eigenvalue of 16.52 and the unifactor solution accounted for 57% of the total variance. A similar factorial with a single factor is identified as well and in other studies (Parsons, 1973; Albusaidi and Aldhafri, 2009).

Findings about the validity and reliability of the Teaching Anxiety Scale (Parson, 1973), Albanian version, are an added contribution to the research literature in Albania. It is recommended to use this scale, in similar studies in Albanian reality.

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Moving from a Culture of Punishment to one of Understanding in English Secondary Schools

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Abstract

This paper describes the challenges encountered in managing and developing counselling services in two English Secondary schools over the last ten years. During this time schools in England have undergone enormous change, partly initiated by the economic crisis and also by new educational legislation being implemented by a non-ministerial government department for Her Majesties Chief Inspectors of schools in England (Ofsted). Teachers struggling with the changes, feel under enormous pressure to deliver high academic results with very little space left over for thinking about and supporting the more challenging students. Pressure and stress has grown and as a way of trying to manage in this difficult situation, teachers have taken up an authoritarian role that has generated a more punishing culture. The result is that students in trouble receive negative attention instead of being given understanding and support resulting in many of them being excluded from school. Support for these students within this, sometimes, unsympathetic context is provided by the counselling service, which tends to be used as a place to dump students who cannot be managed in the classroom. With so many young people being referred for help, a trainee counsellor's clinical placement programme was introduced to increase the availability of counselling support. A more thoughtful and child centred culture in both schools was generated with the help of the counselling service so that staff teams could begin to think collaboratively about each child's emotional, behavioural and social needs to support them to stay in school to achieve their full academic potential and have a successful future.

1. Introduction

The source of this paper came from work carried out by the author in three different secondary schools in England. This included conducting individual and group counselling, managing counselling services, working with multidisciplinary teams, co-ordinating an Inclusion Panel, collaborating with teachers and supervising and training trainee counsellors. This focus is on schools with students who have emotional, behavioural and social difficulties that interfere with their learning. They are at risk of under-achieving, being excluded and having possible future mental health difficulties.

Facilitating change in schools and enabling students to engage in education is best achieved by valuing the importance of their relationships and supporting teachers and students to think differently. These students spend so much of their lives within the educational context, it is important to them. So, rather than punishing and excluding, teachers learn to translate what is going on for them to understanding their behaviour as a communication about their distress.

2. Ongoing change in the schools

Facing the on-going task of trying to manage the changes initiated by the economic crisis and Ofsted has put teachers under enormous pressure to deliver high academic results and to keep every child in education. If a child has special needs the school is responsible for putting special support in place. This is sometimes just a box ticking exercise. Families are handing their children over to schools with the expectation that they no longer need to take responsibility.

In England every child is required to be in education until the age of 18. Schools are constantly assessing, measuring and monitoring teachers and students. Teachers' workload has increased. They work longer hours. Their salaries have been frozen and strikes are more regular.

3. Effect on Teachers, Students and their Families

Teachers say they feel stressed, devalued, unsupported and demoralised. They are also frustrated by the educational system because it has moved too far towards academic attainment and too far away from thinking about how to bring up happy and confident children who feel hopeful about the future. Schools report an increase in families experiencing economic and social difficulties brought on by the economic crisis. In some families both parents are working longer

hours and spending less time as a family to talk and share. Children report that they do not feel able to talk to their families about how they are feeling because they do not want to upset them or add to their stress. Families are ringing the school to share the stresses and strains of family life and their anxieties about their children.

4. Introduction of Counselling Services into Schools

Counselling services were introduced into all three schools because of an increase in students presenting with serious emotional, behavioural and social problems. These presenting problems included being on the verge of permanent exclusion, exhibiting challenging behaviour, refusing school, breaking the rules and pushing boundaries, not engaging in education and many other complex family issues. These were acting as barriers to learning and developing healthy relationships. Teachers said they did not have the time, knowledge or skills to support these students.

Providing a counselling service can also sometimes create an unconscious idea or wish in schools that it is possible to make students all better in an instant and return them to their teachers, cured and ready to behave and learn. The counselling service was at times used as a place to dump these more challenging and difficult students whom they were unable to manage. Like individuals, schools develop defences against difficult emotions, which are too threatening or painful to acknowledge and some times project them in to students and or counselling services. These emotions may be a response to the strain of the economic crisis and Ofsted's change of policy (Obholzer&Roberts 1994). When counsellors try to discuss a student's progress with teachers they would often struggle to hear or understand how the student was feeling. It is possible that these teachers felt they had failed the student by referring them to counselling and then felt competitive when the counsellor shared a student's positive progress.

5. Earlier Project to include 'Hard to Reach Students in Education'

In 2005 while working in a large comprehensive secondary school in London a project was set up by the author and funded by Wandsworth Council for students aged between 14-15, who were identified by the school as not engaging in education and training (NEET). These students were at risk of being permanently excluded and leaving school without qualifications.

Teachers were very concerned about this group of students and did not know how to help them. The students continuously pushed the boundaries and truanted from school. There were an increasing number of incident reports, exclusions and challenging behaviour, breaking the law, displaying confrontational and angry behaviour towards teachers and a total disregard for authority and rules. Teachers discovered that no amount of punishment made any difference to their behaviour.

This was the start of beginning to think with teachers, what might be needed in order to be able to understand these students so that they could stay in in school and fulfil their potential and have a successful future. It was also the first time that the counselling service had introduced the idea into the school about working collaboratively with the teachers, meeting regularly and thinking together about each student's individual needs, rather than punish and exclude them.

The project identified that in order to understand these students it would be imperative to help the students to talk about their family life, which can affect their school life. Families are children's first experience of relationships; they learn from their primary caregivers how to regulate their emotions and behaviour. Bowlby (1969, 1973) found that the quality of this relationship was particularly evident at times of stress, such as when students are in a conflict, experiencing difficult emotions and not listening to authority or following rules. Students who have not experienced good enough parenting will not manage these situations calmly and will find it difficult to feel safe or trust the situation or adult. Instead they will get angry and walk away.

Many of these students came from families who were not well-educated and left school without qualifications. They had bad experiences at school and were very negative. For generations their families had experienced economic and social deprivation and exclusion. Many had experienced domestic abuse, substance misuse, poverty, jail and bereavement. They felt excluded and angry at society.

6. Aim

The aim was to provide the students with a group and counsellor to help students think about their emotional and behavioural difficulties that impacted on their school life. A support network was constructed for the students by including their teachers, families, carers and professionals from outside agencies. It is imperative, when working with 'hard to reach' students, that adults keep in contact with each other to talk about their experience of these students. In this way, students are most likely to receive the most appropriate support to improve their academic achievements and their relationships with others. Various interventions were used to engage with these students to discover the barriers that might be preventing them from achieving their full academic potential.

7. Inclusion Group

One of these interventions was a counselling group, which was intended as a first step in changing this vicious cycle. By giving these students the opportunity to talk about their experiences it was thought that they would find it easier to stay in school. The group was mixed boys and girls from different ethnic backgrounds. They met once a week, for one hour during school time.

In the group students did talk about how they felt about school and home. They also explored how their behaviour might impact on their schoolwork and their relationships with teachers and investigated what triggers their negative behaviour. This process gave them tools for managing and resolving conflict with teachers and family members by practising in the group. The group also provided an opportunity for the counsellor to observe and experience how teachers in the class might experience these students. This then enabled the counsellor to help the students to start making changes to their behaviour by feeding back how their behaviour was experienced in the moment and working on finding different ways to communicate and learning how to share their feelings with teachers.

8. Project Outcomes

As the group developed and the students began to trust each other, they shared more personal stories about their families and lives outside of school. They came to realise that they shared similar worries and concerns and were not alone with their problems. They also reported that they found the group very helpful and felt comforted by other student's sharing similar concerns and feelings, which helped them feel less alone. They particularly felt relieved when they discovered that other students also shared the same concerns and problems as themselves.

Almost all students made very good use of the interventions. There was a significant reduction of incident reports and only three exclusions since the group started. There was a clear reduction in truancy and an increase in attendance, academic achievement and improved relationships with staff and other students.

9. Further Interventions

The counsellor also acted as a mediator between teachers and students, helping teachers to think about different ways of managing difficult behaviour and understand why students might be 'misbehaving'.

Ideally it would have been useful parents and carers to be included more in the process but this was a task that the school needed to take up. There appeared to be a resistance from the school possibly because these families were also very challenging to work with. If it is possible to include parents in the process there is a better chance of change for the students.

To 'maintain the loop' teachers met with the counsellor to discuss progress, possible further support needed and the level of behaviour expected from the student if they are to continue receiving education. It is important that student from chaotic family backgrounds have the experience of teachers and counsellors working together for their benefit. It is also important that students can trust that the counsellor will keep confidentiality and sustain their therapeutic relationship.

10. Supporting Teachers towards Understanding

Schools are committed to educating students and helping them to reach their full academic attainment. It is quite common particularly when students reach their teenage years that their capacity to learn is interrupted because they

experience emotional and or social problems which are displayed through inappropriate behavioural such as smoking cigarettes/marijuana, lack of motivation and disturbing the learning of others, negative about learning, a disregard for rules using their phones in front of staff, not listening or following teachers instructions and not contributing positively to school or the wider community.

Students' attitude to school and learning can be improved if teachers are able to have a healthy curiosity and understanding about their students and what might be going on in their lives outside of school that is leading to them to exhibiting challenging behaviour such as worried or angry about something going on at home or at school, relationship problems with friends and/or family members, not meeting families expectations, concerns about growing up and the future, going to University and moving away from family to a new school or country.

11. How can Teachers hold in mind Academic Targets and be more Child Centred?

In 2007 a programme was designed to provide teachers with the skills, knowledge and attitude to work within a more child-centred approach (Bomber 2007), with students between the age of 11-16, who were experiencing emotional, behavioural and social problems.

One of the primary needs of students is to feel emotionally secure and to have an adult who is able to 'hold them in mind' (Winnicott 1964). Being considered by another person is a fundamental developmental need. Having another person who is able to help make sense of one's challenging behaviour and put words to feelings is crucial. Without this attention it is very difficult to engage in learning. Adolescence is a time to experiment with challenging the authority of adults, develop independence and revise and/or reject former ideas. Through these turbulent times, students need the reassurance of an adult who can lay down firm boundaries and be consistent with them.

The aim of the programme was to provide teachers with some emotional literacy for the classroom to create a more understanding culture rather than getting into conflicts with students and throwing them out of class. The programme also acknowledges that it is important that students follow the rules and teachers provide students with boundaries but that teachers also try to understand why it might be difficult for particular students to follow rules and not listen to authority. It is also helpful if teachers are able to illustrate alternative ways of handling conflict and challenging behaviour and be open to wondering out loud about how they might be feeling and put words to these feelings.

The programme also provided knowledge of child development and theory such as attachment difficulties and how trauma and loss can affect a child's ability to learn (Bowlby 1973). Patrick Casement's thoughts and theories around 'the internal supervisor' would also be introduced and the capacity to learn from our mistakes and experience reparation when working with young people (Casement 2003, 2002). It is important for teachers to be non-judgemental, reflective, empathic, able to listen, thoughtful, respectful and to work hard to understand how it feels to be a student.

The best training takes place in schools throughout the day-to-day work. Schools are lively environments full of a variety of people all contributing to school life. This can be an ideal place to learn from each other, contribute as a team and to share good practice with each other. With all this richness, the school did have resources available, both inside and outside, to support them with these difficult students that would reduce the pressure and stress. If they did they would not have to just rely on the counselling service.

Teachers also need support. A Strategy Group for teachers to think about practical ways of managing difficult behaviour together and a Support Group where issues with students can be shared would not only help teachers but would also help students in difficulty. It might also be helpful to set up a group for parents to enable them to share their experiences and difficulties with their children. The group could also be a place where they could offer help and support to each other.

12. Creating a Collaborative Understanding

(Crowther 2003) A culture is growing in schools 'to do something' rather than try to understand how these changes might be affecting teachers and students. Teachers have resorted to a more authoritarian role that has created a more punishing culture. This need to do something is driven by anxiety, which in times of stress can inhibit teachers' ability to think (Smith 2010) and understand what the more challenging and vulnerable students might be experiencing, especially if the student is also anxious. When people are stressed it is very difficult to listen to each other and think about what the other might need and to be supportive.

These schools either punished students or referred them to the counselling service, creating a good and bad split (Hinshelwood 1994) in the school. I wondered whether there was a more collaborative way for the teachers and the

counselling service to work together to create a supportive team around the school and student and to ensure that external influences did not prevent students from feeling included in education and reaching their potential.

In 2008 the author designed and setup an Inclusion Panel in one of the secondary schools in Sussex. The panel consisted of professionals from both inside and outside the school. It included teachers, the counsellor, educational psychologist, school nurse, neighbourhood youth worker, heads of year, pastoral assistants and the educational welfare officer. This panel provided the school with a diverse resource of professionals to work with their more challenging students.

One of the unique aspects of the panel was that it met regularly, created a more coherent and collaborative team that could confidentially discuss each student's needs and monitor their progress. Teachers worked hard to understand and support students who were causing concern rather than just excluding them from school and enforcing a punishment. Instead together they created a safety net of support around the students.

The experience was that if a team of professionals can think and work collaboratively together on a student's behalf then the student could feel understood and cared for. We found that this shifts their attitude to learning and increases their ability study as is demonstrated in the following case study.

13. Case Study

The following is a Case Study that demonstrates how the Inclusion Panel collaborated to ensure that a student received the appropriate support to enable her to stay in school and improve her self-esteem.

The student, Amanda, a 13 year old, was referred to the panel by the assistant head, who had a history of dealing with her sisters and had no success with keeping them in school. He was also very concerned that Amanda was at risk of repeating this family pattern of being permanently excluded. She regularly truanted from school, had difficulty controlling her anger and was struggling to sustain healthy relationships.

Amanda is the youngest of four girls who have all been permanently excluded from school. Her sisters also truanted and displayed antisocial behaviour both in school and in the wider community. Her parents left school with no qualifications and did not support the school or the idea of their daughters needing to leave school with qualifications.

When the Inclusion Panel met, teachers and various professionals shared their experience of Amanda both at school and home. This provided the team with a picture of the whole child, rather than only the badly behaved child. Once the information had been shared the Inclusion Panel then identified what support Amanda would need.

The team referred her to counselling so that Amanda had a confidential place to talk about her struggle with being unable to engage in learning while also sustaining her 'bad girl' image and acceptance from her peer group. She felt that the school did not care about her and experienced staff as being negative towards her because of how her sisters behaved in school.

The Educational Welfare Officer was also assigned to monitor her truanting from school and to liaise with the family if she did not turn up to school. Her Head of Year and Pastoral Support Assistant worked hard to build a positive relationship with Amanda's family, so that the family could begin to experience school as a place that could support Amanda and the family, rather than fight with it.

Her teachers were made aware that Amanda had shared that she wanted to change but felt that she was tarred by her older sisters' bad attitude and behaviour in the school. The teachers were helped by the counsellor to recognise what might act as a trigger for Amanda when she misbehaved in class. We discovered that quite often it was because she did not understand and felt embarrassed to ask the teacher.

14. Professional Safety Network

A safety net was created for Amanda through networking and collaborating with teachers and other professionals. It provided her with the experience of adults working together and thinking about her, possibly for the first time in her life. During lessons Amanda regularly took up leadership roles, such as organising a trip to theme park and co-ordinating a recycling project in the school. The deputy head, who had referred Amanda, told the Inclusion Panel that he had seen big improvement in her attitude to learning and her maths skills. Her attendance, behaviour and grades also improved. After addressing her emotional needs Amanda was able to embrace education rather than reject it, providing her with a sense of achievement and good self-esteem.

15. Outcome of the Work

If professionals are able to network and collaborate with each other, they can create a safety network for students so that staff will have a better chance of helping students, like Amanda, to stay in school and work towards reaching their full potential.

16. Impact of Pressures and Changes on the Counselling Service

Every year more teachers are experiencing and seeing the benefits of students attending counselling so the waiting list for counselling has increased so students are having to wait for longer periods of time to see a counsellor. There has also been an increase in students presenting with mental health issues, depression, thoughts of suicide, severe anxiety and self-harm. Because of the severity of the referred problems, this sometimes means that the counsellor needs to work for longer with these students, which further extends the waiting list. The counselling service has also seen an increase in the number of students being referred with psychosomatic symptoms such as panic attacks, physical illnesses and pain.

17. Trainee Counsellor Placement Programme

As a way of adapting and managing the increasing number of young people being referred to counselling and so that students could see a counsellor as quickly as possible, a trainee counselling placement programme was introduced. This has been running for the past four years and has not only offered support to the school and students but also to the senior counsellor. Both the senior counsellor and manager of the service were responsible for offering the trainee counsellors trainee opportunities and fortnightly supervision.

18. Trainee Support through Supervision

Supervision is a word that is often used for management of staff but in this context it describes a place for counsellors to meet to talk about their work as required by our professional bodies. Supervision also provides the opportunity to develop counselling skills and knowledge and is also a space for thinking about each student's emotional needs and identifying any additional needs that could be addressed by professionals either inside or outside of the school. We then work very closely with these professionals to form a wider safety net for these students. At both of the schools, the trainee counsellors attend supervision fortnightly in a group.

19. Supervision for teachers

Working with vulnerable and challenging students and their families can be very difficult as it often means dealing with other people's problems and anxieties. There have been times when teachers have approached me with a concern for a student but their judgement has been clouded because the situation they have been asked to deal with is similar to what is going on in their own lives (Plant&Smith 2009). These teachers have reported that they found it very helpful having someone to talk to confidentially to get some clarity about dealing with their concern around the young person. This has led me to start discussions about providing supervision for teachers or other professionals that work with students with schools and the therapeutic service.

20. Creating a Culture of Support

Although there are counselling services for individual students or groups of students, there is something important about working in developing a culture in a school where the teachers also actively contribute to developing students' emotional wellbeing and self-esteem. Teachers can really make a difference in the lives of their students.

According to the Department for Education and Skills (DfES), schools are one of the main possible sources of ensuring emotional wellbeing and resilience in children particularly for those who have experienced difficulties in their lives. The West needs to think about changing their quick fix culture of punishment and to encourage the persistence and resilience in ourselves that we want these students to have.

21. Conclusion

This paper demonstrates the importance of providing supportive spaces for understanding within the school context to ensure that students achieve their full potential. It is possible that similar support mechanisms could be provided with good effect within the Albanian context.

As in the UK, it seems that classrooms are filling up with an increasing numbers of distressed children that leave teachers feeling disempowered and de-skilled as they attempt to teach. Tension rises, stress increases and unfortunately many good teachers leave the profession as a result. Every student wants to be understood but this can be difficult for teachers to hold on to (Bomber 2007). The intention would be for trainee teachers to join a supervision group and to equip them with the skills, knowledge and attitudes necessary to understand and support students who are experiencing emotional, social and academic difficulties to fulfil their potential and have a successful future. The supervision process is a way of:

- Enhancing each trainee's interpersonal skills so they have more emotional resources available to them in the classroom
- Supporting each trainees with putting child development theory into practice so they can test out what they are learning and get informed feedback from the supervisor and fellow trainees
- Supporting trainees with any challenges that inevitably arise in their school placements
- Enabling feedback from schools to be shared with trainees so they can learn from it.
- Providing them with the emotional literacy to understand how students might be feeling and also behaviour management techniques.
- Offering the possibility of exploring organisational (school setting) problems and learning about school systems, protocols and policies

The supervision process would facilitate good working relationships between the schools, the training college and the trainee teachers. It would also enhance teaching skills, increase confidence and promote safe practice for the schools, students and trainee teachers.

Following a discussion with Mr Ahmet, Director at Beder University, an idea was floated that trainee teachers in Albania might benefit from supervision/mentoring programme based on the ten years experience of this author.

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The Values and the Problems of the Natural Heritage of the Region of Elbasan

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Abstract

Various studies, among them geographical ones, like the application of the new concepts on the Natural Heritage, since 1990, helped in the construction of the biodiversity protection strategy, which served as a basis for providing legal support conservation and management of Natural heritage for identifying and proposing new protected sites, which now accounts around 16% of the territory of Albania and are represented by the six categories of protected areas provided by the IUCN. Studies continue to expand about the protected areas and preparation of their management plans. In this context, particular importance have the studies of the natural heritage for particular regions of the country. Our article has the object of study of Natural Heritage of the region of Elbasan, concentrating mostly on the natural monuments of this region. This article makes evident this valuable asset emphasising in this way the scientific, ecological, cultural, spiritual and turistic values of its sites: in the many problems of the protected areas and it analyses and proposes the application of better models in the management with the purpose: the protection and regeneration of the values, their return in a source of scientific information, in didactic laboratories and ecological and patriotic education notably in attractive turistic objects with the intention of the stable development of the region.

Keywords: Natural Heritage, natural monuments, regeneration, turistic objects, region.

1. General Considerations

The study, evaluation, the protection and management of the Natural and Cultural Heritage constitutes an urgent need to avoid the harmful consequences toward this Heritage of the latest development in the world and in Albania, like: globalisation, the massive displacement of people from mountain areas toward the fields and otherwise the galloping urbanization with major environmental problems.¹

Like the new concepts applied in Albania after the 1990 the Natural heritage² is considered an unique value of biotic and abiotic area transmitted in generations. It is composed by objects, habitats, specific ecosystems, special or unique, relic, endemic or in danger to disappear. Being with these characteristics they have scientific values, cultural didactic and turistic ones. These special values are preserved and protected not only with the forms and laws that are applicable to common natural heritage, but also with special laws. In these the human activities are exercised to protect and identify their values, that are expressed in the rich biodiversity and unique landscape.

The content of re-conceptualisation, evaluation and management of the natural heritage that is expressed with the protected areas³ it gives to the geography a broad base of study, the ability to run the planes of management of this Natural heritage.

So geographers in developed countries, but also in Albania, are indisputably part of the group of specialists that are concerned with the study and management of natural heritage, providing valuable contribution in the evidencing and scientific justification for the status of natural heritage natural sites, in the application of the best models of management of sites for their return to scientific source, in didactic laboratories, environmental and patriotic education, especially the

¹ Qiriazhi P. Tavanxhiu. V. " Natural Heritage - Innovation studies and the curricula of Albanian geography " " Albanian Studies, Geography 2013.

² IUCN (1994) Guidelines for the protected area and management categories . CNNP with the assistance of WCMC. IUNC, Gland, Switzerland and Cambridge . UK

³ Initially the concept of protected area included only biodiversity, but now much more: biodiversity, landscape beauty, rare geological formations, particular forms of relief, hydrographic values, rich cultural traditions, architecture, etc. archaeological treasures. Already the protected area is qualified as land space, water or ground water, with particular values and protected by law, special regulations that restrict the presence of human activity and manage the scientific method.

return of natural heritage sites in tourist facilities, with the purpose of sustainable development.⁴

It is the time when our Natural Heritage must be saved, so rich and diverse but in the same time is in danger from the natural factors and mostly by anthropogenic ones in the conditions of the rapid and caotic developement of the prolonged transition.⁵ In the same time it must be appreciated for the turistic development in our country, considered a priority in the stable development. In Today conditions of globalization, it is noticed the decline of the tourism industry of the sea and the sun while the tourism of the partucuar interes,that includes the natural and cultural heritage, is going to a stable and rapid development. The visitors of this Natural and cultural heritage are in search of educational experiences around the culture, history and local nature,choosing to stay in small and qualitative hotels to test the tradicional kitchen and buying characteristic and artisan products.

The condition of the Natural heritage, the damage of its sites mostly after the 1990 and the narrow concept, worried the researchers of the Albanian nature. For this reason they began to work for the study and the real valuation of them, applying the today's concept of the natural heritage from the IUCN. An important step in the recognition and protection of the natural monuments marks the study of " The strategy of the defence of Albanian Biodiversity" and " The Natural Monuments -cadastre, their protection and preservation".⁶ The author of this publication was in the same time his collaborator.

Nevertheless the results of these studies, for the Albanian Natural Heritage are problematic for their scientific character legislativ and instuticional one. To help on the resolving of these problems the work is in the way for the preservation, mapping study sites with special natural values of the country, the state and their problems, to determine the protective measures and ways of using them for research purposes, didactic and tourist.⁷ Successes were recorded in the monuments of nature studies, published in the form of monographs and electronic format.⁸ There were showed the natural monuments of the country, values, problems, concerns, and on the basis of a special program,also was created the computerized monument of natural landmarks, the first of its kind in the country.

Different studies among them and geografical ones after 1990 in Albania,helped in the construction of the strategy for the protection of the biodiversity that served as the basis for providing legal support conservation and management of natural heritage, to identify and propose new protected sites, which now accounts for around 16% of the territory of Albania and represented by the six categories of protected data by IUCN: 2 strictly protected reserves, 15 national parks, 697 natural monuments, 22 natural reserves managed, 5 protected landscapes, 4 managed resource areas and 1 regional park.⁹

The Studies continue for the expansion of the protected territories also the preparation for their management plans to. There have been made proposals to the extent of 20% for the protect areas of our country, getting closer to developed European countries. In this context, particular importance are studies of natural heritage for particular regions of the country. The object of the article is our national natural heritage of the region of Elbasan.

2. The Natural Heritage of the Region of Elbasan

The region of Elbasan lies in the central part of Albania ; in several tectonic zones with lithological composition of different geological structure (terrigenous, carbonate, evaporate, magmatic) lies partly in the flat, but hilly and mountainous of the country, ie with different hypsometric large levels; in three climatic zones : Mediterranean plains, hilly and mountainous Mediterranean, in some watersheds, land and plant generations .

In this region are studied, proposed and approved 19 natural monuments and managed nature reserve of "Qafe Bushi"

But recent studies have shown that it is completely possible the further expansion of the protected area .¹⁰This relates to the special geographical position of the region .¹¹As all of Albania, located in the region of overlap band that is influenced with tropical latitude average, sea and land, low and large heights, conditioned by putting the country on the

⁴ Qiriaz P. Tavanxhiu. V. " Natural Heritage - Innovation studies and the curricula of Albanian geography " " Albanian Studies, nr 4 Geography 2012.

⁵ Agenda for a sustainable and competitive European tourism" (COM (2007)0621) ("Agenda 21")

⁶ Alliance Biological Studies Center - Museum of Natural Sciences. Biodiversity Protection Strategy in Albania, 1998.

⁷ Qiriaz P, Sala S, Nature Monuments of Albania, Tirana 2006.

⁸ Qiriaz P, Sala S, Nature Monuments Albania electronic edition CD, Tirana 2005.

⁹ Ministry of Environment, Forests and Water Administration, 2013.

¹⁰ Qiriaz P, Sala S, Nature Monuments of Albania, Tirana 2006.

¹¹ The Council of Ministers of RA, no. 676, dated 20.12.2002, "On the declaration of protected areas, natural monuments".

path of migration of many creatures from the north south and vice versa ; is related with the evolution of his nature, which is too long and complex, full of events, along with traces and consequences of natural and ecological, that are preserved in the current landscape, diverse and interesting too.¹²

All these have created highlighting of the natural diversity, the special values of natural heritage much more than are studied and identified so far, many others deserve the status of the protected area, but they should be studied with details and on this basis they should be argued and proposed for inclusion in the list of such property.

3. The Monuments of the Nature of the Region

Nature monuments are of different types : 3 geo-monuments, 3 hydro-monuments and 13 bio-monuments. Following are some features of these monuments differentiated according to their categories. In geo-monument category, according to the new concept are included: geological objects (exposure or unique fossils, geological formations and rare structures) geomorphological objects (microforms, relief forms and landscapes created or modeled by wind, ice, snow, frost, rivers, sea or lake waves, erosion of natural causes and intensified by man, etc.) . Important place in this category occupies forms of karst underworld : wells, Stern and caves . Geo-monuments of our study region are associated with karst process, developed in gypsum and limestone, as surface and the underground forms . They have scientific geomorphological, aesthetic, didactic, ecological values .

They are :

- "Hinka e kosoves".It is stated in Dumre, near the rural road that goes toward the village of Kosovo . Represents karst funnel, formed in gypsum - triasit permon . Its diameter reaches about 50 m and 30 m depth. At the end of her blotter ponor, where water depth is lost in run off. They point to the continuation of the karst.
- *Mali i Gradishtes*.It is stated in the southeast of Belesh . Also known as the "Rock of Gradishta". Represents the activity waste gypsum karst of permo-trias. It is about 350 m high and several hundred meters long and 100 m wide. The Uvala is surrounded by karst areas. In the crest there are archaeological remains of a prehistoric settlement, and residents to have labeled "Gradishta" then "city".
- *The cave of Graceni*.It is stated near the village Graceni. Formed in limestone of Crete, is not yet fully explored.The known length is about 20 m.

In hydro-category monuments are considered: karst lakes, vast resources and interesting karst, mining and thermo-mineral hot steam explosions, waterfalls, wetlands, etc.. Hydro category monuments of our study region are associated with karst process, developed in the dome plateau gypsum and geothermal processes. They have scientific value (hydrological, biological), aesthetic, didactic, ecological. Hydromonuments These are:

- *Seferani Lake*.It is located near the village of Seferani in Dumre. Constitutes karst lake formed in plaster, by merging several karst funnel, filled with water after blocking ponor with clay at the bottom of this funnel. There the area is 87.5 ha, average depth 4.5 m, while the largest 20,8 m, length 2,05 km, width up to 500 m. Forms the lake ecosystem, with rich vibrant world. The water lilies are distinguished, in spring turning to a thriving garden.
- *Branch Lake* .It is located near the village of Fierza in the dome plateau, about 160 m above the sea level. Karst lake is about 1600 m long, 300 m wide, 17.9 m deep, while the surface 37,4 ha. It is among the most beautiful ones in Dumre and is special for the lively and the rich world founded there. The water temperature in winter is 7.8 to 8 ° C. Up to 15 m depth, it has dissolved oxygen content in water is 1.5 mg / l. Below this depth, acid appears sulf-hydro
- *The Spa sources of the Hibrait*. It is located in the upper stream of Thermal Bath Complex, about 200 m above sea level. Resources are thermo mineral temperature around 400C, content of dissolved salts and gases. Long used to treat diseases of polyarthritis, arthritis, rheumatism etc.. There are hotels and medical service facilities, add improved in recent years. Nearby is the oak forest, natural monument.

In the category of bio-monuments are included rare occurrences of biodiversity such as trees, groups of trees with interesting crown or early stage; habitats consisting of virgin vegetables or characteristic of living and rare creatures, endangered, endemic. Our region's bio- monuments are related with research groups isolated trees or trees, which are known for the large size, early age, virgin habitats, rare plant communities, etc.. They have scientific value of biological, aesthetic, religious tourism. These bio-monuments are:

¹² *Natural monument is the subject of nature with unique values: scientific, ecological, cultural, historical, aesthetic, didactic, religious, habitat of rare species, endemic, threatened or of special importance to the area of 50 ha.*

- *Dushku i Lleshanit*. It is located in the Lleshan village, near the road to Gjinar municipality of the same name, about 1000 m above sea level. Represents a separate wood, aged 250 years, height about 21 m, diameter trunk circumference 120 cm 240 cm. There are 32 branches of regular shape of crown circumference about 92 m.
- *Mështekna Zavalinës*. It is located near the village Zavalinë municipality of the same name, 1000-1170 m above sea level. Represents the birch forest (7.5 ha) of trees aged 130 years, height about 16 m, trunk diameter to 22 cm. Is damaged by logging.
- *Pisha e fushe Kuqes*. It is located in the field in the village Gjinar, 920-1000 m above sea level. Represents black pine forest, with 2 ha area, old trees and young, with 18-20 m height, trunk diameter of 38-50 cm, age 149-158 years.
- *Dushku i Kishes*. It is located in Gjinar near the village church, 900 meters above sea level. Represents a 300 years oak apart in age, height 22 m, diameter 210 cm, 670 cm trunk circumference. 9 branches that form a crown form with 82 m circumference, damaged by natural factors.
- *Lisat e Pashtreshit*. It is located near the village of Pashtresh, Gjinar municipality, about 700 above sea level. Oak trees make up a well-preserved, with 16-18 m height, trunk diameter of 68-70 cm, age 200-250 years. Nearby are the ruins of a church.
- *Mani i Zi i Joronishtit*. It is located in the Joronisht village, municipality Zavaline, represented by wood dangling craze. Nobody knows how it is well situated. There are 320 years of age, height 8 m, diameter 72 cm trunk circumference of 226 cm. 4 its subsidiaries form the perimeter crown ombrellore 26 m.
- *Rrepet e Byshekut*. It is located in Shushice village, about 175 m above sea level. Some of the groups are plane trees (0.4 ha), with 18-22 m height, trunk diameter of 50-90 cm, age 500-600 years. Nearby are several sources that are visited by residents of Elbasan. Beets are damaged by natural factors, the age of the fires.
- *Rrobulli i Zeleshnjës*. It is located near the village of Zeleshnje in the municipality of Gjinar, 1650-1700 m above sea level. Rrobulli forest area represents the 1.5 ha. Is also known as Stan Verqes forest. The height of the tree is 18-20, 35-40 cm diameter trees, while their age is about 100-120 years.
- *Rrapi i Bezistanit*. It is located in the center of the city of Elbasan, 120 m above the sea level, 500-year-old, it has a round crown, with four branches of perimeter 30 m, height of 20 m, diameter of trunk circumference 110 cm and 700 cm. Under his crown are developed: shopping, meetings, assemblies, etc.
- *Rrapi i Vojvodës*. It is located in the eastern part of Elbasan, near the Martyrs Cemetery, 130 m above sea level. There are 600 years of age. Is damaged by natural factors and man. The height was 23 m (cut over 3 m from the ground), trunk diameter of 173 cm and 180 cm circumference. 5 branches form a crown with 30 m circumference. Its trunk is hollow. There are 2-3 seedlings.
- *Rrapi i Gurrës së Labinotit*. It is located in the village of Labinotit near the Labinot municipality of the same name, 820 m above sea level. There are 120 years of age, regular crown and well maintained, serving as a meeting point for residents and resort, because it is near the karst source of Labinot Gurrës. The height is 16 m, trunk diameter of 94 cm, while its circumference 194 cm. Over 20 branches form a crown with 42 m circumference.
- *Frasheri i Madh ne Polis Valë*. It is located in Polis in the neighborhood of the village of Val Polis. Wood ash is between shrubs. It is 20 meters tall and old age, has natural damage.
- *Pylli aluvial i shushices*. It is located to the left of the river Shkumbin Shushicë near the village and the municipality with the same name. The woods represents more hygrophilous (willows, rapishte etc.), over 15-20 years.

The Values of the monuments of natures of the study region are related to the specificity of action and natural factors that have conditioned a clear distinction from other objects of nature. These values are numerous, unrepeatable and irreversible for our nature and society:

- Irreplaceable source of information for many sciences; resource for scientific research;
- Source culture for people of different professions and ages;
- Irreplaceable teaching tools, pupils and students in these natural laboratories receive and specify true scientific knowledge;
- Recognising the value of the protected monuments of nature, they become a source of ecological education for the citizens.

- If the natural monuments are maintained and protected, if they are carefully studied, defined and propagated their values, then they can not be a small source of financial income. Tourists are interested to be known with the curiosities of nature. So they visit them with pleasure paying in this way the tax of this visit.

In our study of this category of protected areas the attention was devoted on the spiritual values of its sites, exploring their relationship with the legend, the pagan religious rites, or historical events. The present research has identified more spiritual value of nature monuments. But these results should not be considered final. Rather it should work in this direction in the future because in this way it is known well and preserved the history of our world that is very spiritual, and is evidenced further our national identity, our rich traditions and monuments of nature can become more interesting to be visited by tourists. Among these values we emphasize:

- The monuments of nature give spiritual satisfaction for all visitors to enjoy and understand their values, especially aesthetic. The sensations when looking at Graceni are unforgettable that arise at Graceni karst cave of wonders and mysteries of the underworld crystals, when visiting Lake Branch of Seferani or, especially in the time of blooming water lilies, Kosovo karst sink, or the mountain of the Gradishta, which rises like a giant castle on septic fields surrounding Hibrajt thermal springs, secular beets in the center of villages and the city of Elbasan.
- Rrapi i Bezistanit is in the center of the city of Elbasan and Labinot Gurres, Lleshanit oaks and the Church of Zeleshnje Rrobulle, the Black craze of Joronishtit is turned back in symbol, in identifier for residents. This served as the starting point for the growth and expansion of the township, in the shadow of them are developed, and held conversations, meetings and large assemblies, where decisions are important for the life in the downtown, or the whole region. Their values are transmitted from generation to generation, becoming an integral part of the spiritual world community's strong ties to his spiritual abode. Nobody goes in mind to intend to harm the monument but in the contrary to always show special care, everyone will feel themselves badly if any 'crazy' would undermine the "century plane", or damage the symbol of their city.

4. The Natural Managed Reserves of Qafë Bushi (500 ha)

This reservoir is located in the mountainous extremely rugged, in the two slopes of the mountain ridge of Qerret, at heights of about 500-600 m to about 1400 m, in the stream of the watersheds of Kutmmani and Xibrakes. Its territory is composed of diverse geological, ultrabasic and limestone mixed with each other and with tectonic contacts between them. The reserve has value as a representation of the oak forest, accompanying flora and fauna characteristic of this type of forest. It used to chase the wild boar (*Sus stanza*), rabbit, etc. They have also eco-tourism values.

5. Some Problems of the Region's Natural Heritage

5.1 *The natural managed reserves of Qafë Bushi*

The problems associated with this reserve it is related with the erosion rather developed, which is conditioned by the geological features of the building, the landscape and climate, but also by human intervention, which has been damaged and exhausted. This erosion is not the same development. According to its degree of development are distinguished: the suburbs and inside the reserve. Erosion in the suburbs is very intense, especially in western and southern outskirts, where vegetation as a result of human activity (there are several villages), is degraded scrub stage, even Gramineae stage, but not missing completely the open surfaces. In these surroundings are all forms of surface erosion and concentrated, as runlets, streams, ravines, streams and sliding torrential old and new. On the river's erosive of Xibraka, which it is famous for the steep incline of the bed and the watershed. The river in many sectors, is highly erosive. This stream is temporary, has water only during heavy rainfall when more flow takes the form of raging mud, eroding the river and banks. In the river there is no built mountain ambush or other disposition. This further increases its vulnerability. The river and other forms of erosion from the suburbs tend to penetrate inward, following the trend of increasing human interference inside the reserve. This intervention has different forms: cutting the forest, use of oak leaves for winter feed for livestock and overgrazing. This interference is more intense in the vicinity of residential areas. It is the main cause of degradation of vegetation and intensive erosion, posing a real threat to vegetation degradation and erosion of progress in terms of interior and reservoir heights.

This part of the reserve is covered with fairly dense vegetation, mostly high forest, not degraded, or with a very small degradation. It also relates to the erosion of the weak, so insignificant, that takes place in the interior of the reserve

territory .

The only erosive processes that take place in this part are falling gravitational craggy. But the extent of damage to vegetation is still small, because vegetation is thick and high forest . As mentioned above, this part compromised by erosive forms of penetration of the hinterland towards the center . In these conditions, we would recommend:

- Discipline of human intervention in the territory of the reserve and its surroundings.
- Detailed survey of all problematic sectors where operating speed the process of erosion and sectors most threatened by him .
- On the basis of surveying, to study and to determine the protective measures.

5.2 The monuments of nature

Studies, documentation and our field workers protected areas, forests and nature dashamirsve indicate that protected areas across the country, and the region of Elbasan, are facing many problems and too disturbing for the present and future . These problems relate to the action of natural factors (floods, landslides, earthquakes, natural aging of bio etc.), but rather with human activity :

- Lack of understanding of the concept of natural heritage values of its importance, for the identification and protection paths;
- Deficiencies in the preparation of plans and strategies for the recognition, protection, management and use of science for sustainable development values of protected areas;
- Deficiencies in the legal and institutional support, infrastructure and financial resources;
- Damage to measure the values of protected areas: abusive cutting of forests, indiscriminate hunting of wild animals and vehicles prohibited deliberate fires,
- Building chaotic, disturbing the ecological balance of some protected areas;
- Lack of experience and training for management of protected areas according to current concepts etc..
- Particularly significant problems have the monuments of nature, which are outside the attention of local authorities, who did not know the nature of the values of the territory it administers . Otherwise how do you explain that there is no monument to the nature of the plane tree of Bezistani downtown Elbasan are labeled" Monument of Culture " . Outside attention to these monuments are the makers and implementers of strategies and programs for tourism development in the region . No missing case of damage to monuments of nature. This will emphasize the case of drying the Voivode plane, speed of construction and concreting of land around its root . If they continue, will soon disappear forever precious natural values and irreversible . This, among other things, talks about the many shortcomings of public awareness of one's opinion on all levels of the value of its monuments of nature.

6. Conclusions and Recommendations

Drawing on new concepts of natural heritage in the region of Elbasan are identified, studied, proposed and declared 19 monuments of nature and wildlife reserve managed "Qafa e Bushit".

Natyræ region, the development of long, complex, with unique geographical position, against knit continental marine impacts, the lower areas of high migration in the way of living things, is rich with diverse and unique site, to be expansionated for continue studies of the area of protected natural heritage site .

In nowadays the research is to identify more spiritual value of nature monuments . But in this direction will work hard in the future . Because so well known and preserved history and our world was very spiritual, and root evidenced further our national identity, our rich traditions and monuments of nature become more interesting to be visited by tourists.

Natural heritage of the region of Elbasan faces with numerous problems, such as damage and destruction of its sites; lack of scientific management plans, funding etc. Deficiency recognition of new concepts appreciation of natural heritage for sustainable development of the drafters of enforcement this development strategies etc..

Protecting the natural heritage, as a more complex process, requires the recognition and application of new concepts of ecological, social, economic, political, participation of many partners as actors: state bodies, local community residents, seeks assistance from all citizens. It is realized through: legal and institutional support, formulation of appropriate policies and strategies, preparation and implementation of programs of study.

Attention should be paid to scientific management of natural heritage sites in the region, applying best models of

this order management, protection of natural values , return to source scientific, didactic and laboratory in environmental education and patriotic ; their integration plans and programs of sustainable development the region, turning the facilities and tourist center in a more attractive for sustainable tourism development . Special attention should be given to public awareness of the value of protected areas and the expansion of participation of the population in the region's heritage management etc..

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Zakat Assessment for Agricultural in Malaysia: Rules, Fatawa, and Practices

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Abstract

This paper aims to analyze the assessment of agricultural zakat among farmers in Malaysia based on manuals, fatawa and practices of various zakat institutions in Malaysia. According to the rules the assessment of agricultural zakat is made after deducting the production costs or farming cost. However, the fatawa issued by most of the states in Malaysia does not allow the farming costs such as fertilizers, plowing seeds, harvesting and transportation to be deducted, let alone, the living costs of the farmers. Nevertheless, the zakat assessment for income shows otherwise, where one's living costs are allowed to be deducted from one's gross income. Based on content analysis on secondary data as well as primary data, the discussions in this paper are divided into three sections. Firstly, this paper reviews in brief the classical works on production costs and living costs as the background of this research. Secondly, this paper examines the present zakat assessment method for agriculture as practiced by the zakat institutions in Malaysia. Thirdly, this paper intends to analyze the agricultural zakat assessments that ought to be practiced, by taking into account the classical works and types of agricultural zakat of today. It is therefore important to note that, by taking into consideration the type of agriculture nowadays, there is a strong and urgent need for a re-evaluation of the agricultural zakat assessment. In addition, the meaning of zakat itself is taking the assets from the rich to be distributed to the poor and not otherwise.

Keyword: zakat assessment, fatawa, production cost, living cost

1. Introduction

In Malaysia, agricultural produce or crops that subject to zakat assessment can be divided into two categories. Firstly, crops which are consumed as staple food and secondly, crops which are cultivated commercially. Crops which are consumed as staple food are subject to agricultural zakat assessment, while, those cultivated commercially are subject to zakat for business income.

Rules for assessment of zakat for both agricultural incomes are described in *Manual Pengurusan Pengiraan Zakat*. This manual serves as a reference in determining the standardized assessment of zakat in Malaysia (JAWHAR, 2008). According to the manual, the assessment of agricultural zakat is made after deducting the production costs or farming costs, which include cost of plowing, fertilizing, pesticides and harvesting.

In contrast, the *fatawa* issued by most of the states in Malaysia does not allow the production costs to be deducted, let alone, the cost of living of the farmers. On the other hand, the zakat assessment for income allows the deduction of one's living cost from one's gross income. As such, the differences in the assessment do trigger some important questions such as, why there are differences in the zakat assessment for agricultural produce and assessment on employment and why this was the case? What are the reasons for not allowing the deduction of production costs in the zakat assessment, especially crops cultivated commercially? Are the reasonable assessment of agricultural zakat does not allow the deduction of production costs especially for crops that are cultivated commercially?

Based on content analysis on secondary data as well as primary data, the discussions in this paper are divided into three sections. First, this paper reviews briefly classical works on production costs and living cost as the background. Second, this paper examines the present zakat assessment methods for agricultural produce as practiced by the zakat institutions in Malaysia. Third, this paper intends to analyze the agricultural zakat assessments that ought to be practiced by taking into account the classical works and types of agricultural zakat of today.

2. Cost of Living and Production Costs

In the Holy Qur'an, it was mentioned in general, that zakat is compulsory on agricultural income. Among others is Allah said, "Eat of their fruit when they ripen, but pay the due thereof on the day of their harvest" (al-An'am, 6: 141). According to Ibn Kathir (2001: 239), Muhammad b. Ka'b said that eat from the dates and grapes they produce, Allah said next, but pay the due thereof on the day of their harvest. Mujahid also commented, when the poor people are present (on the day of harvest), give them some of the produce. The method of zakat assessment on agricultural produce is assessed based on the surplus and more than the needs. Allah mentioned in the Holy Quran:

"And they ask you what they ought to spend (infaq). Say: That which is (spare) beyond your needs" (al-Baqarah, 2: 219).

In addition, Ibn Kathir (1993: 132) mentioned, "and they ask you what they ought to spend", Ibn Abbas said that this *ayah* means, whatever you can spare above the needs of your family. This is also the opinion of Ibn Umar, Mujahid, Ata, Ikrimah, Sa'id b. Jubayr, Muhammad b. Ka'b, Al-Hasan, Qatadah, Al-Qasim, Salim, Ata Al-Khurasani and Ar-Rabi b. Anas. Muslim reported from Jabir, Allah's Messenger said to a man as follows:

"Start with yourself and grant it some charity. If anything remains, then spend it on your family. If anything remains, then spend it on your relatives. If anything remains, then spend it like this and like that (i.e., on various charitable purposes)" (Ibn Kathir, 2001: 133).

In classical literature, the cost of living is debated with reference to the debt issues. Among others is Abu Ubayd (2006) in kitab *al-Anwal*. For instance, Abu Ubayd reported from Ibrahim b. Sa'd, from Ibn Shibab, from Ibn Said Al-Yazid, the Caliph Uthman b. Affan said as follows:

"This is the month of zakat. Whoever is indebted, he should first pay his debt, so that he may be able to pay his zakat (if due). Whoever has not (zakat-able) possession, no zakat will be taken from him. However, he can do so voluntarily. Who will pay his zakat nothing will be taken from him in the next year before the start of this month. Ibrahim: here by month means the month of Ramadan (in which zakat is paid)" (Abu Ubayd, 2006: 372).

Abu Ubayd (2006) has discussed this Hadith in detail, focusing on two main issues, which are cost of plantation and cost of living. With reference to these costs, Abu Ubayd reported from Jabir Ibn Zayd said as follows:

"Ibn 'Abbas concerning a person, who spends the amount the amount loaned on his family or land, said that he would pay the loan taken for land (i.e. he would deduct it from zakat). Ibn Umar concerning such person said that he would pay the loan spent on himself or his family" (Abu Ubayd, 2006: 424).

Abu Ubayd (2006) argued that the cost of production and cost of living can be fully deducted from the gross agricultural produce. Similar views were shared by Ibn Umar and Ibn Abbas where the cost of plantation is deductible from the gross income. Based on the argument by Abu Ubayd (2006) it can be concluded that farming costs and living costs are allowed to be deducted from the gross income. This was due to the fact that Ibn Umar allow the deduction of living costs while Ibn Abbas allows the deduction of farming costs. Actually, Abu Ubayd holds the view of Ibn Umar which can be traced from the conclusions made by Abu Ubayd as follows:

"If it is known that the owner of the land is actually indebted, the zakat will not be taken from his produce of land, and it will be exempted from him because of his loan. This is according to the opinion of Ibn Umar, Ta'us, Ata and Makhul. This is in according with the Sunnah also because the Prophet (peace be upon him) has prescribed that zakat will be taken from the rich and distributed among the poor. How can zakat be collected from a person is indebted equal to his possession, i.e. he has no possession and is entitled to receive zakat? How is it possible that he may be rich as well as poor at same time? Moreover, he (the indebted person) is one of the beneficiaries of zakat (i.e. Gharim) and is entitled to receive zakat in two capacities (i.e. being poor an indebted) (Abu Ubayd, 2006: 425).

According to Abu Ubayd (2006) *zakat* is to be taken from the rich and distributed among the poor. In addition, question trigger on how *zakat* is collected from a person who is indebted? Is it possible that the person may be rich as well as poor at same time? Abu Ubayd (2006) further argued that indebted person is one of the beneficiaries of *zakat* and is entitled to receive *zakat* in two capacities (i.e. being poor an indebted). Additionally, it was also the views from Iraqi's

Islamic scholars who hold the opinion of Ibn Ūmar, Tawus, Āta and Makhul (Abu Ūbayd, 2006: 424).

As mentioned by Yusuf al-Qaradawi (1999), Ibn 'Abbas views debts spent on the land must be paid back first, but views from Ibn Ūmar is both debts on farming and family must be deducted. Both of them agreed that debts on farming are deductible, but both disagree on deducting debts for family and personal use. He concluded that the decision made by Prophet varies according to the difference in effort expended in irrigating the land.¹

3. Agricultural Zakat Assessment in Malaysia: Rules and Fatawa

The method of agricultural zakat assessment was described in *Manual Pengurusan Pengiraan Zakat* published by Jabatan Wakaf, Zakat dan Haji (JAWHAR) in 2008. Minister in the Prime Minister Department, Dr. Ahmad Zahid Hamidi expressed his hope that the manual will served as a guide to all the states in Malaysia. He expressed his hope as follows:-

"I very much hope that this Manual Pengurusan Pengiraan Zakat adopted and used as a guide by all the State Islamic Religious Council in zakat assessment. Any rules or procedures will be more beneficial if it is practiced regularly, rather than just arrange it nicely in the book" (JAWHAR, 2008, ii).

In addition, he further stressed that with the application of the manual, the standardization and coordination of the zakat assessment could be realized (JAWHAR, 2008). Zakat on agricultural can be further categorized into two parts. First, is the consensus (*ittifaq*) zakat on agriculture, which is *paddy* and second, the disensus zakat such as rubber and plam oil. Paddy is subject to agricultural zakat assessment evethough it was bred commercially, whereas rubber and plam oil is subject to business zakat assessment should it bred commercially. The "consensus" agricultural zakat are based on working capital and therefore the plantation costs are irrelevant for the "disensus" agricultural zakat assessment.

Based on the rules issued by JAWHAR for the "consensus" agricultural assessment, the assessment are made based on the net income or net agricultural production. In general, there are four types paddy plantation costs which are allowed to be deducted. First, the cost of fertilizers dan pesticides; second, rental cost (if any); third, labor cost and harversting cost; and forth, transportation cost which has been borne.

Nevertheless, most of the states did not use the manual issued by JAWHAR as reference. For instance, The Mufti of Selangor, after the discussion with Jawatankuasa Perunding Hukum Syara' has issued fatawa on 22nd May, 2001, which mentioned the zakat on paddy stood at 5 % from the gross income without having to deduct the production cost or farming cost. The rationale is that the farmers need to bear high production or farming cost including water for the irrigation as well as machineries, so that they can produce good quality paddy.²

However, on 12th September, 1999, the Jemaah Ulama' Majlis Agama Islam dan Adat Istiadat Melayu state of Kelantan has issued fatawa pertaining to zakat on paddy which are cultivated on project basis, as follows:-

- 1) Zakat are compulsory on the owners of the land who plant the paddy on big scale or on project basis based on the adequate nisāb (minimum threshold) after deducting the project management cost incurred by the implementing agencies.
- 2) For the purpose of coordinating and facilitating the payment of zakat, the implemnting agency can pay the zakat on behalf of the land owners after obtaining consents from the repective land owners.

On the other hand, individual farmers who plant the paddy commercially are not allowed to deduct the costs of plantations from the gross income. However, there are states such as Penang, Perlis and Sarawak which allow the deduction of the plantation costs from the gross agricultural produce.

The zakat assessment manual does not indicate the cost of living when debating about zakat assessment on

¹ *Irrigation is the most component cost for agriculture in early Islam. Reported from Jabir that the Prophet said as follows: "The Prophet said, "On a land irrigated by rain water or by natural water channels or if the land is wet due to a nearby water channel Ushr (i.e. one-tenth) is compulsory (as Zakat); and on the land irrigated by the well, half of an Ushr (i.e. one-twentieth) is compulsory (as Zakat on the yield of the land)" (al-Bukhari, Hadith No. 560).*

² *The Jawatankuasa Fatwa State of Terengganu is agreed that zakat rate of 10% are imposed on the farmers who watered the plant using the water from the drain or trench, irrigation and such rate are imposed because the farmers need not have to suffer or work hard in getting the water and have no intention to use manpower to get the water for the plant. In the matter of tax payment paid to the government, namely "irrigation tax", the rate is not burdensome and therefore, the rate remain unchanged. In addition, the Jawatankuasa confided that for rented land, the rental cost are not allowable for deduction from the agricultural income that are subject to zakat as zakat are imposed on the agricultural income itself.*

paddy. In other words, this exhibits that the cost of living are not allowed to be deducted from the gross income of paddy. Therefore, this explains why most of the states in Malaysia follow the same method (Asmak Ab Rahman et. al, 2010). Nonetheless, state of Perlis allows the deduction of cost of living from the gross agricultural produce apart from the production costs. The cost of living consists of cost of living for oneself, spouse, childrens, contributions to parents and other expenses such as housing and vehicles.³

In contrast, the assessment of zakat on income allows the deduction of cost of livings from the gross income (JAKIM, 2008). The cost of living are divided into four types. First, the basic needs such as shelter, clothing, food and etc. Second, the expenses incurred for oneself, spouse, children, parents and other dependents such as siblings, adopted children, servant and etc. Third, saving account open with the institutions who pays zakat on behalf of the depositors such as Lembaga Tabung Haji, and fourth, compulsory contributions such as Employee Provident Fund, where the contributors does not have full possession on the fund until its maturity.

4. Practices of Agricultural Zakat Assessment in Malaysia

Based on the arguments in the Holy Quran, views from Ibn Úmar, Abu Úbayd and the practices on the assessment of zakat on income, is it fair and reasonable to deduct the the cost of the plantations and cost of living from the gross income or gross agricultural production? What actions should be taken by the State Religious Council to overcome these issues?

The rules by JAWHAR mentioned that the zakat is assessed based on the net income or net agricultural production. The rates of zakat is subject to the method of irrigation used. For instance, for plants that are watered naturally with rain water, the rate is 10% and for plants which are not naturally watered, such as using manpower to fetch the water, or have to pay for the water, the rate has been fixed at 5 percent. However zakat rate of 7.5% were imposed for the plant which are watered 50% naturally and 50% with manpower.

Most of the farmers in Malaysia pays zakat based on the gross income, and the difference is only on the rate of zakat imposed. For instance, farmers in the state of Selangor pays zakat at a rate of 5 percent based on the gross income without deducting the production costs or farming cost and this was due to the fact that the farmers need to bear high plantation or farming cost including the service of watering the plant as well as the usage of the equipments, in order to get good and quality paddy. Jawatankuasa Fatwa Negeri Selangor has issued this *fatawa* on 22nd May, 2001.

Similarly, farmers in the state of Perak also contributes zakat at a rate of 5 percent from the gross income. This is in line with the *fatawa* issued by Jawatankuasa Fatwa Negeri Perak on 2nd November 2010. In contrast, farmers in the state of Trengganu contributes zakat at a rate of 10% from the gross income. This is consistent with the *fatawa* issued by Jawatankuasa Fatwa Negeri Terengganu on 2nd June, 1990. The basis of this *fatawa* is that, the farmers need not have to struggle and have no intention to use manpower to get the water for the plant.

On the other hand, farmers in the state of Kelantan pays zakat at a rate of 10 percent or 5 percent depending on the source of water used, either rain water or paid water. The cost of plantation or farming are not deductible from the income. Zakat is still need to be paid even though the farmers suffer losses due to natural disaster such as flooded.⁴

Generally, for one season, the cost of planting the paddy is between RM3,000 to RM3,500 per hectare and the agricultural produce is between RM6,000 to RM7,000 per hectare. In order for the farmers to earn a profit, the output per hectare should be more than 4.5 tonnes per hectare, failing which, they will suffer losses. In assessing the zakat, the cost of production or cultivation the paddy should be deducted from the gross income, as stressed by Wan Mohd. Fadhli Wan Mamat sa follows:⁵

"I think the cost of plantation should be deducted based on two reasons. First, the farmers need quite a substantial amount of capital for each season. Second, the costs involved such as seeds, fertilizers and pesticides are keep on increasing".

A total of 10 farmers who plant the paddy between 20 - 25 hectare were interviewed. The practices of agricultural zakat assessment among the farmers can be categorized into three. First, zakat assessment of 10% on gross income.

³Interview with Mohd Nazim b. Mohd Noor, General Manager of Baitulmal, State of Religious Council and Malay Customs of Perlis (MAIPs) on 27th February, 2014.

⁴ Interview with Dato' Muhamad Shukri b. Muhamad, Mufti of State of Kelantan on 28th July, 2013.

⁵ Interview with Wan Mohd. Fadhli Wan Mamat, Agriculture Engineer from Kemubu Agriculture Development Authority (KADA) on 3rd February, 2014.

The production cost or farming costs as well as living costs are not deducted from the gross income. It was found that three farmers follow the zakat assessment of 10% on gross income. Second, zakat assessment of 10% on net income. The production cost or farming costs as well as living costs are deducted from the gross income. It was revealed five farmers follow this assessment. Third, the zakat assessment of 10% from the net income, excluding only the cost of production. It was noted that only two farmers follow this type of assessment.

Five farmers agreed that cost of production and cost of living should be deducted from the gross income when paying for zakat. The reason behind this was due to the fact that for paddy which is planted commercially the farmers need to bear quite substantial amount for the costs of production. Cost of living should also be deducted due to the rising cost. Mustapha Mamat mentioned as follows:⁶

"The cost of plantation or farming should be deducted in paying the zakat. High plantation or farming cost need to be borne by the farmers who planted the paddy on big scale or on commercial basis. In fact, these costs are keep increasing. Cost of living is the cost that should be deducted first. This was due to the rising cost of the overheads, such as bills and other daily needs."

There are three farmers agreed that cost of plantation should be deducted from the gross income when paying for zakat. However, they disagree on the deduction of the cost of livings. Nor Azmi Mahmud mentioned as follows:⁷

"All this while, the cost of plantation are deducted in arriving at the zakat amount, because we need to bear high plantation cost. I feel that the cost of living should not be deducted because it is our responsibility to pay for our needs, which is not related to the paddy cultivation process".

Similarly, Abdul Hadi Abdul Rahman stressed that cost of living should not be deducted, as the cost of living is the responsibility of the head of family. Abdul Hadi Abdul Rahman mentioned as follows:⁸

"I feel the cost of living should not be deducted as it does not relates to the paddy cultivation process dan it is understood that the cost of living is our responsibility as the head of the family".

Three farmers disagree to deduct the cost of plantation and cost of living in paying the zakat. The reason being, this has been their practice when the zakat on agriculture. The rate of zakat used was 10%. In detail, Masdira Hamat mentioned as follows:⁹

"I do not agree to deduct the cost of plantations and cost of living in paying the zakat on agriculture. This has become my habit to pay zakat on paddy based on the gross income without deducting any costs."

It has been a practice all this while not to deduct the cost of plantation and cost of living in paying the zakat. Hassan Daud argued as follows:¹⁰

"I do not agree to deduct the cost of plantations and cost of livings in paying the zakat. This is because, zakat on paddy should be paid without deducting any costsat all. We have been practicing this since the time of our parents, where zakat on paddy should be paid out of the gross income."

Majority of the Muslim scholars (Ulama) are of the opinion that the cost of plantation should be borne by the farmers, though the farmers viewed that these costs are allowed to be deducted. The scholars viewed that the cost of production should not be deducted as there was no 'nas' or 'Hadith' that stated that cost of plantation should be deducted when paying for zakat. The 'nas' or 'Hadith' only stated the rate of zakat of 5% or 10% based on the type of irrigation used (Wahbah al-Zuhaily, 1994).

On the other hand, Ibn Kathir (2001) has explained matters pertaining to the cost of living. He has put forward the opinion of Ibn Abas. Ibn Khatir (2001) further confided that Ibn Úmar, Mujahid, Ata, Ikrimah, Sa'id b. Jubayr, Muhammad b. Ka'b, Al-Hasan, Qatadah, Al-Qasim, Salim, Ata Al-Khurasani dan Ar-Rabi b. Anas shared the same view. Therefore,

⁶ Interview with Mustapha Mamat, who plants the paddy for 30 hectare on 3rd January, 2014.

⁷ Interview with Nor Azmi Mahmud, who plants the paddy for 30 hectare on 7th February, 2014.

⁸ Interview with Abdul Hadi Ab. Rahman, who plants the paddy for 25 hectare on 25th January, 2014.

⁹ Interview with Masdira Hamat, who plants the paddy for 25 hectare on 8th February, 2014.

¹⁰ Interview with Hassan Daud, who plants the paddy for 23 hectare on 11th January, 2014.

allowing the cost of living to be deducted from the paddy income serves as a strong foundation.

The above was supported with the views from Ibn Umar who allows the expenses incurred for family. In other words, the cost of living is deductible from the paddy income, let alone, the *nafaqah* expenses is the responsibility of the head of the family and this *nafaqah* expenses should be the priority in the family before spending on other expenses. This was based on the narration by Jabir, where Prophet mentioned as follows:

"Start with yourself and grant it some charity. If anything remains, then spend it on your family. If anything remains, then spend it on your relatives. If anything remains, then spend it like this and like that (i.e., on various charitable purposes)"
(Ibn Kathir, 2001: 153).

The actual needs of the cost of living is subject to the current situation. In other words, the amount of the cost of living must be determined by qualified personal, with the consent by the government.

Abu Ubayd mentioned that Ibn Umar is of the opinion that the cost of paddy plantation is allowable for deduction and the same view were shared by Ibn Abbas. In fact, Umar Ibn Abd. Aziz has wrote a letter to the Governor of Palastin, Abdullah Ibn Auf to collect the amount of zakat by deducting the kharaj tax.

The comment from Abu Ubayd seems to be very interesting where Prophet described that zakat are taken from the rich and distributed to the poor. Therefore, it is not possible for someone who is indebted and does not possess any property to become the zakat payer and also it is not possible for someone who may be rich as well as poor at the same time. In fact, the indebted person is actually the recipients (*asnaf*) of zakat.

As such, Yusuf al-Qardawi (1999) argued that cost of plantation should be first deducted as it caused burden to the farmers. He further confided that burden and cost are the factors that influences the determination of the law (*hukum*). For instance, the irrigation method used influences the determination of the rate for zakat on agriculture. The rate on zakat varies due to the factors of burden and cost. For example, for the irrigation method that used equipments or manpower, the zakat rate has been fixed at 5 %.

In the state of Perlis, the practice of zakat on agriculture allows the cost of plantation as well as cost of living to be deducted from the agriculture income and other states' religious council should review the practice by state of Perlis and should follow suit. This suggestions was based on the sources from the Holy Quran, view from Ibn Umar, Hadith from Jabir and the practices of the assessment of zakat on income. The State Islamic Religious Councils in Malaysia should have realized and aware of this issues.

5. Conclusion

Two conclusion can be derived from the above discussion. First, based on the argument from the Holy Quran, views from Ibn Umar, Abu Ubayd and the practices of the assessment of zakat on income in Malaysia, it is fair and reasonable to allow the deduction of the cost of plantation and cost of living from the gross income of paddy.

Second, apart from the above, the assessment of zakat on agricultural income should allow the deduction of plantation cost as nowadays most of the agriculture project are done commercially. The impact of not allowing the deduction of these costs might affect the transformation of the farmers from being zakat receiver to zakat payer, especially during the hardship such as natural disaster.

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The Role of Derivation and Compounding in the Process of English Language Acquisition

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Abstract

The communicative approach in this day and age is focused on communication as the most important, and even the single route in learning a foreign language. The advantage of communicative approach is that pupils and students learn the language naturally through practice, nevertheless, this approach neglects derivational as well as word-formation rules which assist pupils to create new words from the existing words they know, thus, to increase their vocabulary, creativity and their independence. Because of the universality of languages, always there are similarities in word-formation rules of the two languages being involved in the process of teaching (L1 & L2); a fact which enables pupils to transfer derivational awareness of their mother tongue (L1) in support of the second language (L2) acquisition. On the other hand, because each language has its own characteristics, there always are differences, which hamper the foreign language acquisition. In such cases, theory and practice should be considered necessary for pupils, and, consequently, additional focus should be given especially to derivational rules. Yet, the difference between derivational and word-formation rules between the two languages being involved should be decisive in determining the amount of time spend on word-formation. In this essay the focus has been given to the similarities and differences between English and Albanian word-formations. As it is demonstrated, there are similarities in derivation and compounding of the two languages. After that, there are and dissimilarities. In the end there is reached the conclusion that Albanian pupils and students would have need of only some more time spend on word-formation, and, in particular on English derivational rules.

"Traditional approaches to language teaching tended to place morphological issues (word-formation) at the forefront. In recent times, however, with the arrival of the communicative trends, the learning and teaching of languages no longer focuses on the description of the language itself and, as a corollary, on morphological issues, but on language as a means of communication. As a result, the emphasis is no longer given to morphological issues (word-formation), but to meaning and use of words in communicative situations. In our opinion, this has led to an undesirable disregard for the internal structure, the form, and the correct or accurate production and productive creation of words." [Balteiro, I. 2011, 26]

Derivation and Compounding are important components in the process of second language learning; even "word-formation mechanisms and rules appear at least as important and necessary for non-native speakers as for native speakers" [2011, 26]. Through them we create new words, thus, in this way we enlarge our vocabulary by creating new words which derive from the existing words we know. Balteiro, I. [2011, 28] demonstrates in his work "that a typical educated speaker of Turkish, with a lexicon of approximately 20,000 noun roots and 10,000 verb roots, could dispose of more than 200 billion words based on this lexicon", thus, word-formation rules "allow the learner's independence and autonomy" [2011, 28].

In this essay I shall demonstrate the necessity of incorporating word-formation's rules in the grammar books used in high schools and Universities. Pupils need to learn the word-formation rules which have the same importance with exercises about derivation. The principal argument in this essay - based on the similarities and differences between Albanian and English word-formation - is that Albanian pupils and Students would require only some more time spend on morpheme's combination rules of English word-formation, mostly on affixes.

In English there are derivation rules which determine the change of the grammatical category of the word in the

process of affixation. These rules are summed up below, however, in derivational exercises we may add simpler rules like: suffix (-ize) combines with nouns (hospital) to give verb (hospitalize). The information for the combinations that each morpheme, essential to be given in the requirement of the exercise, enters helps pupils in solving the exercise as well as in learning and memorizing these rules. Though exercises in grammar books may require simpler rules, below we have presented the derivational rules which explain even the multiple level of word structure as well as determine the correct affixation in complex structures.

1. Verb plus suffix gives noun
2. Adjective plus suffix gives noun
3. Noun plus suffix gives verb
4. Noun plus suffix gives adjective
5. Prefix plus adjective gives adjective

In the case of the word (organizational) we have multiple levels of the word structure. Although complex, this word has a structure according to the derivational rules.

- 1) The third rule allows the verb (organize) to consist of a noun (organ) and an suffix (-ize)
- 2) The first rule allows the noun (organization) to consist of a verb (organize) and an suffix (ation).
- 3) The fourth rule given above allows adjective (organizational) to consist of a noun (organization) and a suffix (al).

In some other cases the internal structure of a complex word is not obvious. The word (unhappiness) may be analyzed as:

- 1) Adjective (happy) plus suffix (-ness) to give noun (happiness)
- 2) Prefix (-un) plus noun (happiness) to give noun (unhappiness)

By considering the properties of the prefix (un-) we can say that (un-) combines quite freely with adjective (happy), than the adjective (unhappy) combines with the suffix (-ness) to give noun (unhappiness). The steps in process of affixation for (unhappiness) are as follows:

- 1) Prefix (un-) plus adjective (happy) to give adjective (unhappy)
- 2) Adjective (unhappy) plus suffix (-ness) to give noun (unhappiness) [Shqerra, E. 15, 2009].

Hence, in order to ensure that the proper suffix appears in each structure, pupils and students who study English as a second language have to consult these derivational rules of English language.

Our focus in this essay, in addition to the derivational rules, is on the comparison of the word-formation of Albanian and English languages for the reason that, as Keifer, M. J. & Lesaux, N. K. [2008, 3] argue, "the students first language (L1) proficiency influenced the transfer of the morphological awareness in support of the second language acquisition. White (2000) and Grass & Selinker (1983/1992) brought forth arguments that... the acquisition process constructs an implicit mental representation of language so that they are able to make contrasts between L1 and L2". Keifer, M. J. & Lesaux, N. K. [2008, 3] argue that pupils and students can transfer their morphological knowledge of their first language (L1) to the second language (L2) because of the similarities that languages have with each other, thus, making easier the process of the second language acquisition. Keifer, M. J. & Lesaux, N. K. [2008] studied Spanish-speaking English language learners. Our study is focused on Albanian-speaking English learners, so, our concern is over the similarities as well as over the contrast of the two languages.

First, there are lexicon similarities in the process of affixation in the two languages. We can mention the derived word (erresire, darkness). In Albanian language suffix (-sire) combines with adjectives (i erret) to give nouns (erresire). In English also, the corresponding suffix (-ness) combines with adjectives (dark, happy) to give nouns (darkness, happiness). There are similarities even in the compound words of these two languages. Among the many similarities we can mention verbal compounds. In Albanian we have adverb (mire) plus verb (pres) to form a verbal compound (mirepres). The same process is in English: adverb (well) plus verb (come) gives verbal compound (welcome) [Shqerra, E. 60, 2009].

Prefixes in both languages usually do not change the grammatical category of the word with which they combine. In English language prefix (un-) combines with adjectives and participles to give adjectives and participles: (unfair, unassuming, unexpected). Prefix (mis-) combines with verbs, abstract nouns, participles without changing the grammatical category of the word: (misinform, misconduct, misleading). Prefix (-mal) combines with verbs, abstract nouns, participles, adjectives to give verbs, abstract nouns, participles and adjectives: (maltreat, malfunction, malformed). In Albanian language prefix (per-) combines with verbs, nouns, adjectives and adverbs to give verbs, nouns, adjectives and adverbs: (perforcoj, permase, i perflakte). Prefix (pa-) combines with nouns to give nouns (pakenaqesi).

Suffixes in both languages as a rule change the grammatical category of the existing word. In Albanian, noun plus

suffix (-ar) gives noun (vreshtar). Verb plus suffix (-s) gives noun (blere- bleres). Adjective plus suffix (-sire) gives noun (erresire). In English we have adjective forming suffixes (-ful, -less, -ly, -like, -y, -ish, -ian) which combine with nouns to give adjectives (useful, childless, cowardly, childlike, hairy, foolish, Darwinian). Here we can mention verb forming suffixes and adverb forming suffixes which change the grammatical category of the existing word [5-20, 2009].

Conversion, very common in English, is similar with words formed without affixes of Albanian language. Through conversion a new word is created without altering the shape of the existing word by the process of affixation in both languages. In English we have (butter, water) as nouns and (butter, water) as derived verbs. Even though it is a characteristic of English, we do have words formed without affixes in Albanian language. The verbs (qull, krimb, kyc, ndrysh) are created from corresponded nouns of Albanian language as [qull(i), krimb(i), ndryshk(u)]. Therefore, conversion is almost the same in both languages; it changes the grammatical category of the existing word (from noun to verb) in both these two languages. The difference between the conversions of the two languages is mostly phonetically. In English language there is a shift in stress in cases when we have a noun derived from a verb. The stress shifts from the last or the second syllable at the verbs to the first syllable in the derived nouns [5-22, 2009].

We can maintain that the similarities between word-formation's rules of the two languages "influence the transfer of derivational awareness in support of the second language acquisition" [Keifer, M. J, & Lesaux, N. K. 2008, 3]; therefore, the part of the theory similar in the two languages, instructed step by step to pupils and students of a second language, facilitates the second language learning because they use their proficiency in their first language in support of the second language acquisition. As Balteiro, I. [2011, 31] upholds "learners acquire and learn more easily (1) those lexical items whose prefixes are either identical or at least similar to those in the mother tongue".

On the other hand, there are differences between word-formation of the two languages which evoke difficulties for pupils; thus, make the second language acquisition a difficult task. In this part of the essay we shall present the differences between the word-formation of the two languages. It has been concluded that the dissimilarities generally are due to the characteristics of Albanian word-formation which do not exist in English word-formation.

There are lexicon differences between the two languages: in English we have preposition (after) plus noun (thought) resulting in (afterthought). Its equivalent in Albania (mendim i mevonshem) is not a compound noun. In English we have adjective (good) plus -ing participle (looking) resulting in (good-looking). Its equivalent in Albanian (i pashem) is not a compound word [50-65, 2009].

There are many characteristics of Albanian word-formation which do not exist in English word-formation. In Albanian language, some words, though they seem as if are created by prefixes, are created by adding the former article (nyje e perparme) (i) to the participles of the corresponding verbs and are thus a characteristic of Albanian language. So, the adjective (i perdredhur) is created by adding the former article (i) to the participle (perdredhur). The use of the former article is more evident to the adjectives (i per buzur, i pergjakur, i perkrahur) which are created by adding the former article (i) to the participles of the verbs (per buzur, pergjakur, perkrahur). Another characteristic of Albanian language, which does not exist in English word-formation, are words formed by adding a prefix and suffix simultaneously. In such cases, the prefix and suffix must stay in order for the word to attain its meaning: pergjithesoj, perfundoj, zbukuroj, pergenjeshtror. In such cases we cannot remove the prefix or the suffix. (Pergjith) cannot stand as a word in Albanian, nor can (gjithesoj) [5-40, 2009].

In the compounds of English language, the first element modifies the second and it is the second element which defines the word's meaning; thus an (apple-tree) is a tree and a (tree-fruit) is a fruit. In most of Albanian compounds the first element modifies the second as in (kryeqytet, qytet i kreut) which is a city (qytet). In other cases the second element modifies the first as in (kokeshkemb) where (shkemb) modifies the noun (koke) and the compound's meaning is determined by the first element (koke) [5-40, 2009].

Another characteristic of Albanian language are the attached words (fjalet e pernhjitura). They have an imperative meaning as in (kushtrim). Attached words are created historically by the people as (kushtrim) which is created by (kush eshte trim). An additional characteristic of attached words (fjalet e perngjitura) is that they cannot be divided into two words like other compound words, so (dosido) cannot be divided into (do si do).

Blends, Clipping and Backformation are mostly traditional in English language; however, there are cases of them in Albanian language. Blends are words created from parts of two existing words as (motel) which is created by (motor hotel). Clipping is the process whereby a new word is created by shortening a polysyllabic word. The shortening may occur at the beginning of the word as in (phone) created by (telephone), at the end of the word as in (photo) created by (photograph) and at both sides of the word as in (flu) created by (influence). In Backformation, a new word is created by shortening the existing word. Cases of Backformation include (donate) created by (donation) [5-40, 2009].

The dissimilarities between the two word-formations more often than not belong to Albanian word-formation,

making thus easier for Albanian pupils to learn English word-formation. Albanian word-formation has its own characteristics, as the former article (nyja e perparme), and attached word (fjalet e perngjitura), which are not part of English word-formation. Words formed by adding a prefix and suffix simultaneously is another characteristic of Albanian language which is not part of English word-formation. In English compound words the first element modifies the second. In Albanian the first element modifies the second, but there are cases when the second element modifies the first. On the other hand, the characteristics of English word-formation, like Bleds, Clipping and Backformation, even if infrequently, belong to Albanian word-formation. For this reason, Albanian pupils and students do not encounter many difficulties in learning English word-formation. The major difficulties are in the process of affixation and root combination, with the earlier being the most onerous.

Balteiro, I. [2011, 32], who seems to be the proponent of traditional approaches, reaches the same conclusions over the importance of the word-formation rules, but, in a way, the role of the theory (word-formation rules) seems to be overemphasized. Even though he mentions that learners creative power – improved by the knowing the word-formation rules – may produce words not completely accurate in all occasions, his conclusions do not mention the importance of derivational exercises used by communicative approach.

“We may conclude that (1) conscious and appropriate teaching of word-formation rules and their particular mechanisms help learners to be autonomous and produce accurate formations or lexical items, as the prefixes in the corpus have proved. (2) The learners’ native language plays an important role in the study of L2 morphology, as it is often used as a starting point to form similar derived units in the L2. (3) Concentration on those morphological and semantic differences between L1 and L2 prefixes contributes to effective learning and, consequently, to increase the learners’ lexical production. In spite of this, it cannot be disregarded that, once taught (4) learners may use their creative power to form words they have probably never encountered before (i.e. non-entrance, non-human, non-married) but these may not necessarily and in all occasions be completely accurate...we believe that the similarities and dissimilarities among English affixes (in this case, prefixes), as well as those dissimilarities between English and Spanish prefixes, should determine the amount of time to be spent on this area and on each prefix” [Balteiro, I. 2011, 32].

My argument, however, is in accordance with Traugott’s conclusion; theory coupled with practice. As Traugott, E. [1980] argues, “Derivational morphemes, as we have seen, are unpredictably restricted in their combination, and unpredictable in their effects on meaning. Hence, not only do speakers have to learn the meaning of all morphemes individually, they also have to learn what combinations each morpheme enters and what each of these combinations means. The grammar has to capture these idiosyncratic facts”. The role of word-formation rules to this end is indispensable, but, as indicated earlier from the lexicon differences of the two languages, we may conclude that morphemes are unpredictable in their combinations; hence practice is indispensable, but, coupled with word-formation rules.

Finally, as Balteiro’s, I. [2011, 32] concludes, “the similarities and dissimilarities among English affixes (in this case, prefixes)” along with the dissimilarities between English and Albanian prefixes (word-formation) ought to be an important factor in deciding about the time required to be spent on word-formation.

To conclude about the time needed to be spent on word-formation’s rules we have to be based on the similarities and differences of the word-formations of the two languages. As it was concluded earlier, the dissimilarities between the two word-formations more often than not belong to Albanian word-formation, making thus easier for Albanian pupils to learn English word-formation. The focus has to be given mainly on affixes. Here should be said that English language has more affixes than Albanian language. This fact would call for more efforts from Albanian pupils and Students to get used with them. What’s more, even though there are similarities between English and Albanian affixes, English has different rules in their combinations compared to Albanian language. Hence, Albanian pupils would require only some more time spend on morpheme’s combination rules of word-formation, mostly on prefixes.

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The Interdependence between Young Students' Reading Attitudes, Reading Skills, and Self-Esteem

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Abstract

Learning to read is young students' main goal during the first school years. Reading skills are an important tool that they need to become academically successful. A child who does not learn to read and comprehend different texts in the early school years has severe difficulties also in studying other school subjects. The study described in this article aimed to find out what kind of self-esteem, reading skills and attitudes towards reading and studying children have during their first two school years. To measure children's self-esteem we used a questionnaire of 50 items (see Manuscript Soininen & Merisuo-Storm). Students' reading skills were assessed in the second grade with a reading comprehension test. They read a nonfiction text of a squirrel and answered questions related to the text. Answers to the easiest questions could be found in the text but when answering the most difficult question the students had to make connections that are not clearly expressed in the text. It means that they had to be able to "read between the lines". To find out what kind of reading attitudes the first and the second graders have towards reading we constructed a questionnaire including 17 questions for all pupils and five extra questions for the second graders. The questionnaire covers four different areas: 1) attitudes towards reading, 2) attitudes towards studying, 3) attitudes towards social reading, and 4) feeling of competence. The scale used in the questionnaire is a Likert-type 1-4 (agree-disagree). 563 children (281 boys and 259 girls) took part in the study. The results show that children's self-esteem correlates significantly with their reading comprehension skills ($r = .310, p = .000$), reading attitudes ($r = .419, p = .000$), and attitudes towards studying ($r = .384, p = .000$). The students who have good self-esteem have good reading skills and positive attitudes towards reading and studying. When looking at the different parts of the self-esteem questionnaire, the strongest correlations are between students' selfhood and attitude towards studying ($r = .376, p = .000$) as well as between affiliation and attitude towards studying ($r = .348, p = .000$). This indicates that children, who are confident and happy being what they are as well as get well along with their peers, enjoy studying. Even more often than those children who are conscientious or have a high feeling of competence. The results show that students' self-esteem has a strong effect on their learning and attitudes. However, when we know how important it is for the first and second graders to acquire good reading skills, it is also possible that learning to read has a positive effect on young students' self-esteem. Therefore, it is essential that the teachers support the positive development of each student's self-esteem as well as reading skills and attitudes.

Keywords: reading attitudes, reading comprehension, self-esteem, first and second grade

1. Introduction

The European Union unveiled in September 2012 the final report of EU high-level group of experts on literacy (<http://ec.europa.eu/education/literacy/what-eu/high-level-group/documents/literacy-report.pdf>). According to the report, in Europe one in five 15 year olds and nearly 75 adults lack basic reading and writing skills. Consequently, they have difficulties in getting employed and therefore have a great risk of poverty and social exclusion. In addition, as Mullis, Martin, Kennedy, Trong, and Sainsbury (2009) point out, ability to read is fundamental to each person's intellectual development. Good literacy skills are in today's digitized world more essential than ever before. They improve people's lives and promote knowledge, innovation and growth. Countries, which have a large number of students who lack basic reading skills at the age of 15, are likely to be held back in the future. Investments aiming to improve all citizens' literacy skills are beneficial also from the economic point of view. They produce concrete gains as well for individuals as for society. (OECD, 2013; The final report of EU high-level group of experts on literacy, 2012.)

In Finland it is taken for granted that all citizens are literate. Also international assessments (PISA; PIRLS) have shown that Finnish students have excellent reading skills. PISA assessed the reading skills of 15 year old and PIRLS 10–11 year old students. The PISA2012 report explains what is behind Finnish students' good reading skills. Early detection mechanisms, such as students' individualised assessments by class and special education teachers, make it possible to

identify struggling learners. Consequently, the students get necessary support early on and are able to continue their education at the same pace as their peers. However, it is important to pay attention to the fact Finnish students' performance in the last PISA (in 2012) and PIRLS (in 2011) was – although still very good – not as good as it had been in the previous assessments. (Kupari, Sulkunen, Vettenranta, & Nissinen, 2012; Mullis et al., 2009; OECD, 2013.)

There is a significant gender gap in the results of the reading assessments mentioned above. Girls outperform boys in reading almost everywhere. This gender gap is especially large in some high-performing countries, where almost all the low achievers in reading are boys. A disquieting result is that between PISA 2000 and PISA 2012 the gender gap in reading performance widened in 11 countries. Low-performing boys are heavily over-represented among the group of the students who fail to show basic levels of reading literacy. PISA results indicate that to be able to fulfil one's potential one needs determination, motivation, and confidence in oneself. Low achievers have a low level of engagement in reading. Students can only achieve at the highest levels when they are motivated to work and believe that they are in control of their success and capable of achieving at high levels. To close the gender gap in reading performance, new ideas aiming to attract interest and engagement among boys in literary culture and helping them to find pleasure in reading are badly needed. (OECD, 2013; Välijärvi et al., 2007.)

The goal of the present article is to examine what kind of reading skills and reading attitudes the first and the second graders have and if there is interdependence between students' skills, attitudes and self-esteem. In addition, it aims to find out if there is a difference in the girls' and the boys' results.

2. Learning to Read

Skilled reading can be defined as the ability to read accurately and fluently and to comprehend what is read. Although children acquire reading literacy through activities and experiences in various environments, young students' reading skills and attitudes towards reading literacy develop mainly at home and in school. (Suggate, Schaughency & Reese, 2013.) According to Luke and Freebody (1999), effective literacy utilizes a variety of practices. Their Four Resources Model of Reading includes four abilities that a reader needs: 1) coding competence, 2) semantic competence, 3) pragmatic competence, and 4) critical competence. As a code breaker (coding competence) a reader breaks the code of written texts by recognizing and using fundamental features in the text. As a meaning maker (semantic competence) a reader takes into account each text's interior meaning systems in the comprehension process. When acting as a text user (pragmatic competence) a reader uses texts functionally by taking into account the different cultural and social functions that various texts perform. As a text critic (critical competence) a reader analyses texts critically keeping in mind that texts are not ideologically neutral but represent particular points of view.

Because becoming literate is such a complicated process, young learners need support when aiming to fulfil various challenging expectations. It is important to give children opportunities to make choices about their literacy learning. When they are allowed to read material that is relevant to their lives, they become engaged and proficient readers who enjoy reading. (Sanacore, 2012.) For young children, kindergarten is the learning environment that supports their emerging literacy skills. If there are available in several places, reading and writing materials, children can use them any time they want independently. Possibilities for literacy activities enhance the development of children's skills – especially activities that include interaction between adults and children during reading, group work and play. (Ball & Gettinger, 2009.)

Teachers' knowledge of language and literacy development is essential in creating high-quality interactions. Children's literacy development requires a strong physical and psychological literacy environment. The role of preschool teachers is central in ensuring that literacy-enriched environments succeed in promoting children's literacy development. (Guo, Justice, Kaderavek & McGinty, 2012.) It is also important to keep in mind, that what kind of picture a child constructs of himself or herself as a learner is largely based on the feedback he or she gets from the teacher. If learning is easy and the child gets experiences of success and positive feedback, his or her confidence in himself or herself as a learner strengthens. (Cunningham & Cunningham, 2002.)

Fluent reading is more than fast reading. It includes accuracy, automatic word identification, decoding with facility, and expressiveness in reading. These support the reader's comprehension of the text. On one hand fluent reading makes comprehension of the text easier and on the other hand comprehension supports aspects of fluency such as pacing. Consequently, a fluent reader reads with ease of word recognition, appropriate pacing, phrasing, and intonation. A non-fluent reader has difficulties in understanding a text. Rapid word identification and the construction and integration of meaning are essential in the reading process, but for a non-fluent reader word identification demands mental capacity that would be needed for the comprehension process. (Hurry & Doctor, 2007; Kuhn, Schwanenflugel & Meisinger, 2010;

Schellings, Aarnoutse & van Leeuwe, 2006.)

3. Reading Comprehension

Understanding the meaning of a text is the primary purpose of reading. However, reading comprehension is a complex process. The reader constructs meaning by interacting with text using his or her previous knowledge and experience and the information that can be found in the text. Reading is thinking cued by written language. A skilful reader finds several pieces of information in the text that make the understanding easier. The text is an intermediary between reader and text. When creating the text the writer has used certain words, phrases, syntax, and style. The reader utilizes these elements when constructing meaning for the text. In addition, the reader uses elements from other texts he or she has read recently. This means that the texts he or she reads affect his or her development as a reader. (Blair-Larsen & Vallance, 2004; Goodman, 1996; Pardo, 2004; Scharer, Pinnell, Lyons, & Fountas, 2005.)

It is important that children learn already during their early school years to read and critically evaluate information from different sources. They should be given frequent opportunities to read also informational texts and acquire skills that they need at school when reading subject area textbooks. (Brozo, 2010.) They should learn to use appropriate comprehension strategies in different reading situations, such as previewing, activating prior knowledge, predicting, making connections, monitoring, organising, summarising, questioning, and visualising. These strategies are necessary because they can supply access to knowledge that is beyond young readers' personal experience. A skilful reader is able to decide which strategies to use depending on the content of the text and its level of difficulty. (Barton & Sawyer, 2003; Bimmel & van Shooten, 2004; Dougherty Stahl, 2004; McLaughlin, 2006.)

Interest in the content of the text has an effect on reading comprehension. It seems that boys are more affected by the interest level of the reading material than girls. If a boy is interested in the content of a text he wants to understand what he is reading. This in turn will stimulate processes that are important in comprehension, for instance, making inferences based on text and reader's previous knowledge. Nevertheless, girls understand both fiction and non-fiction better than boys, and the difference between the two genders' skills becomes even more significant in higher grades. One explanation may be that many boys lack ability to read texts effectively; they do not read texts from the beginning to the end but dip in and out. Because there will be several occasions when boys have to read and understand texts that they do not find interesting, it is necessary to teach them adequate reading strategies. (Oakhill & Petrides, 2007; Prado & Plourde, 2011; Topping, Samuels, & Paul, 2008.)

4. Reading Attitudes

If a child has developed a positive attitude towards reading already before entering school it will, through its influence on his or her engagement and practice, have a positive effect on the future development of his or her literacy skills (LaCour, McDonald, Tissington & Thomason, 2013; McKenna, Kear, & Ellsworth, 1995). Accordingly, several studies have shown that reading engagement or the time students spend reading for pleasure correlate significantly with their reading achievement. A child who values reading wants to explore various literacy situations, and has reasons to use reading in a meaningful way. (Brozo, Shiel, & Topping, 2008; Wigfield & Barbosa, 2008.) As was mentioned above, boys' reading skills are not as good as girls' skills and girls succeed better than boys in every area of literacy. The differences in their literacy skills are mainly due to their different attitudes towards reading. These in turn, are a result of gender differences in values, goals and out-of-school activities. To decrease the gender gap, new ideas that seek to attract interest and engagement among boys in literary culture and that help them to find pleasure in reading, are badly needed. (Välijärvi et al., 2007.)

Researchers have examined issues of students' motivation for reading and reading achievement from different perspectives. Lynn and Mikk (2009) found differences in boys' and girls' activities at school and at home. Girls spend more time reading and boys using computers and DVD players. Chiu and McBride-Chang (2006) looked at gender differences in reading achievement and reading enjoyment using the PISA data set and they found that enjoyment mediated 42% of the gender difference in achievement.

In order for any type of reading instruction to be effective, students need to be attentive and engaged when learning. Although they are taught in the same way, boys and girls may spend different amounts of time engaged in literacy activities. This is a result of the differences in concentration, interest and preference for different types of activities. Consequently, it is important to explore what types of learning environments are motivating especially to boys and what kind of reading instruction is effective in focusing their attention. During the school years, students' investments

in schoolwork decline. For some students – especially male students – this may be a result of lagging behind in school. Various studies have shown that the relations between developments in investment and achievement are somewhat stronger for boys than for girls. (Honstra, van der Veen, Peetsma, & Volman, 2013; Logan & Johnston, 2010.)

When aiming to break through the decline of reading motivation when children grow older, one should focus on enhancing autonomous reasons for reading, which means that children read because they enjoy it. However, one has to keep in mind that different motives for reading may be central when children are reading in their leisure-time or at school. Even if they lack spontaneous interest in reading but consider reading relevant or important they can be motivated to engage in reading activities. When teachers' goal is to create a positive reading climate among their students, they should give them opportunities to make choices, offer good reasons for doing things, recognize students' interests, and give them support and help when they need it. This helps to break through the declining trend in reading motivation throughout children's educational career. (De Naeghel, Van Keer, Vansteenkiste, & Rosseel, 2012.)

5. Methodology

The goal of the study was to examine what kind of self-esteem, reading skills, and reading attitudes the first and the second graders have and if boys and girls differ in these aspects. In addition, it aimed to find out if there is interdependence between students' self-esteem, skills, and attitudes. In this article, the focus is in students' reading skills and reading attitudes. The results of the self-esteem measurement are presented in the manuscript by Soininen & Merisuo-Storm. When the reading measurements were conducted the first graders had been studying reading only for a couple of weeks. Therefore, only the second graders' reading skills could be assessed with a reading comprehension test. However, all the students took part in the reading attitude measurement.

Altogether 291 children (141 boys and 150 girls) took part in the *reading comprehension* test. At that time, they had studied in the second grade from two to five weeks and they were 7–8 years old. They read a nonfiction text of a squirrel and answered questions related to the text. Answers to the easiest questions could be found in the text but when answering the most difficult questions (questions 3 & 4) the students had to make connections that are not clearly expressed in the text. It means that they had to be able to “read between the lines”. The students answered three questions by writing and one question (question 2) by ticking the right alternatives from a list. In addition, there were three words picked from the text (question 5) and the students were asked to choose a synonym for each of these words from three alternatives. (Figure 1.)

Nimi: _____
 Koulu: _____
 Luokka: _____

Orava

Orava on meille kaikille tuttu eläin. Kesällä se on punaruskea ja talvella harmaa. Talvella seen turkki on myöskin paksumpi kuin kesällä.

Kuultien ja mänttyjen siemenet ovat oravan lempiruokaa. Se nylkii ne käyvästä suomusta irti päästäkseen kätköt herkullisista siemenistä. Se työ myös siemeniä, marjia, sammontenhoja ja hyönteisiä.

Talven varalle orava varastoi käyjiä puita ja maassa oleviin koloihin. Niitä hyönteisiä, se ei aina muista, moneen se on herkkunsa kädessä. Koska pui-lo-palkkoja on monia, aina kuitenkin joku kätkeä löytyy.

Orava tekee pyöreän pesän oksista ja risuista. Se vaaraa sen suulla samalla. Pesän johtaa kaksi oviaukkoa, jotka orava tukkii ylös. Sillä orava ja sen poikaset voivat siten kulkensa rauhaan pehmeiden sammaloiden päällä.

1. Mitä orava on oravan talviturkilla ja kesäturkilla?

2. Mitä aineita orava käyttää pesän rakentamisessa? Raasta.

<input type="checkbox"/> käyjiä	<input type="checkbox"/> oksia
<input type="checkbox"/> sammalta	<input type="checkbox"/> sammontenhoja
<input type="checkbox"/> marjia	<input type="checkbox"/> risuja

3. Mitä määnttyjen ja kuultien siemenet ovat?

4. Mikä orava pilloittaa ruokiaan?

5. Mikä sana tarkoittaa samaa kuin lauseissa oleva sana? Yhdistä viivillä.

varastoi	ottaa ilman lupaa
_____	gannee talteen
_____	pilottaa
kätkeä	piilopaikka
_____	saakya
_____	kerkkio
siuna	syödä
_____	uida
_____	mukava

Figure 1. Reading comprehension test

To find out what kind of reading attitudes the first and second graders have towards reading we constructed a questionnaire including 17 questions for all pupils and five extra questions for the second graders. The questionnaire covers four different areas: 1) attitudes towards reading, 2) attitudes towards studying, 3) attitudes towards social reading, and 4) feeling of competence. The scale used in the questionnaire is a Likert-type 1–4 (agree–disagree). Both instruments have a very good internal consistency with Cronbach's alpha of 0.90 in the first-grade-version and 0.89 in the second-grade-version.

Also this measurement was done during the first weeks of the school year and 563 children (281 boys and 259 girls) took part in it. About half of the pupils studied in the first grade ($n = 267$; 136 boys and 131 girls) and the other half in the second grade ($n = 296$; 145 boys and 151 girls). At that time the students were 7–8 years old. When filling the questionnaire the students gave their opinions of several issues related to reading and literacy learning.

The questions were worded in such a manner as to be unambiguous and easy to understand. When answering a question the student ticked the one of the four teddy bears placed above the question that best illustrated his or her opinion about the asked matter. The expressions on the bear's faces are easy to understand (Figure 2). The very happy teddy bear means that the student loves to do what he or she is asked about or considers it very easy, the smiling teddy bear means he or she does it with pleasure or considers it easy, the tired and unhappy teddy bear means he or she would not want to do it or considers it difficult, and the repulsed teddy bear means he or she would hate to do it or considers it very difficult. The very happy teddy bear is assigned a score of three. The repulsed teddy bear receives a score of zero. In order to confirm that all students had understood what they were expected to do, the researcher and the class had talked about how the teddy bear felt in each picture. Moreover, the children answered, supervised by the researcher, one extra question before they started filling the questionnaire.

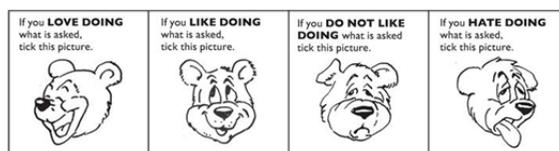


Figure 2. Four answer alternatives and the pictures related to them

The first seven questions are the same in the first and the second grade questionnaires. The purpose of these questions was to find out what kind of opinions the students have towards reading. The second section includes five questions. They are in both questionnaires related to same themes although there are slight differences in wording. For instance, in the first grade questionnaire is asked 'Do you like to learn to read?' and in the second grade questionnaire 'Did you like to learn to read?'. In the third and the fourth part of the questionnaire the second graders have more questions than the first graders. Opinions about social reading are examined with three questions in the first grade and with five questions in the second grade. The number of the questions related to student's feeling of reading competence is three in the first grade questionnaire and five in the second grade questionnaire. As there are 17 questions in the first grade questionnaire the maximum score for the first graders is 51. In the second grade questionnaire the number of questions is 22 and maximum score is 66.

6. Results

6.1 Reading comprehension

As was mentioned above, the second graders read a non-fiction text of a squirrel. After that, they answered questions related to the text. The easiest to answer were the two questions that children answered by choosing right alternatives from a list. More than half of the students (66%) were able to find right synonyms to all the three words picked from the text. Equally many students (65%) found all the three materials that the squirrels use when building their nests. However, 15% of the boys and 9% of the girls had chosen at least two incorrect alternatives. The question, "What are the differences in squirrel's summer fur and winter fur?" indicates that there are more than one difference. Still, less than a third of the students (30%) had mentioned both differences: colour and thickness.

To be able to answer the most difficult questions the students needed to make connections that are not clearly expressed in the text. They were asked: "Where are the seeds of a pine and fir tree?" and "Why does the squirrel hide its food?". Nevertheless, 15% of the girls and 11% of the boys answered the question about the seeds correctly and 27% of the girls and 19% of the boys the question about the food correctly. This shows that several children have already after one school year very good reading comprehension skills. Therefore, it is important that the teacher gives them reading material and exercises that are difficult enough. This ensures that also their skills develop during the literacy lessons. These skilled readers were more often girls than boys ($t=-2.25$, $p= .025$). Although the boys had answered other

questions almost as well as the girls, the girls aggregated scores of the reading comprehension test are significantly better than the boys scores ($t = .275, p = .006$).

6.2 Reading attitudes

The results of the reading attitude measurement show that in the first and the second grade students' opinions about reading and reading related activities were in average positive. However, in the first grade the boys' opinions were significantly more negative than the girls' ($t = -4.81, p = .000$) but in the second grade the difference was not significant. While in the first grade questionnaire the maximum aggregated score is 51, the mean value of the boys' scores is 35.0 (SD 11.1) and the mean value of the girls' scores 40.7 (SD 8.2). More than half of the girls (56%) and more than one third of the boys (39%) had very positive attitudes (51–40 scores). Only five boys (4%) and one girl (1%) had very negative attitudes (0–10 scores). In the second grade questionnaire the maximum aggregated score is 66. The mean value of the boys' scores is 47.4 (SD 11.4) and of the girls' scores 50.1 (SD 9.6). One quarter of the boys (24%) and more than one third of the girls (38%) had very positive attitudes towards reading (66–55 scores). Only three boys (2%) and one girl (1%) had very negative attitudes (15–20 scores).

Almost half of the students loved reading in general. In the second grade an eager reader proved to be as often a boy (48%) as a girl (49%). Nevertheless, in the first grade only 38% of the boys but 59% of the girls had equally positive opinions about reading. The goal of the first part of the questionnaire was to clarify what reading materials and reading related activities children like most. Both girls and boys gave most positive answers when they were asked about visiting a library. Almost all students (96%) had ticked one of the two most positive alternatives. The answers showed also that in both grades the girls' opinions about getting a book as a present ($t = -4.85, p = .000$; $t = -3.85, p = .000$) and reading fairytales ($t = 4.71, p = .000$; $t = 5.47, p = .000$) were significantly more positive than the boys' opinions. In the first grade 13% and in the second grade 6% of the boys stated that they hate getting a book as a present. Nevertheless, the boys enjoyed reading comics and non-fiction books.

The purpose of the second part of the questionnaire was to find out what kind of attitudes the first and the second graders had towards studying. They proved to be slightly less positive than the attitudes towards reading. Furthermore, it seems that in the beginning of the first grade the girls had significantly more positive attitudes towards studying than the boys ($t = -4.24, p = .000$) but in the second grade the difference between the two genders was not significant. However, there were still boys and girls who did not like studying. In the second grade the aggregated scores of this section vary between 0–15 and 11% of the students had very negative attitudes (0–4 scores).

The first graders liked doing exercises in literacy lessons more often than the second graders. In the first grade, 39% of the boys and 57% of the girls loved doing them. However, already in the autumn of the first school year one quarter of the boys (24%) and 8% of the girls hated them. In the second grade, only 33% of the boys and 37% of the girls loved doing them and 33% of the boys and 18% of the girls hated them. The difference between the two genders was significant in both grades ($t = -4.12, p = .000$; $t = -2.73, p = .007$). In both grades the students liked homework even less and the boys disliked doing them significantly more often than the girls ($t = -4.33, p = .000$; $t = -2.34, p = .000$). In the first grade 25% of the boys and 7% of the girls and in the second grade 20% of the boys and 11% of the girls hated them. However, more than a third of students (39%; 34%) in both grades loved doing them.

Students' attitudes towards social reading were measured for instance with questions "Do you like to talk about books with other students?", "Do you like to tell about a book you have read to other students?", "Do you like to do exercises in literacy lessons with another student?", and "Do you like to read aloud in class?". In both grades, the girls had significantly more positive attitudes towards social reading than the boys ($t = -3.94, p = .000$; $t = -3.06, p = .002$). They were for instance, significantly more often willing to do exercises with another student ($t = -4.12, p = .000$; $t = -3.18, p = .002$). Only one quarter of the boys (25%) and about one third of the girls (38%) loved to read aloud in class. Many children (23% of the boys and 12% of the girls) found it frightening and they said that they hate it. Many other studies have same kind of results (e.g. Merisuo-Storm 2006; Eriksson 2002; Gambrell 1996). Those children who most enjoy telling about a book (34% of the students) were most often the same who loved to talk about books with other students. There is a strong correlation between the answers to these two questions ($r = .585, p = .000$).

The purpose of the last part of the questionnaire was to find out how strong feeling of reading competence the students have. They were asked how easy it is (or was) to learn to read and how easy it is to read, understand and remember texts they read. In the first grade in the middle of the learning process there is very little difference in the girls' and the boys' opinions. Almost half of them (45% of the boys and 49% of the girls) find learning to read very easy. However, it is not easy for all students and 17% of the boys and 4% of the girls said that it is very difficult. In the second

grade 42 % of the boys and 37 % of the girls remembered that learning was very easy and only 4% of the boys and 3% of the girls remembered that they had great difficulties in learning.

In the second grade the boys assessed their reading skills higher than the girls. Most of the students (81% of the boys and 75 % of the girls) stated that reading is very easy. Only 6 % of the boys and 2 % of the girls found it difficult or very difficult. In addition, about half of the students had found that understanding the texts they read at school was very easy (54% of the boys and 49 % of the girls). Only 13 % of the boys and the girls found understanding difficult or very difficult. More than half of the boys (63 %) and about half of the girls (49%) considered understanding the meaning of the words in a text very easy. Only 2 % of the students found it very difficult. The students felt that most difficult was to remember the contents of a text they had read. Only about one third of the students (35 % of the boys and 31 % of the girls) thought that it was very easy. About one quarter of them (24 % of the boys and 23 % of the girls) found it difficult or very difficult. There is a strong correlation between the students' assessment of their ability to understand the texts they read and to remember the contents of those texts ($r = .389, p = .000$).

It is interesting to compare students' opinions of their reading skills with the results of the reading comprehension test. It is obvious that the boys had high confidence in their own reading skills. However, the reading test shows that they had assessed their skills better than they actually were. The girls had assessed their skills much more realistically. It is also interesting that although the boys valued reading and reading related activities less than the girls their feeling of reading competence was higher than the girls'.

6.3 Interdependence between reading attitudes, reading skills, and self-esteem

There is a strong correlation between all parts of the reading attitude questionnaire. The students who had a positive attitude towards reading enjoyed also studying ($r = .594, p = .000$) and social reading ($r = .605, p = .000$). Similarly, the students who had a positive attitude towards studying liked to do reading related activities with other students ($r = .723, p = .000$). Especially for the boys, the feeling of reading competence was significantly related to their attitudes towards studying ($r = .413, p = .000$). Those boys who had high confidence in their skills enjoyed schoolwork.

Equally, in the second grade there was a strong correlation between students' self-esteem, reading attitudes, and reading comprehension skills. The students who had a good self-esteem had a positive attitude towards reading ($r = .419, p = .000$) and good reading comprehension skills ($r = .320, p = .000$). These students were also happy to do reading related activities with other students ($r = .340, p = .000$). It seems that for the boys good self-esteem is even more closely related to their attitudes towards studying ($r = .453, p = .000$) than for the girls ($r = .323, p = .001$).

According to Borba (1989; 1994) and Reasoner (2010) strong, healthy self-esteem is built on five building blocks: security, selfhood, affiliation, mission, and competence. All of them correlated strongly with students' reading skills and attitudes. This was the case especially for the boys. For the boys their feeling of security had stronger relations with their attitudes towards studying ($r = .270, p = .000$) than for the girls ($r = .167, p = .076$). Also the other building blocks of self-esteem are more closely linked in the boys' than in the girls' results. For instance, selfhood and attitudes towards studying (boys: $r = .462, p = .000$; girls: $r = .291, p = .002$), selfhood and social reading (boys: $r = .462, p = .000$; girls: $r = .302, p = .001$), affiliation and attitudes towards studying (boys: $r = .423, p = .000$; girls: $r = .286, p = .005$), and mission and attitudes towards studying (boys: $r = .347, p = .000$; girls: $r = .286, p = .003$).

7. Conclusion

The first school years are an important phase of a child's life. The children's experience of this phase has a far-reaching effect on their attitudes towards school and it shapes their view of themselves as learners for years to come. The teacher has an important role when a child assesses himself or herself as a student. If a child gets positive experiences and feedback when studying he or she becomes more confident as a student. The school should be an environment where every child gets support he or she needs from adults. Children are willing to do also demanding tasks if they work in an environment, which supports each student individually. Motivation and achievement beliefs are important especially when tasks become more challenging. Also the motivation of those students whose skills are well developed may decrease if they have to do exercises that are too easy for them. (Georgiou, Manolitsis, Nurmi & Parrila 2010, 7–8; Pakarinen, Kiuru, Lerkkanen, Poikkeus, Siekkinen & Nurmi 2010, 295.)

When filling the reading attitude questionnaire the students gave the most negative answers when they were asked to give their opinions about homework and exercises during literacy lessons. The boys had even more negative opinions than the girls. It would be important to consider what kind of tasks would interest the students – especially boys.

The students should also get individual tasks that are interesting and of proper level of difficulty. In addition, a student should not be doing same kind of tasks day after day. A large variety of different tasks motivates and also develops students' skills broadly. Especially boys do not want to do tasks that they do not consider meaningful. Teachers could plan exercises and homework together with students. They might want to read for instance articles in sport magazines, manuals of some device, TV-guides, or stories in comic books and do exercises related to them with pleasure. Interesting tasks develop students' reading skills and positive attitudes much more effectively than the tasks that they find unattractive.

The results of the study show that students' self-esteem has a strong effect on their learning and attitudes. This is the case especially for the boys. However, when we know how important it is for the first and the second graders to acquire good reading skills, it is also possible that learning to read has a positive effect on young students' self-esteem. Therefore, it is essential that the teachers support the positive development of each student's self-esteem as well as reading skills and attitudes. Children, who are confident and happy being what they are as well as get well along with their peers, enjoy studying. Even more often than those children who are conscientious or have a high feeling of competence.

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Formimi Psikosocial i Mësuesit dhe Roli i Tij në Mësimdhënie

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Abstrakt

Ky punim synon të ngërthejë një nga problematikat e ndeshura rëndom në sistemin arsimor në Shqipëri, qoftë në atë parauniversitar apo universitar. Roli më se i domosdoshëm i psikologut shkollor në secilën prej shkollave tona duhet jo vetëm të përshëndetet nga i gjithë komuniteti i lidhur direkt apo indirekt me sistemin arsimor, por duhet të mbështetet dhe të promovohet si një vlerë e shtuar që paqetë duhet të kryejë më së miri funksionin e vet në vendin që i përket. Në mungesë të një fryme krejtësisht pranuese të rolit të psikologut të shkollës, ku shumë mësues, prindër apo nxënës janë skeptikë ndaj tij, një problem tjetër po aq pengues është edhe formimi i duhur psikosocial që mësuesit duhet të kenë. Një formim i tillë duhet të jetë pjesë integrale e formimit të përgjithshëm të mësuesit krahas formimit disiplinor të cilit ai i përket. Ky kriter i formimit psikosocial të mësuesit duhet parë me përparësi në përbushjen e tij, çka ndikon në përmirësimin e punës së vetë mësuesit me ambientin e tij të punës, por edhe ndihmon dhe lehtëson punën e madhe dhe praktikisht të vështirë për t'u pëmbushur të psikologut shkollor. Nga këto dy pikënisje është bërë një përpyetje përmes këtij punimi për të sjellë një pjesë të realitetit në sistemin tonë arsimor parauniversitar dhe universitar.

Fjalë kyçe: psikolog shkollor, mësues model, mësues toplist, formim disiplinor, formim psikosocial etj.

1. Hyrje

Punimi i mëposhtëm na paraqet një segment të problematikës së diskutuar gjerësisht në ambiente akademike për rolin e psikologut shkollor gjithmonë e më të domosdoshëm në shkollat tona. Krahas rolit të padiskutueshëm të tij, një funksion mbështetës dhe ndihmës për psikologun dhe rolin e tij e luan edhe mësuesi. Gjithësecili prej mësuesve të trupës pedagogjike në shkollat tona duhet të ketë një formim të përgjithshëm psikosocial krahas atij disiplinor të lëndës përkatëse. Gjatë shqyrtimit të këtyre problemeve kam patur kryesisht parasysht periudhën e 10 – 15 viteve të fundit, çka përkojnë edhe me eksperiencën personale në mësimdhënie si në sistemin parauniversitar, ashtu edhe në atë universitar. Gjithashtu problemet janë paraqitur edhe nga përpunimi i disa intervistave të bëra me kolegë dhe ish kolegë të shkollave të ndyshme, gjithashtu edhe me studentë të nivelit master që aspirojnë të jenë mësues të ardhshëm. Ky punim është më shumë një qasje ndaj këtij problemi dhe, sigurisht tenton të ngërthejë një gamë më të gjerë çështjesh që kanë lidhje me rolin e mësuesit sot, me rolin e psikologut shkollor sot, me problematikat e nxënësve ndaj pranimi të psikologut në shkollë apo edhe pranimi të mësuesit kur në mënyrë informale merr rolin e psikologut.

Formimi psikosocial i mësuesit duhet parë që në formimin e tij të përgjithshëm në ndjekjen e programeve universitare. Përveç kësaj, studentët që frekuentojnë programet master në Fakultetet e Edukimit nga ku dalin mësuesit e ardhshëm duhet të kenë dëshirën për të marrë këtë profesion si mision, dhe kjo bën të mundur afrimin inspirues të tyre me profesionin e ardhshëm dhe vetëvetiu është më e lehtë të pranojnë më shumë kurse të karakterit psikosocial në programet që ata ndjekin. Ky punim e sheh të ndërthurur problemin në të dy sistemet: si në atë parauniversitar ashtu edhe në atë universitar. Sfidat e mësuesve të ardhshëm janë në dukje të ngjashme me sfidat e mësuesve të sotëm, ose janë sfidat me të cilat brezat janë ndeshur gjithmonë; por ama duhet pranuar se e gjithë shoqëria shqiptare duhet të jetë më alerte ndaj pranimi dhe përballimit të sfidave sociale dhe të shprehë gatishmërinë e vet në çdo fazë që shihet e nevojshme para se të kthehet në domosdoshmëri. (Deci, E. L., & Ryan, R. M., 1985). Pikërisht ky punim synon të sensibilizojë me fakte dhe raste konkrete lexuesin e vet për problematikën që do të mundohet të sjellë në vëmendje.

2. Vështrim Panoramik i Mësuesit në Lidhje me Disiplinën e Vet

Kjo çështje tenton të shohë nga afër pikat e funksionit të mësuesit që ndikojnë direkt te nxënësi, si disiplina e secilit mësues, karakteristika e tij, metodat që përdor, efekti tek nxënësit, temat që pëzgjedh si dhe diversiteti në klasë. Të gjitha këto duhet të shihen me një sy sa kritik aq edhe mbështetës dhe dashamirës në mënyrë që nxënësit tanë ta kenë shkollën një nga ambientet më të dashura të periudhës në të cilën e ndjekin. (Skinner, E., & Bbelmont, M., 1993).

2.1 Mësuesit e disiplinave të ndryshme

Në sistemin tonë arsimor, qoftë në atë universitar apo parauniversitar ka një tendencë drejt profilizimit dhe konsolidimit të mësimdhënies sipas kriteve të shpallura dhe arritjeve të gjithësecilit. Nëse marrim mësuesit e sistemit parauniversitar në shkollat 9-vjeçare dhe ato të mesme, vërejmë se ndarja është si me thikë mes dy kategorive kryesore: mësues i disiplinave të shkencave natyrore dhe mësues i disiplinave të shkencave shoqërore. Kjo ndarje është krejtësisht e arsyetuar dhe e pranueshme. Është krejt e qartë që mësuesit e gjuhës, letërsisë, historisë, muzikës, vizatimit, aftësitë teknologjik etj. të jenë të mëvetësuar nga mësuesit e fizikës, matematikës, kimisë, biologjisë etj. për shkak të dallimit mes disiplinave, por gjithmonë brenda së njëjtës ombrellë. Kjo ndarje nuk duhet aspakt të ndikojë në rolin e tyre të përbashkët: rritjen e vetëdijes së nxënësit për përfundimin sa më të plotë të njohurive. Përmes njohurive të disiplinës, mësuesi përçon edhe dashurinë për librin, dashurinë për nxënësit e vet, dashurinë për profesionin e tij. Problematikat që mësuesit hasin çdo ditë në punën e tyre të fisme janë shumë të larmishme. Një ndër të është edhe diferencat sociale që shfaqen mes nxënësve të së njëjtës klasë çka reflekton edhe përplasjet e tyre brenda orarit të shkollës. Këto probleme duhet të evidentohen në shfaqjet sa më të hershme të tyre, të diskutohen gjerësisht dhe të mendohet për një zbutje të tyre. Për të arritur këtu, është shumë i rëndësishëm bashkëpunimi ndërdisiplinor i mësuesve për rastet specifike. Ky bashkëpunim duhet të përfshijë në mënyrë të pashmangshme edhe psikologun shkollor, prej të cilit dalin këshilla profesionale dhe ndihmëse për zgjidhje sa më efektive.

Nëse në klasë shfaqen raste përbuzjeje apo dhune nga një apo dy elementë, këto në të shumtën e kohës ndodhin në pushimin mes orëve; mësuesi pasues e gjen klasën në një kaos dhe përpjekjet e tij duhet të jenë të sinqerta për qetësimin e situatës. Mësuesit e disiplinave shoqërore duhet të jenë mbështetëse për disiplinat e shkencave natyrore duke mundësuar një harmonizim të interesit të mësuesve ndaj secilit nxënësi. Nga vëzhgimet e bëra në terren vërehet se nxënësit problematikë shfaqen të tillë kryesisht tek shkencat natyrore, çka në të shumtën e rasteve shpjegohet nga psikologët si mospranimim i realitetit, shtypje të personalitetit etj. Si rrjedhojë, edhe rastet e shfaqura nga elementë të tillë në klasa kryesisht ndodhin pas orëve të lëndëve të shkencave natyrore. Këto referime bëhen sipas vëzhgimeve të vazhdueshme nga mësuesit e shkollave të ndryshme në të cilat janë bërë matjet përkatëse, nga ku rezultoi se ndër rreth 3 000 nxënës të pesë shkollave 9 – vjeçare, nga mësuesit konsiderohen problematikë afërsisht 35-40 % e tyre. Nxënës problematikë në shkencat e natyrës janë, nga ana tjetër, nxënës krejt të qetë ose pa probleme të dukshme madhore në lëndët shoqërore, duke përjashtuar këtu ato lëndë ku kanë për të përgatitur detyra me shkrim. (Pugach, & Seidl, 1995). Për këtë arsye, mendoj, duhet parë me prioritet të veçantë bashkëpunimi i mësuesve me njëri tjetrin për nxënës specifike, të kërkohet asistencë profesionale nga psikologu i shkollës për secilin rast, dhe në mënyrë shumë diskrete duhet edhe bashkëpunimi me prindin.

Në bashkëpunimin e mësuesve të disiplinave të ndryshme, mendoj se është e nevojshme edhe kordinanca me baza profesionale, si për shembull orët rrethkurrikulare ku nxënësit problematikë të mund të japin atë pjesë që dinë të bëjnë më mirë. Kjo të reflektohet edhe në orët e shkencave natyrore, si për shembull ndihma e nxënësve në ngritjen, pasurimin apo mirëmbajtjen e laboratoreve të ndryshme që mund të ketë shkolla; përfshirja në aktivitete ndihmëse në funksion të lëndës etj. (Rosenblum, & Al., 1995).

2.2 Mësuesi topist dhe mësuesi model

Një çështje tjetër që mësuesit hasin në punën e tyre të përditshme është përballja me vlerësimin e tyre nga vetë nxënësit. Kjo çështje duhet parë në disa plane. Le të marrim më parë institucionet e arsimit të lartë që përgatisin mësuesit. Vetë mësuesit e ardhshëm, tani të parë si studentë, bëjnë vlerësimin për lektorët e tyre. Disa pika të formularëve të vlerësimit të lektorit përfshijnë si përgatitjen profesionale ashtu edhe aftësitë komunikuese të lektorit. Nga vëzhgime të ndryshme në terren del se studentët kryesisht preferojnë lektorë që kanë përgatitje të mirë, por që kanë kërkesa lehtësisht të arritshme për ta, qoftë në vlerësimin kalues apo edhe në rezultate më të larta. Kjo sjell jo vetëm ulje të nivelit të përgatitjes nga ana e studentit, por tërthorazi edhe ulje të nivelit të përgjithshëm të nivelit të përgatitjes të tyre në terma

afatgjata, çka reflektohet si pasojë në punësimin e tyre të ardhshëm si mësues. Kështu që në përfundim të rezultateve vlerësuese të lektorëve vërehet një dallim i prerë i lektorëve që renditen në krye të listës me ata lektorë që janë më afër kriterëve të profesorit model me të gjitha karakteristikat që mbart. Në këtë vëzhgim janë marrë për bazë përgjigjet e studentëve të Universitetit "Aleksandër Moisiu" Durrës dhe "Aleksandër Xhuvani" Elbasan.

E njëjta situatë paraqitet edhe në nivelin parauniversitar, ku mësuesit e lëndëve si Fiskulturë, Muzikë, Vizatim, Edukim Qytetar, Njohuri kompjuterike, Aftësim Teknologjik, Gjuhë, Letërsi apo Histori renditen në krye të listës së mësuesve të parapëlqyer nga nxënësit. Rasti është analog por ka një hendek konceptual, pasi për nxënësin e shkollës 9 – vjeçare apo të mesme kriteret matëse të vlerësimit janë shumë subjektive për shkak të vetë moshës së tyre; si dhe prirjen të kenë përgjigje jo shumë cilësore ndaj përgjigjeve që kanë për qëllim matjen e cilësisë së orës së mësimi. Në këtë vëzhgim janë marrë për bazë pesë shkolla, nga ku tre janë 9 – vjeçare dhe dy të mesme të qytetit të Durrësit dhe Elbasanit.

Krahas këtyre rezultateve të pyetësorëve të shtrirë në të dy nivelet e arsimit, kemi edhe rezultatet për mësuesin model. Në sistemin parauniversitar mësuesi model shihet kryesisht tek mësuesi i Letërsisë, që pasohet nga mësuesi i Fizikës për shkollat e mesme; ndërsa për shkollat 9–vjeçare mësuesi i Gjuhës Amtare apo ai i Gjuhës së Huaj që pasohet nga mësuesi i Matematikës. Shohim se në vlerësimin e tyre, nxënësit vlerësojnë më shumë mënyrën e shpjegimit dhe korrektësinë e vlerësimit të mësuesit. Vërehet se nxënësit e shkollave të mesme janë më kritikë ndaj formave të vlerësimit apo përgatitjes profesionale të mësuesve të tyre, dhe në shumicën e rasteve janë krahasues në gjykim.

2.3 Formimi psikosocial i mësuesit

Një element i rëndësishëm që lidhet me fokusin e këtij punimi është edhe vlerësimi i aspektit psikosocial të mësuesit, si një element i rëndësishëm që duhet të mishërohet tek çdo mësues. Të gjithë nxënësit e intervistuar e konsiderojnë një bazë shumë të rëndësishme të formimit të mësuesit, krahas atij profesional, edhe aftësinë e tij për t'i qëndruar pranë nxënësve dhe për t'i kuptuar ata në shqetësimet e tyre të moshës. Varësi ndaj këtij tipari kishin kryesisht nxënësit e klasave të nënta dhe të shkollave të mesme. Kjo shpjegohet me rëndësinë e madhe që merr formimi psikosocial i mësuesit si dhe roli i tij në mbarëvajtjen e procesit mësimor. Nxënësit që janë në moshë adoleshente, një moshë kaq delikate në formësimin dhe forcimin e tipareve të tyre karakteriale, kërkojnë të gjejnë mbështetjeje e mësuesit në jetën e tyre të përditshme. Në shumicën e intervistave, nxënësit pohojnë se orët e mësimi të mësuesve të tyre toplist shpesh kthehen në forum debatesh dhe diskutimesh për çështje aktuale. Kjo gjë faktin se nxënësit nuk arrijnë të kenë të gjithë kohën e duhur për t'u shprehur në shkollë për probleme të ndryshme, por përveç kësaj kanë nevojë të vazhdueshme për një opinion më të pjekur dhe më të gjerë, çka mund ta gjejnë tek mësuesi që ata e shohin si model. Roli i mësuesit këtu është kryesisht orientues drejt nxitjes së debateve për një mendim sa më kritik dhe të shëndetshëm për nxënësit.

3. Vështirësitë e Përfshirjes së Psikologut

Sipas vëzhgimeve në terren, vërehet se debatet dhe diskutimet që rëndom zhvillohen në orët mësimore nëpër shkolla rrallëherë përcohen tek psikologu i shkollës, sado delikate të jetë tema që ata mbartin. Kjo vështirëson rolin e psikologut të shkollës, i cili në një farë mënyre është i lënë jashtë çështjeve dhe temave aktuale që nxënësit diskutojnë në klasë. (Durlak & Wells, 1997). Përveçse i lënë jashtë, është edhe e vështirë të përfshihet për arsye objektive. Arsyeja primare objektive është se diskutimet hapen spontanisht dhe mësuesi nuk e di asnjëherë se me çfarë problematike mund ta gjejë klasën ditë pas dite. Nga ky konstatim, kuptojmë se roli psikosocial i mësuesit në klasë është i pazëvendësueshëm.

Tjetër arsye objektive e mospërfshirjes së psikologut për të përmbushur detyrën e tij, është koha e mangët që ai ka në dispozicion për të kaluar me nxënësit. Një psikolog shkollor mbulon rreth 2000 nxënës. Ai nuk ka as kohë fizike të takohet dhe të njihet me ta, e aq më pak të krijojë konfidencat e duhura për të parë apo evidentuar nga afër problemet e nxënësve. Edhe më shumë vështirësohet puna e tij nëse kemi parasysh që ky numër nxënësish përfshin më shumë se një shkollë. Në këto kushte, pak mund të pretendohet për një rol efikas të psikologut shkollor.

Nga intervistat e marra, arsyeja tjetër objektive që pengon mirëfunksionimin e rolit të psikologut shkollor dhe përfshirjen e tij në tema diskutimesh për çështje problematike të nxënësve, është ndrojtja që kanë nxënësit për të përfshirë psikologun në diskutimet e tyre. Nxënësit në të shumtën e rasteve nuk e njohin as për fytyrë psikologun e shkollës së tyre, aq më pak shfaqin interes për ta takuar, ose për të folur me të. Nxënësit, si të shkollave 9-vjeçare ashtu edhe të mesme, kanë jo vetëm ndrojtje prej tij por edhe i druhen shumë paragjykitimit të bashkëmohatarëve të tyre.

Për të kapërcyer këtë pengesë të disafishitë që nxënësit kanë për të krijuar një raport miqësor me psikologun e

shkollës mendoj se roli i mësuesit në këtë plan është mjaft i rëndësishëm. Këtu i referohem jo vetëm mësuesit kujdestar por edhe mësuesve të disiplinave të ndryshme. Duke patur parasysh që mësuesit e lëndëve shoqërore kanë hapësira më të mëdha në orët e tyre, qoftë minutazhi qoftë tematike, atëherë është e udhës që ftesa t'i shkojë herë pas here psikologut të shkollës për t'u bashkuar me nxënësit në diskutime. Kjo duket disi më pak e mundur për mësuesit e disiplinave shkencore, por jo e paarritshme. Këta mësues duhet, në rradhë të parë, që të krijojnë vetë një marrdhënie konstruktive me psikologun e shkollës, ta pranojnë rolin dhe prezencën e tij në shkollë dhe të mos e shohin me skepticizëm. Mësuesit duhet të krijojnë një atmosferë gjithëpërfshirëse në procesin e tyre të mësimdhënies, ku secili aktor të ketë hapësirën e vet në mënyrë që të përformojë sa më mirë rolin e vet. Mikpritja e psikologut nga ana e mësuesve është një shembull i mirë edhe për nxënësit, të cilët, duke patur besim dhe mbështetje të mësuesve të tyre, pranojnë më lehtësisht edhe psikologun e shkollës.

Mësuesi mund t'ia lehtësojë punën psikologut duke i folur më shumë nxënësve për rolin dhe prezencën e tij në shkollë. Mësuesi mund të drejtojë vëmendjen e nxënësve nga psikologu i shkollës si varianti më i mirë i mundshëm për zgjidhje profesionale të problemeve të nxënësve në shkollë dhe rreth saj. Nëse mësuesi tregohet indiferent ndaj pranisë së psikologut shkollor, nëse mësuesi nuk e sheh atë si një koleg të ri në profesionin i cili ka nevojë për mbështetje të vazhdueshme, kjo çon në të tjera vështirësi të përfshirjes së psikologut shkollor.

Një nga vështirësitë më të mëdha, për mendimin tim, është *vetmësia profesionale*¹ e psikologut shkollor. Me sugjerimin e këtij termi, dua ta shtjelloj idenë time mbi aspektin e vetmësisë profesionale. Gjerësisht është e pranuar dhe e aplikuar që brenda të njëjtit institucion të ushtrohet pak a shumë i njëjti profesion ose një tjetër i ngjashëm në terma të konsiderueshëm. Këtë e ndeshim në institucione të centralizuara dhe të decentralizuara; si për shembull profesionin e mjekut e hasim në institucionet e shërbimit shëndetsor; profesionin e juristit e hasim në institucionet e drejtësisë; profesionin e ekonomistit e hasim në institucionet që kanë lidhje me ekonominë, financat apo tregtinë; e kështu me rradhë. Krahasimisht me profesionet e lartpërmendura, kemi edhe profesionin e mësuesit, të cilin e hasim në institucionet arsimore. Në vijim të idesë së sugjeruar, vërehet se vetmësi për shkak të profesionit haset tek psikologu, pasi ai është një profesion i futur rishtas në çdo institucion dhe terreni i ushtrimit të profesionit të tij është i njëjtë me profesionin gjerësisht të ushtruar të atij institucioni që psikologu i atashohet. Në shtjellim të mëtejshëm mund të themi se, psikologu shëndetsor në spital ushtron profesionin e tij në të njëjtin terren me mjekun; psikologu pranë institucioneve të drejtësisë ushtron profesionin e tij në të njëjtin terren me gjyqtarin, prokurorin apo oficerin e policisë gjyqësore; po kështu edhe psikologu shkollor ushtron profesionin e tij në të njëjtin terren me mësuesin. Por në ndryshim nga profesionet e tjera që operojnë së bashku në të njëjtin institucion, psikologu operon i vetëm në të njëjtin terren rrethuar nga profesioni tjetër por me të njëjtin fokus grupi. Në të tilla rrethana, duke u përqëndruar te psikologu i shkollës, mund të themi se psikologu e kalon gjatë periudhën e *vetmësisë profesionale*, pasi ai është vetëm një (1) në numër nga e gjithë trupa pedagogjike e shkollës apo e shkollave që mbulon në raport me numrin e nxënësve.

Ky fakt nuk ndikon aspak pozitivisht në përmbushjen e rolit të tij në shkollë, prandaj sa më parë që mësuesit të njihen dhe të pranojnë realisht rolin e psikologut në shkollë; të njihen realisht me pengesat dhe vështirësitë që ai has çdo ditë, aq më i shpejtë do të jetë reagimi pozitiv i përfshirjes së tij nga trupa pedagogjike, çka sjell edhe rezultate konkrete në përmirësimin e situatës dhe të përmbushjes së rolit të tij të domosdoshëm në shkollat tona.

3.1 Rritja psikosociale e nxënësve.

Siç po shihet qartë në këtë studim, por jo vetëm, është më se i domosdoshëm bashkëveprimi mes mësuesit dhe psikologut të shkollës jo vetëm për të evidentuar rastet specifike apo problematike, por edhe për të synuar drejt një zgjidhjeje sa më të përshtatshme të problemeve të tyre. Nxënësit kanë nevojë për modele; nëse ato që ndeshin nuk janë ato që duhen ndjekur, ne duhet patjetër t'i ofrojmë atyre një model më të mirë dhe më të pëlqyeshëm në të njëjtin kohë, çka është më e rëndësishme. Në shumicën e rasteve të evidentuara si problematike nga mësuesit e intervistuar vërejmë një tendencë drejt etiketimit të nxënësve, si: nxënës i keq, rrugaç, i shturur, i pandreqshëm, vagabond, kokëfortë, plangrishës, rrumujaxhi etj. Këto etiketime janë mjaft të dëmshme për vetë ndërtimin e personalitetit të nxënësit. Për më tepër, mësuesit i përdorin gjithnjë e më shumë këto stigmatizime kryesisht me adoleshentet. Mësuesit e intervistuar e shjegojnë këtë fakt me lodhjen e tyre të përditshme, me uljen e nivelit të durimit, dhe kryesisht me fazën më të vështirë që kalojnë nxënësit në adoleshencë.

Këto arsye janë më se të favorshme për të çuar në masa konkrete ndaj këtyre nxënësve problematikë. Në rreth 85 % të rasteve, mësuesit preferojnë t'i përjashtojnë këta nxënës nga pjesa tjetër e klasës me arsyetimin se këta nxënës,

¹ *Vetmësia profesionale: (sugjerimi im) termi i referohet aspektit të të qenurit i vetëm për shkak të profesionit.*

edhe pse të pakët në numër, janë mjaftueshëm për të prishur pjesën tjetër të klasës dhe për të bërë rrumujë me qëllim prishjen procesin mësimor. Nëse mësuesit do të merrnin një mendim më të specializuar nga psikologu shkollor për raste të tilla, pa tjetër që masat e mësuesit do të ishin më të moderuara. Çdo psikolog shkollor do të këshillonte përfshirjen e këtyre nxënësve në çdo aktivitet dhe vënien në pah të vlerave të tij. Në këtë mënyrë do të rritej vetëbesimi i nxënësve por edhe i shokëve të klasës, dhe nxënësi i stigmatizuar do të ketë tjetër sjellje. Në radhë të parë, veçanërisht në shkollat e mesme do të ulej numri i nxënësve që lënë orët e mësimit, kryesisht të lëndëve parësore; do të ulej numri i rasteve të grindjeve apo përlëshjeve fizike mes nxënësve; si dhe do të ulej numri i rasteve të ofendimit të mësuesve nga nxënësit. Të gjithë këta faktorë sjellin zbutjen e ashpërsive të sjelljes së nxënësve të etiketuar "problematikë" që nuk janë gjë tjetër por se një formë e ashpër e mospranimit të realitetit ku jetojnë.

Mësuesit duhet të heqin dorë nga mënyra përrjashtuese e nxënësve të tillë, dhe në bashkëpunim me psikologun e shkollës duhet të kërkojnë për të gjetur arsyet e sjelljeve të tilla. (Pugach, & Seidl, 1995). Nëse mbajmë parasysh se në çdo fëmijë fshihet një artist i pazbuluar, ky duhet të bëhet lajtmotivi i profesionit tonë. Zbulimi i anëve pozitive dhe kultivimi i vlerave që nxënësit kanë brenda tyre, është mënyra më efikase për t'i përfshirë ata dhe për t'i bërë të ndjehen të rëndësishëm nga vetë ne, mësuesit e tyre, që për ta jemi po aq të rëndësishëm. Mësuesi duhet të ketë aftësinë të evidentojë talentin e secilit fëmijë, por më parë duhet të mprehë nivelin e vet të të gjykuarit. Për këtë vijnë në ndihmë programet e kurrikulave universitare, eksperiencia e fituar ndër vite, por mbi të gjitha dëshira dhe pasioni për punën. Nëse mësuesi arrin kuptojë që talent nuk janë vetëm nxënësit e mirë në mësim, këtë e ka transmetuar në një formë a një tjetër të nxënësi. Ky hap i parë është fillimi i mbarë ku nxënësi gjen terren për të shfaqur veten me aftësi tjera të vryshme që ndjen se ka brenda vetes. Një mësues i kujdesshëm ndaj detajeve të sjelljes së secilit nxënësi vëren menjëherë dëshirat e tyre për të shfaqur kapacitetet në fusha të ndryshme. Ky kujdes çon në evidentimin e një talenti të veçantë tek nxënësi dhe punimi i kujdesshëm rast pas rasti nxit dëshirën për kultivimin dhe zhvillimin e këtyre aftësive të veçanta. Psikologu bëhet akoma më i nevojshëm për mësuesin në të tilla raste, pasi e ndihmon atë hap pas hapi në mënyrë më të specializuar për të trajtuar me kujdes gjatë mësimit secilin nxënësi me aftësi të veçanta. Një punë e tillë e ndërthurur me kujdes është konstruktive dhe në favor të rritjes psikosociale të nxënësve dhe të vetëdërgjegjësimit të tyre; është një ndihmë e padiskutueshme e rritjes së numrit të qytetarëve të ardhshëm me baza më të shëndosha morale; është një rritje e ndërgjegjes kolektive ndaj normave të etikës morale dhe sociale.

3.2 Aspektet e diversitetit në klasë.

Parimisht të gjitha këshillat dhe udhëzimet e lartpërmendura për çdo rast janë të njohura gjerësisht. Problemi më i madh dhe i hasur rëndom është tek implementimi i teorisë në kushtet e praktikës profesionale. (Walker & Fabre, 1987). Me një fjalë, ajo çfarë duhet të kenë mësuesit e rinj dhe ata të ardhshëm është formimi sa më i gjerë i aspektit psikosocial si dhe një aftësi për të ndikuar pozitivisht në gjendjen psikosociale të fëmijëve. Mësuesve i vështirësohet roli i tyre kryesisht në klasat me nxënës nga shtresa të ndryshme shoqërore, për çka duhet të jenë akoma më shumë alertë për probleme të ndryshme. Klasat me të tillë përbërje kanë larmi të madhe të ngjarjeve problematike, kështu që mësuesi nuk duhet të ndjehet i izoluar në afrimin me nxënësit dhe dhënien e alternativave për një zgjidhje sa më të mirë të problemeve. Roli i prindit shkon paralel me atë të mësuesit, pasi një koordinim i mirë mes tyre ndikon direkt në sjelljen e nxënësit. Në trekëndëshin PRIND – NXËNËS – SHKOLLË duhet të forcohet lidhja, komunikimi dhe bashkëpunimi mes të tre faktorëve që të kemi rezultate të dukshme në mbarëvajtjen e procesit mësimor. Kjo lidhje duhet të jetë edhe më e fortë sidomos në rastet kur shërbimi i psikologut të shkollës mund të jetë edhe i mangët dhe i paplotë, kjo për arsye se koha fizike për të mbuluar 2 mijë nxënës të shpërndarë edhe në shkolla të ndryshme në zonat rurale është e pamjaftueshme. Në rastet kur shkollat e kanë shërbimin e psikologut shkollor më efikas, duhet menduar që t'i jepet vendi që i takon dhe gjithë hapësira e nevojshme psikologut për të ushtruar profesionin e vet. Psikologu shkollor ka rolin e vet të rëndësishëm dhe duhet të ketë peshë specifike të njëjtë me secilin aktor të trekëndëshit. Nëse jemi dakort që roli i psikologut shkollor është po aq i rëndësishëm sa ai i mësuesit, prindit dhe vetë nxënësit për mbarëvajtjen e tij në shkollë, atëherë ky trekëndësh barabrinjës duhet të kthehet në katror. Një paraqitje e tillë grafike do të ngjallte interes dhe debat në të njëjtën kohë, çka do t'i shtonte vlerë këtij punimi. Diskutimi për rolin e psikologut është i gjerë, edhe vendi i tij është i mirë përcaktuar; ama sa i domosdoshëm dhe sa peshë ka ai në mbarëvajtjen e procesit mësimor dhe përgatitjes së nxënësit, këtu mendoj se të gjithë ne duhet të japim kontributin tonë me mendime dhe studime të mirëfillta rast pas rasti, në mënyrë që gjykimi ynë të jetë sa më cilësor.

Po t'i kthehemi rastit të klasave që kanë në përbërje shtresa dhe nivele të ndryshme të nxënësve, vihet re, gjithashtu, se niveli i përgatitjes së nxënësve është i ulët; por çka është më e rëndësishme, është shumë e ulët dëshira për mësim. Faktorët që ndikojnë për të patur këtë nivel, tashmë dihen dhe janë bërë evidente. Problemi është të gjenden

mekanizma funksionalë dhe eficientë për të ngritur këtë nivel. Një nga sugjerimet që sjell ky punim është përgatitja e mësuesit. Në këtë pikë dua të theksoj se mësuesi duhet të ketë përgatitje disiplinore dhe rreth – disiplinore sa më të gjerë. Në klasa me disnivel të dukshëm kulturor, diferencat shtesore mes nxënësve mund të përbëjnë burim të vazhdueshëm konfliktesh. Këto konflikte mund të jenë edhe afatgjata në rast keqmenaxhimi si nga ana e nxënësit, ashtu edhe nga ana e mësuesit dhe e prindit. Këtu bëhet më se i domosdoshëm roli i psikologut për të dhënë një zgjidhje profesionale për raste specifike.

Për këtë arsye, por jo vetëm, mësuesi duhet të ketë një formim sa më të gjerë dhe enciklopedik, çka rit kureshtjen e nxënësve për mësim. Nëse mësuesi është shumë i aftë dhe i përgatitur vetëm dhe vetëm për lëndën që jep, atëherë ai e ka të vështirë ta bëjë orën interesante. Përveç kësaj, një nivel shumë i lartë i mësuesit, në disa raste është frenues për mbarëvajtjen e procesit mësimor, pasi nxënësi e ka të vështirë të ndjekë mësuesin dhe ndjehet shumë i pafuqishëm për të kapur atë nivel aq të lartë. Nga ana tjetër, një mësues po kaq i aftë, por që nuk e lodh klasën me informacione pafund, është njëherazi enciklopedik por jo i mërziutshëm, ka më shumë gjasa të ketë eficientë më të mirë mësimdhënëse sesa rasti pararendës. Një nga sfidat e vazhdueshme të mësuesit është të arrijë të fitojë zemrat e nxënësve në terma afatgjata. Gjithashtu ai duhet të depërtojë në mendjet e tyre me ide dhe vizion, të rrisë dhe të nxisë kureshtjen te nxënësit e vet për lëndën që zhvillon; si dhe të jetë sa më pranë tyre për probleme të ndryshme që nxënësit hasin ditë pas dite. Si mundet një mësues të jetë mbresëlënës? Mësuesi krijon tipin e tij ndër vite dhe i përmbahet atij. Nxënësit mbajnë në kujtesën e tyre afatgjatë dy ekstreme mësuesish: ose mësuesin e rreptë dhe shumë kërkues, ose mësuesin që i ka falur më shumë dashuri për jetën dhe për librin. Në të dy rastet është i domosdoshëm formimi psikosocial i mësuesit.

4. Përfundime dhe Sugjerime

Në mbyllje të këtij punimi, sipas literaturës së shfrytëzuar, por mbi të gjitha sipas të dhënave të mbledhura në terren lidhur me tematikën e trajtuar, sjell në vëmendje edhe një herë rolin që ka formimi psikosocial i mësuesit në mbarëvajtjen e procesit mësimor. Profesionit i mësuesit është një profesion kompleks dhe me një përfshirje më të gjerë sesa vetëm klasa dhe ora e tij. Edhe nëse përqendrimi është vetëm në këtë kuadër, vetë mësimdhënia është më përfshirëse se kaq. Roli i tij është i rëndësishëm për nxënësin, familjen, dhe mbi të gjitha për komunitetin. Aftësitë profesionale të mësuesit duhet të shtrihen në formim të tij të përgjithshëm, në trajtimin e njohurive dhe përcimin e ideve tek nxënësit në mënyrë sa më të butë dhe të natyrshme. Promovimi i vlerave thelbësore të mësuesit është një hap i rëndësishëm që duhet marrë gjerësisht nga organet kompetente në fuqi, çka do të çonte në rritjen e përgjegjshmërisë së secilit mësues si dhe do të sillte efekte pozitive në shkolla dhe më gjerë.

Formimi psikosocial i mësuesit vërehet të jetë thelbësor, jo vetëm se sjell dobiti e veta në kuptimin dhe përballjen me problemet që ndikojnë direkt në përgatitjen e nxënësve; por sepse mësuesi mund të jetë një transmetues i mirë i këtyre problemeve tek psikologu i shkollës. Mësuesi mund të shihet si interlokuatori më efikas mes nxënësit dhe psikologut të shkollës për të gjitha arsyet që janë përmendur në nënçështjet e mësipërme. Kjo mund të shihet si një nga sfidat më të mëdha të mësuesve aktualë me një përvojë të gjatë pune, të cilët ndeshen përditë me larmi problemesh në këtë jetë dinamike dhe në evolim të shpejtë e të vazhdueshëm. Por kjo është një sfidë edhe për mësuesit e rinj, të cilët kanë deficienca në përvojë dhe në këtë aspekt të formimit të tyre psikosocial. Sigurisht, mbetet një sfidë edhe për aspirantët e profesionit të mësuesit, të cilët kanë dëshirë të marrin një rrugë të bukur por të vështirë.

Sfida më e fortë i mbetet institucioneve që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësuesit. Sugjerimet e këtij punimi i shkojnë kryesisht këtyre institucioneve. Për t'i ardhur në ndihmë mësuesve aktualë dhe të ardhshëm në përballjen me sukses të kësaj sfide, rolin themelor e kanë universitetet, dhe kryesisht fakultetet që përgatisin mësues. Në programet dhe kurrikulat e tyre duhet të ketë një hapësirë të duhur për formimin psikosocial të mësuesit të ardhshëm, duhet të shmangen teoritë e shumta dhe joeficientet por një ndërthurje me praktikën aktuale profesionale sa më të gjerë. Për t'u bërë mësues duhen 3+2 vite, për t'u ndjerë i tillë duhet një jetë e tërë në profesion. Një tjetër sugjerim është përzgjedhja e lektorëve që japin lëndë që kanë të bëjnë me përgatitjen e profesionit të mësuesit. Një ndër kriteret e rekrutimit të këtyre lektorëve mendoj se duhet të jetë përvoja e tyre e konsiderueshme në sistemin parauniversitar.

Një tjetër sugjerim vjen edhe për Drejtoritë Arsimore Rajonale, për të rritur bashkëpunimin me Fakultetet e Edukimit, dhe njëkohësisht me Departamentet përkatëse që mbulojnë lëndët e formimit psikosocial të mësuesit. Është e nevojshme të ndjehet rritja e trajnimeve dhe seminareve cilësore në funksion të këtij qëllimi. Trajnimet të jenë efikase për mësuesit aktualë dhe të gjendet mënyra për të ndjekur efektivitetin e aplikimit të tij në përditshmërinë e profesionit të mësuesit. Të gjenden mekanizmat efikase për një ndërthurje të eksperiencës së studentëve-mësues me mësuesit

aktualë dhe me psikologët e shkollave për të parë nga afër problemet e tyre.

Në përfundim, shpresoj që ky punim t'i vijë sado pak në ndihmë grupeve të interesit dhe mbetem në kërkim të përbaljes së ideve të reja dhe diskutimeve të gjera lidhur me këtë çështje.

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Education Policy and Ethnic Relations in Malaysia: The Socio-Economic Perspectives

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Abstract

In Malaysia, as well as other countries, a national education system and a common language has become one of the most important cultural elements by which diverse culture groups can come together. It can form the foundation for a Malaysian national identity. In fact, the early move had been made before independence particularly through two reports, i.e. the Razak report and the Rahman Talib report. According to the Razak report 1956; "The ultimate objective of education policy in this country must be to bring together the children of all races under a national education system in which the national language (Malay language) is the main medium of instruction". Moreover, from a different point of view, we may argue that apart from the objective of unification, there was also an underlying economic motive in choosing Malay as the national language. The aim was stated by the Barnes Committee's Malay Education Recommendation of 1951 which wanted to encourage and enable the Malay community to occupy its rightful place in the mixed society of Malaysia. The manifestation of economic motives in the educational realm are reflected from the educational inequalities in which the Malays feel they had historically and at present an unfavoured position against the non-Malays who were far advanced. Policy makers and conflict management scholars have devoted a great deal of energy to try to explain the situation and the way this type of conflict can be remedied. Within the framework of socio-cultural dimension language and national education are important elements of the problem of Malaysian social and political system. Therefore the objective of this paper is to determine and to analyse the link between education and socio-economic factors, particularly where the language of instruction is concerned, has made education an 'emotional and contentious' issue in ethnically divided Malaysian society.

Keywords: Education Policy, National Language, Ethnic Relations, National Unity, and Conflict Management.

1. Introduction

"Education plays a central role in any country's pursuit of economic growth and national development. There is no better predictor of a nation's future than what is currently happening in its classrooms. In today's global economy, a nation's success depends fundamentally on the knowledge, skills and competencies of its people. It is no surprise that nations with higher education levels tend to enjoy greater economic prosperity. Education is also fundamental to nation building and unity. It provides individuals with the opportunity to improve their lives, become successful member of the community and active contributors to national development." (Malaysia Education Blueprint 2013-2025).

Before independence, the education system in Malaysia according to Milne and Mauzy (1986) can be divided into three tiers. Firstly, the most remarkable consisted of English-language primary and secondary schools, attended mostly by the children of the Malay aristocracy and wealthy urban Chinese and Indians. According to M.Bakri Musa (2013) there was the attitude of Malay parents who thought sending their children to English schools was tantamount to turning them into white man and, horror of horrors, Christians. Secondly, the secular Malay-medium primary school system, which the British established and supported (they also recognised and assisted the Malay-Arabic Quranic schools). The aim of this kind of school was to keep rural Malay youth as peasants. There is no secondary Malay schools system. Finally, the third tier was composed of vernacular Chinese and Indian (Tamil) schools. The Chinese established, oversaw, and financed their own primary and secondary schools.

Apart from the difference of the medium of instruction, the education system was also characterised by disparity in many aspect such as curriculum, syllabus and orientation. Such a situation was unhealthy for the future of Malaysian society. The link between education and socio-cultural factors, particularly where the language of instruction is concerned, has made education an 'emotional and contentious' issue in ethnically divided Malaysian society (Milne and Mauzy 1986).

2. Education and Socio-Economic Perspectives

With regard to the above discussion, in the postindependence period we witness a crucial change that the government has made in the education programmes. In Malaysia, as well as other countries, a national education system and a common language has become one of the most important cultural elements by which diverse culture groups can come together (Wan Hashim, 1983, Enloe, 1968). It can form the foundation for a Malaysian national identity. In fact, the early move had been made before independence particularly through two reports, i.e. the Razak report and the Rahman Talib report. According to the Razak report 1956;

"The ultimate objective of education policy in this country must be to bring together the children of all races under a national education system in which the national language (Malay language) is the main medium of instruction, though we recognise that progress towards this goal cannot be rushed and must be gradual" (Report of The Education Review Committee, 1960).

Furthermore, under the independence constitution of 1957, Malay was made the national language, with English to remain in continued official use. In this regard, John Lowe (1960) argued that under the socio-cultural dimension, the non-Malays are on the defensive and the Malays on the offensive. However, the leaders of the Alliance party, in 1956 reached a consensus and agreed to the Education Act of 1957 under which;

- (1) each ethnic community to conduct its own schools using its own language for teaching;
- (2) because Malay is the national language, the Chinese and Indians schools must teach Malay as a subject;
- (3) the approach in history, geography and other textbooks must be a Malaysian, not a Chinese or Indian one.

The endorsement of the above report by the leaders of the Alliance party through the process of *musyawarah* (or the consensus-seeking approach) indicated that the use of the Malay language as a tool of unification has been recognised officially ¹(without putting in jeopardy the use of other languages).

Moreover, from a different point of view, Enloe (1968) and Wan Hashim (1983) argued that apart from the objective of unification, there was also an underlying economic motive in choosing Malay as the national language. The aim was stated by the Barnes Committee's Malay Education Recommendation of 1951 which wanted to encourage and enable the Malay community to occupy its rightful place in the mixed society of Malaya. The manifestation of economic motives in the educational realm are reflected from the educational inequalities in which the Malays feel they had historically and at present an unfavoured position against the non-Malays who were far advanced.

Manifestation of the statistics of enrolment at the higher learning institutions made the Malays fear for their future in their own country. For instance, at the University of Malaya, enrolment in 1966-1967 showed that 70 percent was non-Malay, and furthermore, the faculties of engineering, science, and medicine were 98% , 93% and 84% non-Malay respectively. At the University of Technology of Malaysia (formerly The Technical College) in Kuala Lumpur enrolment was 90 percent non-Malay (Esman 1972).

Therefore, after the May 13th, 1969 riots, the ruling party Alliance (which is led by the UMNO) was insistent that education would more fully reflect the intended Malay basis of society. This idea had multiple objectives, among other things to promote cultural unity, as well as to provide the device for Malays to "catch up" in education and economic pursuits (Milne and Mauzy, 1986). Gradually, beginning in July 1969, the government implemented the use of the Malay language as the main medium of instruction in all types of government-aided schools. To enhance this drive and to educate the Malays, government formulated the policies of quotas and scholarships, for university enrolment. Furthermore, government also established a number of universities to meet those objectives. The aftermath of this action was that Malay enrolment at tertiary institutions increased from about 20 percent in 1962 - 64 to more than 65 percent in 1975 (Milne and Mauzy, 1986).

In response to the above move the non-Malays, particularly the Chinese and Indians, feel their cultural heritage has to be maintained. To some extent the defenders of Chinese education contend that its "essence" (e.g., socialisation into Chinese culture) can never be captured in another setting, an education. Since the government is busy remedying

¹ This fact has been guaranteed by the government as firmly stated in the government official year book that the Malay Language is the National Language of the country. It was declared the official language in Malaysia in 1967 following the passing of the National Language Act by Parliament. The government promotes the use of the national language to foster national unity. An effective way of developing the national language is by making it the medium of instruction in schools and the institutions of higher learning in the country, besides being the official language in government administration. However, the people are free to use their mother tongue and other languages. English as the second language is widely used in business.

the Malays' backwardness, various Chinese groups successfully promoted the conversion of Chinese secondary schools to independent status to resist the conversion to Malay. The certificates from these schools have strong economic backing recognised by the Chinese business network, by Taiwan, and by some Western universities. Likewise, according to the study by Milne and Mauzy (1968),

"there were record enrolments in Chinese primary schools in 1970s (specifically, a 21 percent upsurge in 1971 - 1978). This trend has continued despite the fact that facilities and qualified staff are lacking; indeed, the Democratic Action Party (the Chinese leading opposition party) in 1984 accused the government of ignoring the needs of Chinese primary schools in order to lower their effectiveness preparatory to converting them. Another decade-long Chinese effort was directed to the establishment of an independently financed Chinese-medium Merdeka University or (independent university). This effort was finally defeated when the Malaysian High Court ruled in late 1981 that it was "not expedient" in the national interest, and a subsequent appeal was rejected".

More over, according to Preliminary Report of the Malaysia Education Blueprint 2013-2025

"the proportion of Chinese students enrolled in National Type (Chinese) Schools increased from 92% in 2000 to 96% in 2011. The shift for Indian students was even more dramatic, showing an increase from 47% to 56% enrolment in National Type (Tamil) School. As such, 90% of students in National Schools are now ethnically Malay."

As has been emphasised earlier, socio-economic status is one of the important element in the educational realm. This is particularly relevant to the case of the inter-ethnic issue in Malaysia. Hirshman (1974) notes that education is usually considered as the 'imparting of greater skills or job qualifications.' Under these circumstances Hirshman (1974) continued that education is one of the parameters for social mobilisation.

According to Esman (1972) and Chopra (1974), Malay political, professional, and intellectual leaders fear for that Chinese economic dominance is reinforced by a growing dominance in the modern technologies, which are a complementary source of social power. Some Malays ask whether their control of government will be sufficient to counteract the rapid growing Chinese power in education and in the modern economy and whether, in addition to their efforts to foster Malay entrepreneurship and educational opportunity, direct government intervention is required to correct these imbalances, even at the risk of reduced efficiency and lower rates of economic growth.

3. Education and Restructuring the Society

This measure aims to avoid the identification of ethnicity with particular forms of economic activities as well as residential location. The plan outlines policies and programmes to 'modernise rural life'², encourage a rapid and balanced growth of urban activities, provide improved education and training programmes at all levels, and above all ensure the creation of a Malay commercial and industrial community in all categories and at all levels of operation in order that within one generation Malays and other indigenous people can be full partners in the economic life of the nation. The measures to promote and increase Malay participation in commercial and industrial community had been done through direct government intervention and control. In this regards, Lee Hock Guan (2013) argue, the government has also continued to award student scholarships and loans on a largely ethnic-based income-blind basis, including through the National Higher Education Fund Corporation (NHEFC), Public Service Department (PSD) and especially Majlis Amanah Rakyat (or the Council Trust of the indigenous People).

Further, the government established new urban centres in the less developed areas by introducing industries and other facilities. Educational programmes were launched aimed at enabling Malays and other indigenous people to enter commerce and industry at the technical, professional, executive and managerial levels. The government had encouraged non-Malay firms and foreign owned enterprises to provide expanded opportunities for Malay participation as well as enable them to be given training at all levels. Particular arrangements were also planned for joint ventures between Malays and non-Malays and others in this area. By this means it is hoped that the expertise, experience, and markets of the established organisations will be made available to the fledgling Malay firms (*Foreign Affairs Malaysia*, 1971).

² Under this programme the government is not suggesting the rural sector be neglected, but the old subsistence rural economy must go. It must be transformed and modernised. According to Ghazali Shafie, thought should be given to organising the various rural areas and running them as so many different corporations with the land as capital in the corporation. This would promote large scale planned mechanised farming and the profits would go back to the farmer as it would to any shareholder of a company in proportion to the land which he/she has put at the disposal of the corporation.

In the further development, the role of education in raising productivity and income level has long been recognised. As such, Ragayah (2013) emphasise that the New Economic Policy focused on education as a means to eliminate poverty and restructure society. This objective was to be attained through the development of appropriate education and training programmes to raise the supply of trained manpower and direct incentives as well as administrative measures to boost their participation in the modern sector. While the Chinese and Indians also advanced in their educational attainment, the two decades of the New Economic Policy saw a tremendous growth of Malays being educated at all levels – primary, secondary and tertiary – and in all fields. Educational programmes, including university enrolment quotas, scholarship and other educational subsidies, helped Malays improve their wage-earning capacity, which led to a reduction in poverty incidence.

A firm target was set that by 1990, Malays should own and operate 30 percent of the modern commercial and industrial sectors. Malay ownership and control of share capital was to rise from 2 percent in 1970 to 30 percent in 1990, the non-Malay share from 23 percent to 40 percent and the foreign share was to be reduced from 62 percent to 30 percent (Datar, 1983). In order to achieve this target the government was fully aware of the problems facing it in the implementation of the programmes and projects, therefore, the government established a special unit - the Implementation, Coordination and Evaluation Unit (ICEU) - which is working directly to monitor the progress in the implementation of the said plan (Foreign Affairs Malaysia, 1971).

Although the role of education policy as a tools in the restructuring of the employment pattern so as to reflect the ethnic composition of the population has made a significant achievement, imbalances in employment continue to exist with regard to the specific restructuring targets particularly at the professional and managerial as well as technical and skilled occupations. According to the report of Second Outline Perspective Plan (OPP2), despite the fact that the *Malay* employment in the manufacturing sector has improved as indicated above, they were more concentrated at the lower ranks of occupation. Moreover, the Malay accounted for only about 26 per cent of the total professional and managerial employees and about 36 per cent of the total technical and supervisory employees in the sector. Generally, in the professional and technical category almost half of the 60.3 per cent Malay employments were in the nursing and teaching professions. In certain high-paying registered professional jobs such as architects, accountants and doctors, the Malay only made up 29 per cent of the total in 1990. In the administrative and managerial category, the Malay employment was about 33.3 per cent while the Chinese dominated with about 58.7 per cent and 5.3 per cent for the Indians.

4. Conclusion

Based on the scenario above, the policy of preference, which has been given a structured expression in the form of the education policy in general does not aim at ethnic domination or supremacy. In this regards, Cheng Taik emphasise that, it merely seeks on the one hand to overcome the historical backwardness of the Malays and to lift them up to a level at which they will be able - without further handicap - to compete equally with the immigrant ethnicity while on the other hand the government has guaranteed under the Federal Constitution that no particular group will experience any loss or feel any sense of deprivation. For instance, in the Federal Constitution, Article 153 contains safeguards for the legitimate interests of the Chinese and other ethnic groups. Whilst preference is afforded to the Malays in trade, industry or education, it is not intended to oust the existing participants. As a result, the education policy practically transformed the socio-economic structure of the nation.

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Migration as a Challenge for Albanian Post Communist Society

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Abstract

Migration is a global phenomenon caused not only by economic factor but many others like social, political, cultural, environmental, health, education etc. It generally takes place from the area of less economic opportunities and retarded social development towards developed and fast developing areas. But in Albania this phenomena was quite different from the other society. By the end of stricter communism regime and the raise of democratization process in Albania, brought out huge challenges for Albanian society. One of these challenges was the movement of people as the cause of internal and international migration phenomena. The 'open border' toward all countries in the world, especially toward Western ones during 1990's was a quite new phenomena for Albanian society, that cause drastic, rapid, inevitable and unplanned changes in the population. This happened as the result of many reasons. Such as the forbidden of moving outside Albania and the curiosity of 'what is around' was one of reasons to migrate. Also, forbidden of movement of people for continuing their life, within Albania were as push factor to form the internal migration. Although economical, political, education and socio-cultural beneficiaries were some of push factors for internal and international migration in Albania. The objectives of this articles are going to be focus on analyze of internal and international Albanian migration during post communist period till nowadays. During analyze of this phenomena is going to take into consideration social changes, social capital and its effect on the Albanian society challenges.

Keywords: Migration Phenomena; Social changes; Social Capital; Albanian Post Communist Society

1. Introduction

The collapse of communism in the Balkans brought about significant political, economical and socio-cultural changes. Albania was one of the countries influenced by these changes, which became internationally pluralist country after establishing of the democratic political system. During 1990-s the end of the communist regime and the raise of democratization process helped Albanian society to become 'open border' toward other countries of the world, especially toward Western countries. This situation formed the contact of Albanian state with other states in the world. This phenomenon was quite new and had complex consequences of the Albanian society. The transition process occurred during a period of economic and political unrest and led to social and demographic changes accompanied by large flows of people within and out of the country. This process, which has been characterized by economic and political unrest, led to social and demographic changes accompanied by large flows of people within and out of Albania. Massive exodus occurred over this period, mainly to the neighbouring countries such as Greece and Italy. This was a stereotype exodus incomparable with any of the other former communist countries. 'The most visible exoduses were in July, 1990, when several thousand Albanians took refuge in foreign embassies in Tirana, and from March to August, 1991, when boats almost submerged by dense crowds of shabbily dressed Albanians, crossed the Adriatic to Italy. Over the same period thousands of Albanians walked across the mountains from southern Albania into northern Greece' (De Waal; 6).

The process of migration, both internal and international one, has increasingly been seen as involving economic, political and demographic changes, as well as processes of urbanization and modernization. Migration has profound social, cultural and economic consequences for individuals, families, communities, society, regions and the country as a whole. The effect of migration is reflected in the population decreasing and the massive urbanization of some areas and de-urbanization of others, increased differentiations among social and economical stratifications that reflect to the integration of migrants, dynamic changes in the gender and the age or demography of the population. So this reflects to the dynamic changes within a society. The process of migration, both the internal and international one, has increasingly been seen as involving economic, political and demographic changes as well as processes of urbanization and modernization in Albania. Migration has profound social, cultural and economic consequences for individuals, families, communities, society, regions and the country as a whole. The role of migration is reflected in young and middle age

population decreasing and in the massive urbanization of some areas and de-urbanization of others, as well as a decrease in the population of rural regions. This period increased social and economical stratifications of urban areas relatively with integration of migrants, social and cultural transformation of the regions, brought about changes in dynamism of the age structure of the population. Therefore, it is very important to point out that migration has been one of the most dynamic features of the Albanian transition. In this article it is going to be analyzing migration phenomena and its challenges in home society. Also this article discusses Albanian migration phenomena and analyzes its effects of social changes and social capital in society.

2. Migration Phenomena and its Challenges in Home Society

Migration all over the world is the excepted as documented or undocumented people movement, which are effected by political incorporation, economics, politics or historical associations. Until relatively recently, there were few scholars working on migration phenomena and its issues. However the number of contemporary studies had been increased by the fact that any research on immigration almost certainly flows over disciplinary boundaries. By the beginning of the 21st century, international population movements had evolved into five discernible migratory systems, each one characterized by a rough stability of migrant flows across time and space. 'In general, the flows of people within these systems parallel flows of goods, capital, and information that are partially structured by international politics' (Massey; 15).

Migration is a very complex phenomena in the perspective of socio-cultural and economic life. Human migration is the movement of people from one country to another for the purpose of taking up permanent or semi permanent residence, usually across a political boundary. For thousands of years people have migrate to search for food, survive conquer frontiers, colonize new territories, escape from war zone or political authorities and look for new and more rewarding and existing opportunities. People can either choose to move or voluntary migration and be forced to move or involuntary migration. According to a widely used definition, migrants are persons who have been outside their country of birth or citizenship for a long period of time and stay there for different reasons. On the migrant side, one can usefully distinguish three main groups: economic, forced and family migrants, which is a distinction based on the motivations for leaving one's country of origin. According to me, migrants could not be classified on just three groups because there are so many people who are not forced to migrate but they want to leave their countries for political reason (such as political transition), for education and for a better socio-cultural activities. Engle claimed that migration is often cast as a "problem" to "control" in the domestic politics of richer countries, heightened by recent concerns with "national security" (Engle; 25). Also in social sciences, the term 'migrant' spread an underlying definitional imprecision that blurs the respective fields of study, socio-cultural and policy-making as well as the linkages between these. So we can claim that migration is the moving of people internally within countries, or internationally between countries from sending to receiving countries. This moving may be for the short or long term, for economic, political, cultural or social reasons. It may be regular/legal or irregular/illegal. 'Migration all over the world is the excepted as documented or undocumented people movement, which are effected by political incorporation, economics, politics or historical associations. But unfortunately the prevailing approach of national policymakers is accordingly one of managing the flow of migrants (Lucas; 71) driven by domestic concerns rather than more global interests or the interests and rights of migrants. The intergovernmental body, the International Organization for Migration (IOM), works under the banner of 'Managing migration for the benefit of all' and has gained significant support from governments (Jolly & Bridge; 29).

Ravenstein saw migration as an inseparable part of development, and he asserted that the major causes of migration were economic. Migration patterns were further assumed to be influenced by factors such as distance and population densities. According to Hein people are expected to move from low income to high income areas, and from densely to sparsely populated areas, that is, the general notion that migration movements tend towards a certain spatial-economic equilibrium, has remained alive in the work of many demographers, geographers, and economists ever since and, as we will see, is also the underlying assumption of push-pull theories (Hein; 4).

Different theories of migration (such as Push and Pull Theory; Neo-Classical Equilibrium theory; Historical Structural Theory; Transnational Migration Theory etc), which mainly focus on the causes of migration and the feedback mechanisms through which population movements, are perpetuated. So the causes and consequences of migration are strongly interrelated, and part of the same general processes of social and economic transformation, the circumstances that cause migration will equally affect migration on development in sending societies. For this reason we can say that migration phenomena's complexity can be seen also to definitions above. And the complexity is multidimensional and varies according to migration flood/wave each society.

The scholarly debate has tended to separate the developmental determinants and effects or impacts of migration

artificially from more general processes of social including economic change. There is a clear need to study migration impacts in their wider societal context, and to see how migration as: A process which is an integral part of broader transformation processes embodied in the term "development"; but also has its internal, self-sustaining and self-undermining dynamics; and impacts on such transformation processes in its own right (Hein; 2). So, is very important to say that emigration play a very important role not just for reorganization of life, but for society's cultural, social, economical and political perspective.

The complexity of migration trends in the twenty-first century cannot be ignored. In the past, most migrants came from countries with colonial and specific bilateral arrangements to European and other economical development countries. But the migration profile has been changed during the last decade. There has been a rapid increase in the diversity of migrants as a result of a more interconnected world, with continued economic disparities. The increase in the number of sending countries has resulted in a new 'super-diversity' in Europe, with many disparate communities composed of small groups made up of many different nationalities. So consequently to this we can claim the other face of complexity of migration phenomena. The flow of migrants to Europe has also become more complex in terms of movement and legal status. After the fall of communism and the opening of borders of Albanian state, another factor affected the rise of migrations flows. This factor was and still is globalization. Globalization is changing the nature of the migration journey.

According to Hans de Hein, one-way voyages to a new country of settlement, the type of migration which populated the New World, are giving way to more temporary and flexible movements, and a new generation of migrant globetrotters. With cheaper communication and travel, migrants have greater opportunities to maintain links with their home-countries, and 'return' and 'circular' migration is becoming increasingly commonplace. In Europe particularly, an increasing proportion of the migrant population is 'transnational: that is to say, people working in one country while maintaining a family and social life in another (Hein; 26). According to this perspective is very evident and important to say that the problematic form of migration is reflected to the social relation of one society. So migration is very benefit for the economical conditions but its reflection or symptoms causes the social anomies for receive and hosted societies too. This phenomenon is seen in social identities of migrants, such as they have e feeling of not belonging in the hosted society but even in their own state. So this feeling is mostly related with integration according to policies of receive countries and sometimes this application may not be totally voluntary.

Migration phenomena's complexity derives from a number of factors. According to Vullnetari these factors may include origin or destination country perspectives, macro or micro analyses, discipline based approaches, concerns over short or long term impacts, varying types of migration and development spatially and over time and, not least, various ways of measuring the two. (Vullnetari;35). Increasing interdependencies of social, economic and political aspects require an approach that takes these global interdependencies into account, but also embeds the analysis in a specific social and geo-historical context relevant to the study. So as conclusion it is very important to say that, migration is a complex phenomena that appears with multi-dimensions in society.

3. Albanian Migration: Its Effects on Social Changes and Social Capital in Society

3.1 Albanian Migration and Social Changes

Migration, whether rural to urban or international, has emerged as the most common livelihood coping strategy in Albania, and has served as an important escape valve for unemployment and other economic difficulties brought on by the transition to a market economy. 'Driven by these dire economic conditions, and facilitated by geographical proximity and the lure of Western affluence transmitted through Italian television channels' (Ma; 7), many Albanian households perceived migration, whether temporary or permanent, as an effective strategy for sustaining and improving their economic livelihoods. This view was amply reflected in the government's complacent position towards emigration, which was seen, at least initially, as a means of exporting unemployment and importing wealth (Azzarri& Carletto; 2)

According to sociological view of migration, it is very important to say that, Albanian migration phenomena has an extremely dynamic nature, the main objective of this paper is to analyze and understand Albanian migration and its effects on social changes and social capital of the society. Overall, migration in Albania continues to be a very dynamic and all-pervasive phenomenon, with the majority of Albanian households having experienced some form of migration since 1990 and one third of households having at least one split-off household member currently living abroad. Striking changes in both the magnitude and composition of the flows are still occurring at an impressive pace, with new patterns emerging over the past few years, and old patterns stabilizing or transforming, in response to changing conditions in the

main host countries and as part of a natural maturation of the migration process.

The migration process has been dynamic over two decades in Albanian. For example the outflows following the collapse of the pyramid saving scheme in late 1996, international migration appears to be tapering off. Although migration is likely to continue at a sustained level for years to come at least as long as economic differential remains with the neighboring countries it is obvious that the outbreak of domestic crises and sudden shocks have been behind the two large migration epochs over the past 20 years. Also the reflections of migration flows in Albanian society has been effected its structure and its social capital. As pointed out, the flow of migration effects the socio-demographic characteristics of migrants have been changing over time. The movement of people in and out of Albanian has been effect the structure of society. A new organization of society has been caused many social problems and new social phenomena in Albanian society.

An important element to be taken into consideration is also the suggesting an overall deterioration of the human-capital quality of more recent flows: less educated and older migrants appear more likely to migrate in recent years, in addition to an ever-increasing number of women (however the latter have higher educational levels, on average, than men). Excluded from these patterns is migration to destinations other than Greece and Italy. These other destinations continue to attract better educated and potentially more productive migrants, mostly from Tirana and other large cities. Thus, two clear flows emerge, with increasingly less educated migrants from rural areas seeking a better life in Greece and Italy, and more educated urban dwellers, often female, migrating to farther destinations in European countries, America, and all over the world. Also, not surprisingly, the unstable economic situation and sudden shocks have created stronger push factors at different points in time, resulting in larger numbers of less-suitable individuals taking the migration path.' However, as reflected in the trends and composition of the flows of returnees, these less endowed migrants are also more likely to return, and to return sooner. As confirmed by the ALSMS data for 2005, returnees are on average worse-off than permanent migrants and the likely stairs' (Azzarri& Carletto; 24).

The movement of Albanian social actors within and outside the country has been one of the most important factor of the dynamic of society. The direction of migratory flows depends mainly on social, economic and cultural factors, on the change of social structure and on new perspectives of social life. It is important to state that migration is, in general, not solely individual decision, but also most frequently a phenomenon that takes place in a family context. One or two members of the family migrate while the others stay in their home country. This phenomenon can be observed also with respect to the Albanian migration.

The role of migration is reflected in the population decreasing and the massive urbanization of some areas and de-urbanization of others, increased social and economic stratifications of urban areas related to the integration of migrants, social and cultural transformation of the regions, changes in the gender and the age structure of the population and even the dynamics of social changes. The situation of overpopulation or depopulation has been caused the reorganization of society structure based on these demographic inequalities. The transition process in Albania reflects, for the most part, 'society depression'. This means that social institutions are not functioning well. For examples Albanian families in which one or two member are migrants, appear to have different social problems. From the effect of these social problems it may be called as 'depressively' situation of family. Therefore, when one parent migrates, the other (that could meet the partner after a very long period of time and could not participate as an active family member in family life) has to play both social roles as father and mother. This situation has anomic impact on children and even on the parents themselves. Also it may be identified as a situation that causes the social and personal identity anomies. But on other hand, it is important to stress that remittances sent by the migrants help to maintain the family's economic life and also increase the inputs into the Albanian economy as a whole. As a conclusion it is important to stress that migration has been one of the most dynamic features and very complex phenomena for the Albanian transition.

The flow of young people as a work force outside Albania forms the lack of population dynamism and anomies in socio cultural structure of Albania. The anomies reflect also in social cohesion and development of society. Extremely demographic changes loose the focusing on control of population in home country. But another dynamic that reflect on the positive manner is the economic growth and prosperity from the remittances of migrants. This makes possible the country development and also has social and economic impacts. These impacts bring out the national growth and development and also the political stabilization. So it is important to stress those migration phenomena of Albanian society brought out positive and negative social changes from its dynamical structure.

Another challenges stem from migration's impact on the reorganization of social structure. The flow of young people as a work force outside Albania leads to the lack of population dynamism and anomies in the socio-cultural structure of Albania. The anomies are reflected also in the social cohesion and development of society. But also, on other hand, migration has a positive impact on the economic growth and prosperity, due to remittances of migrants. This

enables the country's development and also has social and economic impacts. These impacts bring about the national growth and development and also political stabilization. So it is important to stress that migration in the Albanian society brought about both positive and negative changes in its dynamical structure.

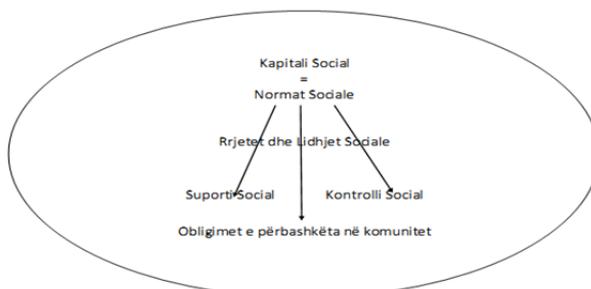
3.2 Albanian Migration and Social capital

Social capital has been treated as one of the most important topic in recent years in social sciences and has many theories about it. The reason why this term has been so much study is that social capital contents elements of social life (which are numerous) and elements of culture, economy, politics etc. Even the sociological study of social capital is plentiful in number and dimensions. "Besides links the individual with family and kin (tribe) creates individual links to various individuals and groups to facilitate social life but also to continue the daily social life (Aydemir; 97). This occurs not only because of dynamics of sociology as a science but also of social dynamics and diversity in social and cultural elements. These elements have been identified by as the social truth by Bourdieu. One of these elements is the phenomena of emigration and integration of emigrants in host societies. Boudieu in 'Forms of capital' book, states that social capital is formed of three main resources that are economic, cultural and social. (Bourdieu; 3). For Coleman, social capital is a major way to understand the link between social environment, cultural and individual contributions (Coleman; 120). Further arguments Coleman social capital has focused on taking into account the resource group that is present in family ties and social organization of society. These reflect the socialization and education of children in the family and social environment (Coleman; 45). Putman considers social capital as 'networks / network, norms and trust' that enable the participation of individuals in a community (Putnam; 66). Gould considers cultural capital as an important part of social capital, which means that when a community gathers under cultural elements (celebrations, rituals, intercultural dialogues, etc.) add / strengthen ties, co-participation and networks (Gould; 69).

In the broader sense, the social connections to social capital, displayed a power potential that can be activated at any time to achieve common objectives and expectations of society. Social ties represent huge potential to build social capital for social structure, form the link between social institutions consistently have the ability to build and rebuild social values, have the operational capability to form the principles of legality of reciprocity between individuals and solidarity to enable collaboration and individual consultation. 'In some way you can rephrase social potential as a key element in the construction of shared social identity and tonic connections between the individual and the community' (Aydemir; Tecim; Likaj; 7).

In other words, social capital is building connections between individuals and the community, which focuses on the formation of connections based on trust between the people and strengthening the social construction of community and society. Social capital functions based on: individual skills, knowledge and abilities of building links and social networking groups. Putman, explains social capital contains 'elements of social organization such as trust, norms and nets' that improve the efficiency of society by facilitating interaction action. (Putnam; 167)

Figure 1: Components of social capital (Cherti; 44)



According to above figure, the main components of social capital and social network are connections, support and social control, joint obligations. All these rates in component form social networks that 'are catalyst' for social interactions on the same network. Also one other important element is 'trust'. 'Faith' corporate at all levels of social norms, in fluctuations that may incur society. Faith is dependent on the type of network and the nature of the development of links within these

networks. So in short we can say that social capital is multi-dimensional functions of its interdependent elements leading to the continuation of solidarity in a society. According to the sociological approach to the individual choice to emigration emphasizes the relevance of certain factors, such as social organization, especially the networks of knowledge and family links that can be found in the migratory chain (Venturini, 2004; 13). But this issue sometimes may influence the fade of faith in social environment.

Although, analyze of social capital in Albanian society by taking into consideration the migration phenomena, is very important to claim that there are huge anomies on its application in everyday life. In Albanian society, social capital takes a very important place, but in its application have been seen very absences of this structure. By the migration of many people (especially some person from one family) and by the movement of people from one region to another one (especially from rural region toward urban region) social network connection are fading, social control is very low and social support is not applicable. The element of faith, most of the time could not be taken into consideration. Also, after migrating to form the social ties is not so easy. Social ties have a huge potential to build social capital for social structure, form the link between social institutions consistently have the ability to build and reconstruct social values. Migrants from social ties according to feeling of 'belonging' to some culture's or same origin's group. All these issues appear the fade of social capital and its problematic situation caused by migration phenomena in Albanian society.

Social capital, in the form of strong social ties and kinship, facilitates the migration of members of the group. Especially, in relatively poor societies where social events and beliefs are usually based on tribal ties and social capital 'connector' (bonding). These links are the primary source to achieve access / connectivity on international migration. 'This connection enables national immigration through marriage, for providing information and assistance finding housing and work etc. Often migrants and their children, prefer to marry a partner of their country with the same ethnic origin and sometimes even from the same location (town or village)' (Hein;15). Society is a structure consisting of values and social relations of mutual. So is important to note that the study of common principles of life becomes inevitable. One of common bases of some society is social capital as an important element of social structure, its implications in everyday life and values, norms and traditions that form the lifestyle in the society. 'These important elements such as values, norms, social institutions, traditions and behaviors form the basis of social connections. These elements give life to a society (Aydemir, 2011: 75). Different elements form the diversity within a society, such as the migrant's social and cultural background. Also these elements change by the inputs and outputs that migration phenomena influence in social structure.

4. Conclusion

Migration (in and out of Albania) involves a series of events that can be challenge for society. Sometimes, the process involves uprooting, being separated from traditional values, being placed in new social and cultural different situations of society. Also these changes may be appearing in the huge social changes and the fade of social capital of social structure.

Migration phenomena impact s also on the reorganization of social structure. The flow of young people as a work force outside Albania leads to the lack of population dynamism and anomies in the socio-cultural structure of Albania. The anomies are reflected also in the social cohesion and development of society. The social changes come out of migration phenomena reflect and effect the family structure too.

Another important element of social structure of a society is social capital. In this study the social capital takes a very important place during analyzing of migration phenomena. For this reason is not wrong if it may be claimed that its application have been seen very absences of this structure. By the migration of many people (especially some person from one family) and by the movement of people from one region to another one (especially from rural region toward urban region) social network connection are fading, social control is very low and social support is not applicable. As conclusion, is very important to stress that migration phenomena has caused the drastic social changes in Albanian society and had been reversed the social capital according to the anomic situation that have been appeared.

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Investigating the Essential Factors on Students Motivation through Comparing Boys and Girls in Terms of Instrumental & Integrative Motivation in EFL Classrooms

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Abstract

The aim of this study is to identify and examine Albanian's private secondary school students' instrumental motivation towards learning English as a second language. Instrumental motivation was considered inclusively, but integrative motivation in general terms. The present study employs a quantitative approach in relation with collecting data by a survey which has questionnaire aiming to measure the motivational factors on the students in single-sex environment and its useful outcomes regarding English language teaching. The questionnaire was developed by Glynn, S. M., & Koballa, T., R., Jr. (2006) and adapted from it. As the demographic information, just gender was requested in the questionnaire. In this study, the questionnaire was utilized in two different selected single-sex secondary private schools separately (girls and boys) in Albania to identify motivation for learning English. A 31-item survey was done based on classroom-administration to find out interest and inclination of the students towards learning English and to clarify how they were motivated instrumentally.

Keywords: *Motivation, Private School, Single Sex Education, Environment, Lingua Franca, Command, Demand, Single-Sex, Coeducation*

1. Introduction

Motivation affects students' performance in language learning environment. This present study deals with instrumental motivation and the gender in English language learning process. The findings will be discussed and views will be put forward.

Albania increases its relations with other countries, and the importance of an international language such as English appears essential for improving those relations with the world. Actually, an international language is called a lingua franca. As lingua franca, English language learning becomes a must for international relations. That's why, many people wanted to learn this language, and motivation of the learners started to play an important role not only in Albania but also in the world too.

Motivation might be instrumental and integrative, and necessary in teaching environment where the latest demands in relation with learning English language augmented and also private schools try to meet the demands for learning that language. Increasing the motivation of the learners is needed to make learning process easy. Otherwise, this learning process is likely to be challenging for teachers.

In this study, quantitative method was used for collecting data. Besides, questionnaire methodology was regarded for comparison of single-sex schools to collect data. Single-sex teaching environment seems more productive in language teaching. The latest demands regarding learning English is analyzed in private school environment in relation with motivational factors that require better learning for better command of English. Therein, gender difference was considered and integrative and instrumental motivation was compared in EFL environment.

Evidences demonstrate that single sex schools have fruitful impact for motivation of the students. The gender is considered differently through taking into account the learning environment. In fact, motivation is an abstract issue. Dörnyei, Z. (2001, p:1) states that "motivation is an abstract, hypothetical concept that we use to explain why people think, behave as they do."

This study suggests that for long term academic achievements, single sex schools should be established. Because, single sex schools are expected and demanded from existing parents to meet the demands for learning this lingua franca. As a result, instrumental approaches motivate learners' more than integrative motivation.

2. Literature Review

The existing literature enables necessary data for this research. Regarding motivation, Muhammad, A. et al., (2013), states that "The most effective way to get insight into the learning process is to study the learners' attitude and motivation towards learning English language." Besides, Mehmet N. G. (2001), says "learning can only happen if certain affective conditions, such as positive attitudes, self-confidence, low anxiety, exist and that when these conditions are present input can pass through the affective filter and be used by the learner."

Instrumental and integrative motivations explain this study effectively. Actually, teachers need to find ways to motivate their respective students. Mehmet N. G. (2001), expresses that "Motivation depends on the social interaction between the teacher and the learner." and says more about it such as; "The success of a teacher in second language acquisition in school affects directly the success of learners."

On the other hand, Mehmet N. G. (2001) expresses that "The choice of teaching strategy has an effect upon the motivation and interest of the student. The manner in which the teacher approaches the teaching strategy will have an effect upon motivation: an enthusiastic approach is more likely to motivate than a dull approach."

Cavallo, Rozman, Blinkenstaff, & Walker, (2003) says that "Achievement motivation is students' motivation toward performance goals (such as earning high grades, getting praise, or performing better than other students) or toward learning goals (such as learning something new, learning for the sake of learning, or improving oneself)." Mehmet N. G. (2001), says that "Achieving motivation lets the learner a desire to learn a language."

Glynn, S.M., et al., (2007) states that the female learners are "more likely to attend class on time, sit in the front of the class, take notes, study the textbook, and study in an organized way—all behaviors associated with a relatively high motivation to learn." More than that, Muhammad, A. et al., (2013), expresses that "girls' tend to demonstrate significantly more positive attitudes than boys do, recognizing also that they are more successful in learning languages than boys."

According to Glynn, S.M., et al., (2007), the "motivation to learn is "a student's tendency to find academic activities meaningful and worthwhile and to try to derive the intended academic benefits from them."

This present study suggests instrumental motivation while teaching/learning language. Muhammad, A. et al., (2013), says more and states that "Gender is supposed to have an important effect on attitude and motivation and learning process."

3. Discussion

In international relations for better communications and also in academic careers, English Language as Lingua Franca plays a considerably important role at home and abroad. Additionally, the motivation of learning this language deserves attention as well, for it contributes too much to the nation's economy.

This study demonstrated that Albanian students were motivated towards learning English instrumentally. Especially, girls showed high level motivation when compared to boys. On the other hand, instrumental motivation might help them reach their academic goals and students' participation in the study in private schools appears instrumentally due to practical value of English Language and learning English is relevant to their life as well.

Today, Albania tries to organize various international conferences, of course; a Lingua Franca is needed to communicate and establish relations with the other world. But, because of side effects of communism people could not learn English and also limited numbers of English speaking people as tourists are visiting Albania. Then, Albanian people cannot have opportunities to get in touch with tourists to improve their English. If English is spoken by large number of people here, activities and contacts with other countries will increase in this country. Hence, private schools play a significant role in terms of language teaching. Thus, the contribution and benefit of private schools is apparent.

Albanian students have a better realization of English Language as Lingua Franca, and its opportunities. When students make future plan, English becomes their consideration and it is regarded as international standard for future plan. Lingua Franca is essential for going abroad to acquire international education. For that reason, students opt for English medium school or English medium universities to realize their ambitions, but those educational institutions are limited.

Further, student exchange programs and graduating from foreign universities are considered prestigious and encourage students to improve the English Language. That's why; students' approaches for learning English Language are instrumental in Albania. If the teachers help the learners how to improve this Lingua Franca and make them see the benefits of this language, then the students will enhance their language proficiency due to practical value of English

Language and for their academic achievements. Therefore, both males and females have substantially stronger instrumental reasons for learning English that enables them academic achievements, future jobs and travel abroad.

Research Questions:

- Single-sex schools have positive effects on students for long-term academic achievements.
- Albanian students are motivated more instrumentally than integratively towards learning English.

4. Research Methodology

235 non-English students out of both girls and boys were selected to complete a questionnaire to find out factors of their motivation for learning English. Two prestigious private school of Albania were sampled. Qualitative and quantitative data were used to assess and evaluate students' performances in relation with language learning motivation. As methodology, survey research was used. A classroom-administered survey was regarded to obtain easy, simple, efficient, and productive outcomes. The participants were assured of their anonymity and brief information was given about the research. The data regarding the study were then obtained through different statistical analyses.

Primary and secondary data were considered to assess and evaluate the Albanian private educational environment in secondary private school. A 31-item survey questionnaire was used for students to evaluate the motivation of the students towards English Language Learning in private school education instrumentally, before now, the questionnaire was developed by Glynn, S. M., & Koballa, T., R., Jr. (2006) and adapted from it. As the demographic information, just gender was requested in the questionnaire.

A self-completion questionnaire of this study was handed over and answered by the respondents. SBSS statistics 21 version was used to obtain data, just only 120 were considered as valid and reliable.

5. Limitation and Significance of Study

Instrumental motivation scale was mainly designed to identify students' motivation instrumentally, in case of single-sex education and to know which sex was more motivated than the others while learning English Language, when compared to boys and girls.

While conducting the pilot studies in secondary schools, two main constraints were faced; firstly, the study was conducted at the end of second semester in May when many school exams and public exams were held. Secondly, the study was targeted to be done among more than 300 hundred students to ensure validity and reliability of it.

The study was conducted among a group of 240 male and female secondary school students who are mostly successful language learners with inclusion of some moderately language learners. However, the results obtained from the study showed reliable findings. In the pilot study, the participation of more successful language learners helped to ensure reliability and validity of the study.

6. Findings

Instrumental Motivation Scale (IMS) was successfully piloted with plausibly good results of reliability and factor analysis; various issues regarding motivation were identified to be discussed in this section.

As the present study aimed to examine the gender differences of the participants concerning attitudes and motivation toward learning English, the researcher has analyzed the data through SPSS (version 21). As factors, attitude and motivation have been used as dependent variables and gender was as independent variable. All statistical data were to investigate the gender differences and motivational factors in terms of learning language.

6.1 Frequency-1

Table -1-A

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.8	.8
	2	2	1.7	2.5
	3	10	8.3	10.8
	4	28	23.3	34.2
	5	77	64.2	98.3
	F	1	.8	99.2
	I think about how learning the English Language can help my career.	1	.8	100.0
	Total	120	100.0	100.0

Table -1-B

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.8	.8
	1	1	.8	1.7
	2	2	1.7	3.3
	3	15	12.5	15.8
	4	44	36.7	52.5
	5	55	45.8	98.3
	I think about how learning the English Language can help my career.	1	.8	99.2
	M	1	.8	100.0
	Total	120	100.0	100.0

6.2 Frequency-2

Table -2-A

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.7	1.7
	2	5	4.2	5.8
	3	18	15.0	20.8
	4	36	30.0	50.8
	5	57	47.5	98.3
	F	1	.8	99.2
	The English Language I learn is relevant to my life.	1	.8	100.0
	Total	120	100.0	100.0

Table -2-B

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.8	.8
	1	1	.8	1.7
	2	6	5.0	6.7
	3	30	25.0	31.7
	4	40	33.3	65.0
	5	40	33.3	98.3
	M	1	.8	99.2
	The English Language I learn is relevant to my life.	1	.8	100.0
	Total	120	100.0	100.0

In relation with frequency data determined, and as in Table-1-A and Table-1-B, and also in Table-1-A and Table-1-B concerning "instrumental motivation". The frequency data is 77 and 57 for the female students who state that "I think about how learning the English Language can help my career". And also the statement such as "The English Language I learn is relevant to my life". In case, it is compared to male students, the frequency appears as 55 and 40. It is clear to say that female students are motivated more instrumentally than boys in Language learning.

6.3 Frequency-3

Table -3-A

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1	2	1.7	1.7	1.7
	2	3	2.5	2.5	4.2
	3	18	15.0	15.0	19.2
	4	45	37.5	37.5	56.7
	5	50	41.7	41.7	98.3
	F	1	.8	.8	99.2
	I put enough effort into learning the English Language.	1	.8	.8	100.0
	Total	120	100.0	100.0	

Table -3-b

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1	1	.8	.8	.8
	2	3	2.5	2.5	3.3
	3	9	7.5	7.5	10.8
	4	53	44.2	44.2	55.0
	5	52	43.3	43.3	98.3
	I put enough effort into learning the English Language.	1	.8	.8	99.2
	M	1	.8	.8	100.0
	Total	120	100.0	100.0	

6.4 Frequency-4

Table -4-A

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1	37	30.8	30.8	30.8
	2	41	34.2	34.2	65.0
	3	25	20.8	20.8	85.8
	4	9	7.5	7.5	93.3
	5	6	5.0	5.0	98.3
	F	1	.8	.8	99.2
	I am concerned that the other students are better in English Language.	1	.8	.8	100.0
	Total	120	100.0	100.0	

Table -4-B

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.8	.8
	1	35	29.2	29.2
	2	35	29.2	59.2
	3	33	27.5	86.7
	4	10	8.3	95.0
	5	4	3.3	98.3
I am concerned that the other students are better in English Language.		1	.8	99.2
M		1	.8	100.0
Total		120	100.0	100.0

As it is clearly understood in frequency data determined as Table 3-A and Table 3-B, and Table 4-A and Table 4-B regarding "integrative motivation", the frequency value appears as 50 and 6 for female students who express that "I put enough effort into learning the English Language". And also in the statements such as, "I am concerned that the other students are better in English Language". But, the frequency for male students is seen as 52 and 4. In case, it is compared to female students. According to these findings, we can say that Albanian students are not motivated interactively.

The responses from obtained data show that many students were motivated to learn English Language, not only it is relevant to their careers, but also they consider it relevant to understand the world.

Mael et. al., (2005) emphasizes that single-sex education imparts more positive outcomes in terms of academic achievement, and for longer-term outcomes, the achievement is not easily obvious and also adds that this type of education results in future academic achievements such as career aspirations for girls.

Besides, Mael et. al., (2005) says that single-sex education draws more attention of the students to academic interest than in socializing, and adds that this education places more importance on grades & leadership, but less importance on money and attractiveness in relation with both males and females.

7. Conclusion

The findings show that Albanian students learn English due to instrumental motivation, such as; practical reasons for personal achievements, present value of Lingua Franca and providing better future career for students. Mehmet N. G. (2001) says that "Studies on motivation show that motivated learners are more successful in second language acquisition."

The recent demands for learning English language in the private school classroom environment in secondary school enable motivations to be analyzed. The finding indicates that co-education is not a good option for motivation of the students in language learning and for other academic achievement. It suggests that there should be a separate learning environment in terms of gender difference to motivate students for better language command.

The study recommends that various research activities to be conducted concerning the evaluation of students' motivation instrumentally, while preparing language teaching/learning curriculum with the aid of effective motivation strategies. The finding shows that Albanian students are motivated in an effective and viable way with the aid of instrumental motivational approach.

So far, there is no a supernatural method for motivating language learners, whereas some motivational strategies might be appropriate to learners and those strategies can affect language learners positively. Besides, the abstractness of motivation makes it difficult for teachers, but, critical approaches in relation with learners' motivational models are necessary for the course of an academic program.

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Determinants of Poverty in Albania

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Abstract

Poverty is a widespread phenomenon in all over the world. Measurement and analysis of poverty is needed to identify the poor, the nature and extent of poverty and its determinants, and to assess the impact of policies and welfare programs on the poor. Based on Albania Living Standard measurement Surveys (LSMSs) data, after an overall improvement of the main indicators measuring the poverty from 2002 to 2008, the percentage of population living in poverty has increased by 15.4% from 2008 to 2012 (INSTAT and World Bank, 2013). The results of LSMS 2012 data indicated an increase of poverty in both urban and rural areas, and the increase was higher in urban area. The aim of this study is to identify the determinants of poverty in Albania, at the household level using a questionnaire. The objectives of this research were: to measure the level of poverty of the sample population, to determine the potential factors that impact poverty and to evaluate their impact on the level of the household's welfare and poverty status of the household using econometric modeling. The data were collected during November 2013, and direct interviews were conducted with 215 households living in rural and urban area. Two regression models were estimated based on the collected data, a log-linear model with the logarithm of per capita monthly consumption as the dependent variable and a logistic model with poverty status as the dependent variable, and a set of economic and demographic variables as the explanatory variables. It was found that the variables that impacted the per capita consumption of the household and the poverty status of the household were household size and residence. Poverty alleviation efforts should be made to improve the social and demographic characteristics of the households, since the number of the poor is increased in both urban and rural areas. To reduce poverty, great attention must be paid to the manufacturing sector, agriculture and tourism.

Keywords: household, consumption, headcount, econometric modeling, Albania.

1. Introduction

Poverty is a multidimensional and complex phenomenon and is related not only to the income or consume, considered as monetary dimension of poverty, but also to non-monetary dimensions such as education, health, gender equality, water supply, etc. Poverty is caused by many factors and brings several effects which influence the lives of people considered to be poor. The influence of the factors varies from one place to another, because many countries have different development possibilities. The influential factors of poverty level are not only economical, but also social, political, cultural, geographical, etc.

Measurement and analysis of poverty is needed to identify the poor, the nature and extent of poverty and its determinants, and to assess the impact of policies and welfare programs on the poor. In general, poverty can be expressed as deprivation in well-being. Poverty can be defined both in terms of income deprivation and inadequacies in a number of non-income measures of welfare such as education, health and access to basic services and infrastructure. The focus of this paper was the absolute poverty. Absolute poverty is defined as the inability of people to meet their basic needs. A measure of absolute poverty is the headcount index rate, which indicates the number of people below the poverty line. There exists different line of poverty. For the situation of Albania, where the extension of the informal sector makes the estimation of incomes difficult, more adequate is the poverty line based on consumption expenditures. The poverty line in Albania has been estimated equal to 4,891 Lek per capita per month. A household is considered as poor if its per capita consumption expenses falls below a minimum level (poverty line) necessary to meet the basic food and non-food needs.

Economic and social development is necessary for achieving poverty reduction. Sustained high rates of economic growth are a prerequisite to reduce poverty. Albania economic growth slowed down sharply in 2012. Following an average real GDP growth rate of 3.4% in the preceding three years, the Albanian authorities estimate that annual real GDP growth was 1.6% in 2012 (European Commission, 2013). The slowdown reflects low consumption. In 2012, the mean per capita real consumption was decreased by 8% compared with 2008, from Lek 9,731 in 2008 to Lek 8,939 in 2012 (INSTAT and World Bank, 2012).

After continuous reduction of poverty from 2002 to 2008, the LSMS 2012 data indicated an overall increase of poverty in Albania from 2008 to 2008 and the increase of poverty was higher in urban area (INSTAT and World Bank, 2013). To develop strategies for poverty reduction must be identified the factors that are strongly associated with poverty and that could be influenced by policy changes. The determinants of poverty can be macroeconomic or microeconomic. This study was concerned with microeconomic variables and characteristics.

The aim of the study was the identification of the factors influential on household poverty in Albania, by using a recent questionnaire. In this study the factors affecting poverty were analyzed with respect to two econometric models. The objectives of this research were: to measure the absolute poverty rate, and to identify the determinants of absolute poverty of household in Albania.

2. Poverty Trends in Albania According to LSMSs Data

After an overall improvement of the main indicators measuring the poverty from 2002 to 2008, the headcount rate index, reported as percentage of population whose real per capita monthly consumption falls below the poverty line (Lek 4,891) was increased by 15.4% from 2008 to 2012 (from 12.4% in 2008 to 14.3% in 2012) (INSTAT and World Bank, 2013). While in 2008, roughly 200,000 out of about 575,000 poor people in 2005 were lifted out of poverty, around 30,000 people had fallen in poverty in 2012 (from 373,000 poor people in 2008 to 402,000 poor people in 2012).

The analysis of poverty by area of location, from 2002 to 2005, indicated the reduction of poverty by 42.5% in urban area and about 18% in rural area. From 2005 to 2008 the urban headcount poverty rate decreased by 10%, whereas the rural headcount poverty rate decreased by around 40%. The results of LSMS 2012 survey data analysis indicated that poverty was increased in both urban and rural areas, and the increase was much higher in urban area. The headcount rate of poverty was increased from 14.6 in 2008 to 15.3 in 2012 in rural area and from 10.1% in 2008 to 13.6% in 2012 in urban area. The headcount poverty rate was reduced more in the rural Mountain areas (INSTAT and World Bank, 2013).

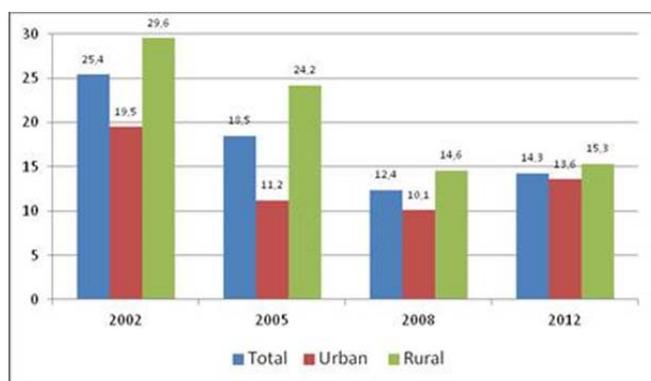


Figure 1. Incidence of poverty trends (Source: INSTAT database)

Based on LSMS 2002 and LSMS 2005 data, the rank of the strata according to the poverty rate was: Mountain, Central, Coastal and Tirana. The decrease of poverty was larger in Tirana (more than 50%) and Mountain (about 40%), followed by Coastal (about 20%) and Central (17%). Comparing 2005 and 2008 surveys results, the Central has had the largest reduction of poverty (about 50%), followed by Coastal, whereas the Mountain has experienced a slight increase in poverty, widening the distance with other areas. The rank of strata according to the poverty rate in 2008 has changed to: Mountain, Coastal, Central and Tirana. In 2012, the Mountain has had a sharp decrease in poverty by 42.5% compared to 2008. This reduction in poverty possibly was a consequence of the movement of the population and the continuous movement of the Mountain population toward other regions. Tirana has had the highest increase in poverty by 44% from 2008 to 2012, followed by Coastal with 35% and Central by around 17%. In 2012, the rank of strata according to the poverty rate was: Coastal, Mountain, Central, and Tirana.

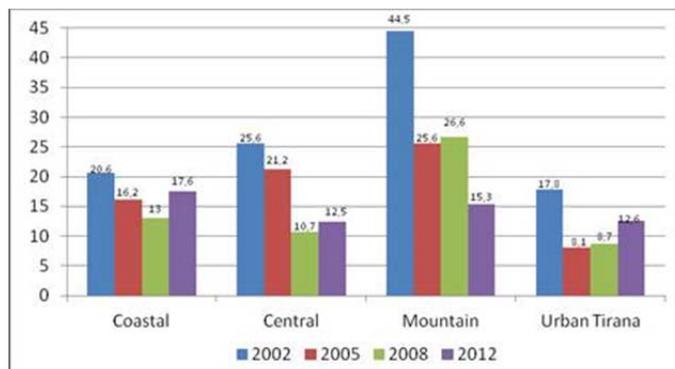


Figure 2. Incidence of poverty by strata (Source: INSTAT database)

The mean per capita real consumption was Lek 7,801 in 2002, Lek 9,105 in 2005 and Lek 9,731 in 2008. The mean per capita consumption was increased by 16% from 2002 to 2005, by 7% from 2005 to 2008, evidencing an improvement in the welfare of the country. In 2012, the mean per capita real consumption (with 2002 year prices) was decreased by 8% compared with 2008, from Lek 9,731 in 2008 to Lek 8,939 in 2012, indicating a deterioration of country welfare.

Table 1. Consumption expenditures patterns by main groups

	Food	Nonfood	Utilities	Education	Durables
2002	4,906	1,655	958	177	105
2005	5,160	2,457	1,087	275	128
2008	5,280	2,519	1,447	432	56
2012	5,047	2,013	1,482	338	59

Source: INSTAT database

Considering the absolute value (in Lek) of the per capita expenditures per month, from 2002 to 2005 the Albanian households have increased more the expenditures for education (55%) and non-food consumption (49%), and also have increased (but less) the expenditures for durables (22%), utilities (14%) and food expenditures (5%). This is an important indicator of welfare improvement in Albania. From 2005 to 2008, Albanian households have increased the expenditures for education (57%) and utilities (33%). The increase in the education expenditures indicated a higher quality of life in Albania. The increase of poverty, from 2008 to 2012, was accompanied by a decrease in consumption expenditures for education (21.8%), non-food (20%), and food (4.5%), and a slight increase in the expenditures for durables (5.3%) and utilities (2.4%).

3. Literature Review

Poverty still is a critical problem threatening the whole world, and researchers in both developed and developing states have largely been interested in this issue. Many researchers have focused on their studies to the factors affecting poverty in addition to determining its limits. A number of studies have studied the factors that can contribute to one's poverty status, either using the characteristics of the household as a whole or that of the household head as possible determinants of household poverty. Household level determinants of poverty generally rely on the household level data. Age, gender of the household head and educational level are generally found to be the most important determinants of poverty. Sekhampu (2013) using logistic regression analysis to identify the factors influencing household poverty status found that household size, employment status and age of the household head were significant predictors of poverty. Cuesta-Nepo and Pizzolito (2011) showed that with respect to absolute poverty limit, the effective factors on poverty were age, gender and the level of education. In their study, Achai et al. (2010) concluded that educational attainment of the household head and residence were important variables explaining the poverty. Fouareg and Layte (2003), in their

research exhibited that education level and the numbers of household members were effective on poverty. Geda et al. (2001), in their study about absolute poverty in Kenya, found that the residence, gender, the sector of employment of the head of household, education level and household size affected poverty.

Most of the studies about poverty in Albania rely on the expenditure and consumption data and thus use the poverty line computed from the Albania Living Standards Surveys data using the cost of basic needs method. While literature on poverty measurement is by now relatively developed and abundant, there are very few studies dealing with finding the determinant or causes of poverty. In the report of World Bank (2003) about poverty in Albania, results of multivariate analysis using LSMS 2002 data confirmed high correlations between education, higher shares of members with secondary and higher, large households, number of children, share of family members unemployed and poverty. In their study, Audet et al. (2006), using LSMS 2002 data, found that the education level of the household's head, household size and residence were significant factors explaining poverty in Albania. In the report of World Bank (2007), using LSMS 2005 data, was found that poverty was correlated with household size, age and education. Mastromarco et al. (2010), using LSMS 2005 data, found high correlations between gender, low education level, household size and poverty. Myftaraj (2011) using LSMS 2008 data, found the following variables as the key determinants of poverty: household size, residence, education level and age of household head.

4. Research Methodology

The study population consists of families living in Tirana, Durrës and Korça. Using a simple random sampling, 215 families living in urban and rural areas was completed a questionnaire during November 2013. In the questionnaire were included questions about demographics characteristics of the household head such as age, gender, education level, employment status and the sector of employment, and family data such as household size, residence, average monthly income and average monthly consumption expenditures. Also they were asked if they consider themselves poor or non-poor.

Two econometric models were estimated, a log-linear regression model and a logistic regression model on the potential determinants of poverty in terms of household's characteristics. The dependent variable of log-linear regression model was the logarithm of per capita household total consumption expenditures. There exists considerable debate about whether to use income or consumption to measure household welfare. The economy of Albania is largely rural and income is not accurately measured, so income poverty in Albania is estimated on the basis of a consumption-based measure (World Bank, 2003). The dependent variable of logistic regression model was the poverty status of the household, coded 1 if the per capita consumption of the household was below the poverty line (Lek 4,891) and coded 0 otherwise. Logistic regression is recommended over linear regression when modeling dichotomous responses and allows the researcher to estimate probabilities of the response occurring (Hosmer and Lemeshow, 2004).

The set of the explanatory variables chosen as possible determinants of poverty were: age of household head (in years), education level of household head (1 = secondary or higher, 0 = otherwise), employment status of the household head (1 = employed, 0 = otherwise), gender of the household head (1 = male, 0 = female), household size (total number of members in the household) and residence (1 = urban, 0 = rural).

5. Results

Average age of household head of the sample was 41.6. Majority of household heads (41%) have age between 30 and 40 years old and followed by them 40 to 50 years old (31%). The proportion of female headed household was 46 percent. Average household size was 5.02. Forty-five percent of households have less than 4 members followed by families with 5 members (25%). Average of schooling years of household head was 9.1. About 36% of the household heads have completed 8 years of education and only 10% have completed university. Majority of them lives in urban area (69%) and have a paid job (71.5%). Among the employed household heads, 68% were working in private sector.

Among the sample household heads, 18.6% declared that they are poor. By comparing the poverty status according to poverty line with poverty perception, resulted that 11.6% of the poor declared that they are not poor, and 52.4% of non-poor declared that they are poor. The data of consumption expenditures of the household indicated that the mean of total consumption of the sample was Lek 47,385, respectively Lek 47,224 in urban area, and Lek 47,743 in rural areas. Percentage of households in the sample living in poverty, with per capita consumption below Lek 4,891, was 12% in urban area and around 36% in rural area.

The results of the log-linear regression model indicated that the model fits the data well. The regression model is

statistically significant at 1% level ($F(6,208) = 14.1$, $p\text{-value} = 0.000$) and Adjusted-R² = 26.87 indicating that 26.87% of dependent variable was explained by the independent variables of the model. The assumptions of the OLS method were all satisfied. The significant variables were, not surprisingly, household size and residence. It was not expected that the sign of the coefficient of the variable employment status to be negative, because an employed member of household will increase income level of the household and this tendency will directly alleviate poverty.

Table 2. The results of log-linear model of per capita consumption

Independent variable	Coefficient
Age in years of household head	0.00065
Education level of household head	0.06455
Employment status of household head	-0.08972
Gender of household head	0.04836
Household size	-0.17657*
Residence	0.13622***
Constant	12.1476

Note: * significant at 1% level, *** significant at 10% level

The results show that the coefficient on household size was negative and statistically significant at 1% level. This means that larger families have a propensity to have lower levels of per capita consumption. Households living in urban areas have a positive coefficient and statistically significant at 10% level, showing differences in welfare. In terms of household with female head, there is no evidence that female headed households have lower or higher consumption. The age of the household head and the education level were not significant variables in the model. The regression model results do not provide evidence that attaining higher levels of education will increase household welfare.

The robustness of the determinants of poverty was checked by estimating a logistic regression model. The estimated logistic regression model was statistically significant at 1% level ($LR\ chi2(6) = 44.5$, $p\text{-value} = 0.000$). Pseudo R² was 20.9 and the percentage of cases correctly classified was 82%. According to Hair et al. (2009), the classification accuracy should be at least 25% greater than that achieved by chance. The odds ratio (OR) indicates the ratio of the probability that the household to be poor to the probability that the household to be non-poor.

Table 3. The results of logistic regression

Independent variable	Coefficient	OR
Age in years of household head	-0.019	0.98
Education level of household head	0.115	1.12
Employment status of household head	1.187	3.28**
Gender of household head	-0.277	0.76
Household size	0.484	1.62*
Residence	-1.129	0.32*
Constant	-3.381	

Note: * significant at 1% level, ** significant at 5% level

The results of logistic model indicate that household size, residence and employment status of the household were significant variables, whereas age in years, education level and gender of household head were not significant in explaining the household poverty status. Household size, residence, education level and employment status of household head have odd ratios greater than one, which means that these variables were positively associated with the probability of being poor. On the contrary, age and gender of the household head have odd ratios lower than one, which means that these variables were negatively associated with the probability of being poor. The variable household size was significant at 1% level, and provided evidence that the larger households were more likely to be poor ($OR = 1.46$) than others. The residence was significant at 1% level, and indicated that, urban households were less likely to be poor ($OR = 0.32$) compared to rural households. The employment status of household head was significant at 10% level in the logistic model. This means that households with employed heads had more chances ($OR = 3.28$) to be poor compared to other households.

6. Discussion

The results of two regression models showed that the household size, residence and employment status were the most important determinants of household poverty. Education, age and gender of household head showed no significant relationships with poverty status.

In this study, the age of household head was not significant and was negatively associated with the probability of being poor. This result is consistent with the findings of the multivariate analysis in the study of Achia et al. (2010). The age of the household head was negatively related to the probability of being poor according to Sekhampu (2013). Also, in the report of World Bank (2007) was found negative correlation between age and poverty in Albania. Myftaraj (2011) found that age of household head impacted positively the welfare of the household.

Education level of the household head in this study was not significant to poverty. Education level was negatively related to the probability to be poor, but not significant in the study of Sekhampu (2013). This finding was inconsistent with results of the study of Achai et al. (2010) which concluded that increases in educational attainment of the household head had an important impact on reducing the probability that a household was poor, and Geda et al. (2005), who concluded that higher education level was associated with a lower probability of being poor. Audet et al. (2006) found that the education level of the household's head was a significant factor explaining poverty where lower levels of education indicate higher poverty levels in Albania. In the reports of World Bank (2003, 2007) was found that poverty in Albania was negatively correlated with education. Myftaraj (2011) found that households with secondary or higher education level of heads were less likely to be poor.

The employment status of household members is also a key determinant of poverty. The results of this study, indicated that the households with employed heads was more likely to be poor than other households. Ramon et al. (2004) concluded that the employment status of the head of household is important as it determines household income. Sekhampu (2013) found that employment status negatively affected the probability to be poor.

Several studies have discussed the phenomenon of the feminization of poverty, which is said to exist if poverty is more prevalent among female-headed households than among male-headed households. In this study the gender of the household head was not significantly correlated to poverty. This finding was consistent with the World Bank (2007) report; female headed households were not more likely to be poor. Geda et al. (2005) reported that households headed by males have a lower probability of being poor and Mastromarco et al. (2010), found female heads were more likely to be poor.

Household size was an important factor in determining the poverty in this study. Size of household was found not significant when included in the multivariate analysis in the study of Achia et al. (2010). In their study, Audet et al (2006) found that household size affected negatively household expenditure and that large households were more likely to be poor. In the report of World Bank (2007) was found positive association between household size and poverty in Albania, and the same result was found by Sekhampu (2013), Myftaraj (2011), World Bank (2003) and Greda et al. (2001).

Residence of the household was another important determinant of poverty. The findings of this study indicated that urban households were less likely to be poor compared to rural households. This finding was consistent with the finding of Myftaraj (2011), Achia et al. (2010), and Audet et al. (2006). Audet et al. (2006) and Myftaraj (2011) also found that households living in rural zones negatively affected household expenditure.

7. Conclusions

Poverty trends in Albania, based on Albania LSMS surveys data analysis, indicated an overall poverty increase due to global financial crisis and the slow-down of economic growth. The increase of the incidence of poverty was higher in urban area.

The results of two econometric models indicated that household size and residence were the factors that influence the welfare of the households in the sample. From the results of log-linear regression model it can be concluded that sample families with higher number of members had lower consumption per capita, and urban households had higher consumption expenditures per capita. From the results of logistic regression model it can be concluded that larger families were more likely to be poor, urban households were less likely to be poor, and surprisingly, households with employed heads were more likely to be poor. Education, age and gender of household head showed no significant relationships with poverty status.

These results have important policy implications for design and implementation of poverty reduction strategies.

Poverty alleviation efforts should be made to improve the social and demographic characteristics of the households, since the number of the poor is increased in both urban and rural areas. To reduce poverty, attention must be paid to the manufacturing sector, agriculture and tourism.

The findings of this study have some limitations. First, the sample of the households was small and do not included all the regions of Albania. Second, this study examined some of the determinants of poverty. Other factors such as health within the household, education index of the family, household structure, dependent ratio, female-male ratio, number of employed members in the household, house conditions and household assets such as dwelling ownership, land, livestock, etc, were not examined. In future research, these factors can be examined and a large dataset must be obtained.

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Migration and Educational Situation in Socio Geographical Space of Municipality of Kamez

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Abstract

After the '90s, the suburban area of Kamez has been affected by a massive, rapid, abusive internal migration, not controlled by the state structures. The decision - making authorities were unprepared to host such a large mass of population, thus the consequences are numerous and chained, serious, some irreparable and with negative effects. Here we face a savage urbanization which has led not only to the misuse or physical consumption of the geographic space, but also to sharp social and economic problems. A sharp social problem, consequence of these uncontrolled demographic movements is also education. The education system has undergone a reform process, which although slowly, is particularly affecting the educational plans and programs, aiming to adapt them with the requests of a democratic society based on a market economy. The government has also faced serious problems of the educational infrastructure inherited from the past, extended from the demographic changes, primarily from the internal movements of the population and to a considerable extent, caused by the damages incurred especially during 1991 and 1997. The transition problems have increased the phenomenon of school drop - out or non - enrollment considerably, significantly worsening the indicators of average duration of education and school enrollment rate. The positive indicators are particularly low for the poorest areas and strata of the population. The significant population growth is not followed by the establishment of new schools, which fortunately, recently are part of the development strategies. The lack of specialized schools and lack of specific programs have worsened the social situation of children with special needs. The public education service suffers from quality problems related to the lack of teaching aids, serious lack of teachers' requalification, outdated or rigid teaching methods, content problems etc. Education is a key factor in the sustainable and long - term development. The progress in education increases the society's emancipation degree, contributes to the improvement of competences for the active population, reduces morbidity, mortality, reduces the fertility coefficient and therefore better living conditions. Key words: structure of population by educational level, educational infrastructure, illiteracy, summer and specialized schools, school drop out etc.

8. Migration in the Municipality of Kamez

After years 1990 the peripheral area of Kamez was affected by a massive interior migration (population is increased about seventeen times in ratio with that of year) fast, abusively, and uncontrolled by state structures. This found the executive organs unprepared to systemize such a large population so the consequences were numerous and serious and consecutively where a part were irreparable and with negative effects. At this point we are before a severe urbanization which except others caused the physical misuse or consumption of geographical space.

The incomers profiting from lack of legislation, were established in the territory of ex farm, without applying any of the most elementary urbanization rules and out of the law. The inhabitants coming mostly from rural areas of North Region and established in an urban and peri-urban territory caused social economical conflicts, environmental ones, conflicts of properties, social tensions and insecurity for life integrity etc.

Kamza and especially Bathore is a bad example of misusing geographical area for which there must be made professional tests, debates, and multidisciplinary discussions in order not to allow such developments happen again in the future.

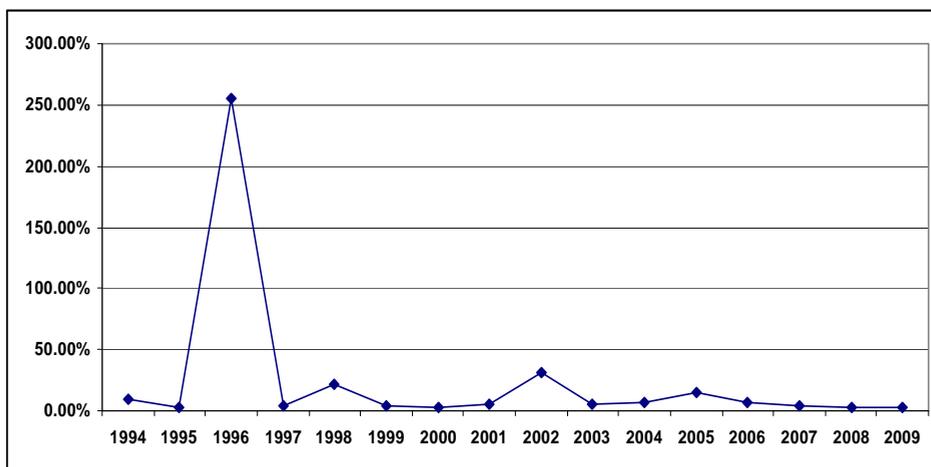


Chart 1. Rhythm of population of Municipality of Kamez increasing during the period 1994-2009
Resource: Office of Statistics, Municipality of Kamez

Comparing the rhythms of population increase in two periods 1994-2001 and 2002-2009 we notice the highest rhythm of population increase is in year 1995-1996 with 254.6%. Here it is registered even the highest number of population coming and this year we have the transfer of organization from commune level to that of municipality.

From the interviews made the reasons of emigration they mention are numerous, like the economical – social factor, the educational one, health, cultural, blood in feud, for a better living etc.

9. The educational situation in the Municipality of Kamez

Education is a key factor of stable and long term development. The progress in education influences to the scale of emancipation of society, it contributes to the master of competences of active population, to reduce of morbidity, mortality, in lowering of fertility coefficient.

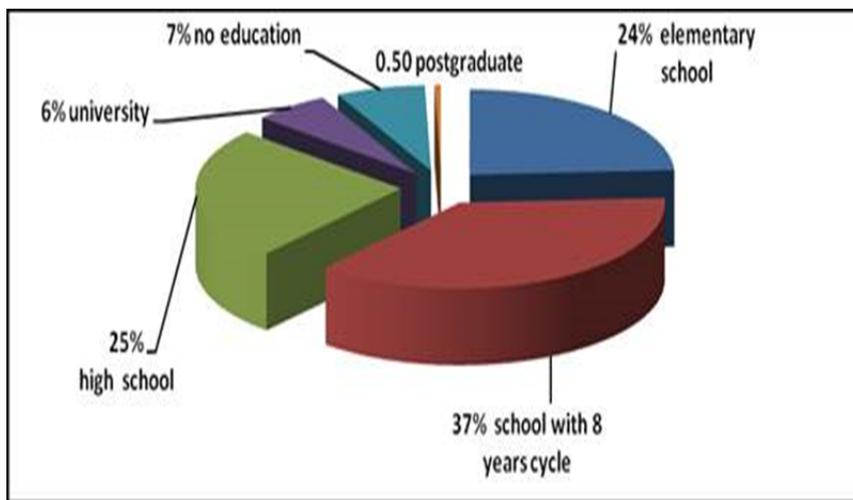


Chart 2. Part of population 25 years old and over according to educational level Municipality of Kamëz

Regarding the education of population of the Municipality of Kamez in total, the percentage of population that has made the elementary school and the compulsory one is about 61 % of population. Similarly from INSTAT (year 2000) the percentage of population without education in the Municipality of Kamez was 4%, today it is noted an increase of uneducated population with 3%. From the studies made (World Bank) there is a non –linear ratio between children who live in urban areas and rural ones and more in remote mountainous areas. In these rural remote areas the percentage of children who are registered in the first grade and who complete the primary education is very low compared with the percentage of children in urban or not remote rural areas. So, in low education of incoming population have influenced not only the difficult economic, social, natural conditions but even the quality of teaching, and here there is the lack of teachers with pertinent education, lack of suitable conditions for teaching and because of small number of schools

Nationally there is not a sensitive difference between females and males at school and of their educational level.

Regarding the Municipality of Kamez it is the same situation. The difference between educated males and females is approximately 1%. This proves the emancipation of society and the emancipation of females in this society.

The education system is subjected to a reformation process, though a slow one, which has affected especially the teaching plans and curricula and has aimed its adoption to requirements of a democratic society, basing on economy of market. The Government has also encountered big problems of educational infrastructure, inherited from the past, and deepened from demographic changes, above all because of interior movements of population and considerably caused from damages submitted mainly during years 1991 and 1997. The problems which have accompanied the transition period have caused the serious increase of the phenomena of leaving school or not even registering at school, aggravating sensitively the indexes of average extension of school and of rate of registration in school. The indexes mentioned above are especially low for the areas and poorest classes of population.

According to a study of the World Bank, the reduction of level of registration at school is reflected in the index of average extension of school. This index in 1989 was 11,6 years but up to 1998 it fell to 9,5 years which means that a loss on average of two years of education for a decade. Meanwhile, in the number of students who follow the higher studies there is an increase, from 10 to 17 percent comparing with year 1990.

The number of gypsy pupils who frequent the school is 179. The greatest number is reached at 9 years school in Valias (65 pupils) followed by that in Zall-Mner with 43 gypsy pupils.

According to the Educational Office of the Municipality of Kamez from 2007 and in continue a series of policies are taken in assistance of analphabet people and of gypsy children in order to integrate them. Some of them are as following:

- Removal of fines to parents who have unregistered children at school age and free registration of them.
- Opening of summer courses
- Providing teachers who know gypsy language
- Awareness campaign by volunteer teachers and Foreign Civil Social Organizations who have given a great

help like CO-Plan, Global Care, AIBI (Bathore), Women in Global Action, Caritas Albania etc.

Another big problem not only for the Municipality of Kamez but for all our country is leaving school. The reasons of leaving school are various for various levels of education. In general they reflect the changes at request and offer. In preschool education leaving is related to closure of public institutions. The number of kindergartens in 2000 was reduced with 42 percent comparing to that of year 1990 (66 percent in urban area and 34 percent in rural one) nationally (according to Ministry of Education). The high levels of unemployment for females also influence to reduction of request.

All the children who abandon the low cycle of school and do not come back any more remain analphabet of course. After contacting teachers of 9-years schools in the Municipality of Kamez we learned that the biggest number of pupils who abandon school is composed of children who have problems in family especially of economic sort. These children are those who suffer the big poverty as a consequence of not having one of parents and the worst any of them. A part of children abandon school because parents themselves consider their kids as work force to help them. As a result, the interventions with employment policies will bring an improvement to the educational situation and vice versa.

The percentage of pupils who abandon high school is low from year to year and this is possibly related to the fact that feeling adults make them conscious for the school values and for the fact that the higher educational level means a chance to get a better job and as a result a better life.

Except the big problem of abandoning school we have the other problem of leaving by pupils and this is in a high percentage especially for the schools of the Municipality of Kamez. Pupils leave from schools of the Municipality of Kamez as a result of searching for a higher educational standard transferring to public or private schools of the Municipality or elsewhere.

Problematic is the situation concerning the average number of pupils per class (according to schools). It is noted a high number of pupils in the 9-years education and especially in high schools. For the 9-years education the highest number of pupils for class is at School Center of Kamez and Bulçesh and this causes problems to the teaching process and as a result to catching of lessons by pupils. The situation is still problematic for two high schools in Kamez and Bathore where the average number of pupils per class is still high. This large number of pupils per class in high schools brings numerous problems not only in teaching aspect but even other problems of age because they are in a very delicate age and they need a special attention which is impossible to have with classes with such a number of pupils.

The sensitive growth of population has not been accompanied by the proper number of building new schools which fortunately is made part of development strategies. The average number of pupils per class, at 9 years schools is 30-32 pupils while for high schools this number goes to 37-45 pupils per class. The vocational high school presents a less problematic situation with average number of pupils per class (*24 pupils*).

Regarding the number of teachers during last years it is noted an increase of number of teachers in total and in areas.

The lack of specialized schools and lack of special curricula have aggravated the social situation of children with special needs. The public educational service suffers from quality problems, which are related to absences of teaching instruments, serious absence in requalification of teachers, of old methods or limited teaching methods, problems of content of books etc. The quality of low cycle of education in rural areas, in remote areas or peri-urban ones is low. (*referring to World Bank*).

But we have to underline that during the last years in the Municipality of Kamez it is reached a high progress regarding the improvement of social life of community and especially in education, comparing it with previous years. Though in 2006 there were 8 objects (schools, kindergartens) in total, in 2013 they reached in 23 objects including new schools and kindergartens together with the restored ones. During this time 9 schools of 9 years cycle and of high school education have been built, restored, and completed with contemporaneous standards and supplied with labs and relevant cabinets, with gyms, and with other accessory premises for a normal development of teaching process. Three new kindergartens have been built in Kamez, Zall-Mner and in Bathore. The new schools and kindergartens are all located in the neighborhoods of the city like in: Qender-Kamez, in Bathore, Laknas, Valias, Zall-Mner, Bulçesh, covering this way all the territory of the municipality. Like in the other public investments like the roads and the other objects in service of community, even the new schools and kindergartens are overall investments.

Except the construction of new educational objects, a great job is also done with reconstructions and with restoration of interior and exterior premises of existing schools and kindergartens.

Thanks to all this work Kamza aims to reduce the overload of classes, from 40-50 pupils to 32 pupils per class, according to standards provided. Moreover, the third shift, which till recently operated almost in all schools, impeding the normal learning process is already removed. As a result of these positive radical transformations in education during these years the quality of pupils in the town of Kamez is raised. This is showed even by the increasing number of

students from Kamez who study in different universities of the country.

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Multi-Dimensional and Functional Approach to the Intercultural Adaptation Study

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Abstract

We believe it is important to do holistic, systematic study of intercultural adaptation. Our approach is based on the theoretical proposition of the multi-dimensional and functional organization of behavioral acts and human activities developed by A.I. Krupnov. It allows investigating not only separate aspects but the whole system, considering hierarchy and interaction of the components constituting the adaptation. According to this theoretical model six most important areas of psychological adaptation to a new culture were identified: operational and dynamic, motivational, cognitive, emotional, regulatory and productive aspects. In addition, since the intercultural adaptation is inextricably linked with the concept of ethnic tolerance, we investigated the relation of this personality trait with the selected aspects of intercultural adaptation. Our empirical research involved 351 first year students of Russian university arrived from different regions of the world (40 countries). According to our theoretical model, for each aspect of intercultural adaptation special psychodiagnostic techniques we picked up. In total 14 techniques were used. This research made it possible to reveal the ratio of the intercultural adaptation various aspects. Factorial analysis in general approved our theoretical model. It showed that in the intercultural adaptation general psychological structure all studied aspects of intercultural adaptation are relatively independent. Central place in this structure belongs to the emotional intelligence and communicative tolerance. The intercultural adaptation peculiarities of the students from different regions are determined not only by the level of the analyzed adaptation aspects development, but also by their specific correlations.

Keywords: intercultural adaptation, migrants, adaptation styles, social distance, stress coping strategies, life goals, social intelligence, emotional intelligence, self-regulation, ethnic tolerance.

1. Introduction

Active migration processes have become an integral part of the modern world. Psychology and allied sciences are actively exploring problems of intercultural adaptation. In this area has been accumulated a lot of knowledge, although often only certain aspects of this phenomenon studied.

We believe it is important to do holistic, systematic study of intercultural adaptation. Multi-dimensional and functional approach we propose to study the problem of cross-cultural adaptation was developed by the Russian psychologist Alexander Krupnov (2006, 2009) for the analysis of personality traits and activities. The approach has been actively tested and developed by Krupnov's Scientific School and proved its effectiveness in exploring not only separate aspects of the considered phenomenon but a holistic and an integral system considering its hierarchy and interaction of its component parts (Bojko, 2013; Volk & Akimova, 2010; Kudinov, S.I. & Chzhan Pan Hao, 2013; Lykova & Karaverdo Intriago, 2010; Maslova, 2011; Novikova & Ibadova, 2009; Novikova, 2010; Chebotareva, 2011, 2012, 2013).

According to this theoretical model six psychological areas responsible for adaptation process characteristics were distinguished. *The operational and dynamic* aspect includes stylistic characteristics of the adaptation process, in particular inter-ethnic cooperation and stress coping strategies. *The motivational* aspect of adaptation involves the adaptants' life goals, long-term plans, depending on which they choose adaptation styles. It is clear that, for example, that the adaptation styles and results of students studying abroad in order to become good specialists at home vary significantly from those who are considering studying abroad as a form of tourism or an opportunity to work abroad. Also, various adaptation characteristics vary depending on individual purposefulness, awareness of their goals in life, etc.

The cognitive aspect of adaptation also plays a significant role. It is important to consider a system of person's understanding of certain intercultural situation, his or her own ideas about their place and role in this situation, and their ability to analyze a variety of social situations.

The understanding of the situation is closely related to the attitude to it, i.e. the *emotional* aspect of adaptation. It also takes into account the person's ability to understand and regulate his or her emotions and the others' emotions, to understand the specifics of emotional expression in other cultures.

Many researchers believe that the *regulatory* aspect is the key one in the social and psychological adaptation. Naturally, in intercultural adaptation it is important to consider the level of the person's main regulatory processes development. But it is important to consider them in relations to other aspects of adaptation.

The *productive* aspect includes the rates of adaptation successfulness, the degree of person's satisfaction with his or her adaptation, the presence or absence of maladjustment signs.

In addition, since the intercultural adaptation is inextricably linked with the concept of ethnic tolerance, we think it was important to investigate the relation of this personality trait with the selected aspects of intercultural adaptation.

2. The Research Methods

According to our theoretical model, for each aspect of intercultural adaptation special psychodiagnostic techniques were picked up. In total we used 14 techniques.

The *operational and dynamic* aspect was assessed by the techniques: "Types of Ethnic Identity" (G.U.Soldatova, S.V.Ryzhova), "The Indicator of Stress Overcoming" (D. Amirkhan, translated and adapted on Russian N.A. Sirota and V. M Jaltonsky). The *motivational* aspect was regarded with "The Test of the Life Meanings Orientations (D.A.Leontev). The *cognitive* aspect was investigated with "The Scale of Base Convictions" (R. Janov-Bulman), "The Scale of Social Distance (E.Bogardus in T.G. Stefanenko modification), "Who am I ?" – Technique of 20 questions (M. Kun, T. McPartland), "The Social Intelligence Measurement" (J. Guilford). The *emotional* aspect was measured with "The Questionnaire of Emotional Intelligence" (D.V. Lusin) and the techniques "Gnosis Facialis Foto" (J. Merten, J. Spang). For investigating of the *regulatory* aspect the questionnaire "Style of Self-control" (V.I. Morosanova) was used. The *productive* aspect was assessed with the techniques "Adaptation" (A.I. Krupnov) and "The Person's Adaptation to New Social and Cultural Environment (APSCE) (L.V. Yankovsky in modified version of T.G.Stefanenko, M.S.Panova). The level of students' tolerance was measured with "Tolerance Index" (G.U. Soldatova, O.A. Kravtsova, O.E. Khukhlaev and I.A. Shaigerova) and "Diagnostics of the General Communicative Tolerance" (V.V. Bojko).

The statistical significance of the differences between studied groups of the students was estimated by means of nonparametric *Kruskall Wallis test*. Also we used *Multiple Range Tests*, with which the variables received for students from different regions were compared by pairs. For revealing the gender specifics of adaptation of students from different regions we investigated joint influence on indicators of adaptation of factors of region and gender by means of the *multifactorial dispersive analysis (MANOVA)*. For revealing the correlations of various aspects of intercultural adaptation with its productivity we used *Spearman's rank correlation coefficient*. For research of the structure of adaptive characteristics of foreign students and specifics of such structures at students from different regions we used *factorial analysis*. This article summarizes the results of these statistical studies.

3. Sample

351 foreign students studying in Peoples' friendship university of Russia were included into the empirical research sample. Among them there were students from 5 regions of the world: Asia (80 persons), Africa (61), South America (69), Middle East (81) and the Central Asia (60), from 49 countries. All examinees were students of the first years of 9 different faculties. Among examinees there were 189 men and 162 women. Ages of examinees were from 17 to 25 years old, the average age - 21.3 years old.

4. Results and Discussion

The aim of this stage of the study was to identify the nature and the psychological mechanisms of foreign students' intercultural adaptation through the assessment of its different aspects intensity and interaction.

At first the general characteristics of the foreign students' intercultural adaptation should be considered. In operational and dynamic aspect of adaptation can be seen a wide scatter in the data on all tests' scales, what is the evidence of variety of ethnic identity forms at foreign students. Leading ethnic identity type for most foreign students is a positive ethnic identity, that is, on average, foreign students accept their own ethnicity and have positive attitudes towards other ethnic groups. However, next in intensity goes an ethnic indifference, and then – an ethnic bigotry. Accordingly, in the sample, there are many students with blurred ethnic identity, for whom ethnicity is irrelevant (perhaps indirectly it also demonstrates the favorable level of adaptation). And there are a certain number of students who worry about their ethnicity and ready for extreme measures for its protection.

In stressful situations, mostly foreign students take an active and constructive position, they tend to analyze situations and discuss them with different people to choose the best solutions, to act purposefully and persistently for achieving their goals, they may, if necessary, seek the help from others, though often they may "get away from problems" as well.

Motivational aspect of foreign students' adaptation is characterized by equilibrium of focuses on achieving their life goals and on enjoying the process of life. Not all foreign students are convinced that it is possible for humans to control their lives, to decide freely and to implement the decisions. Although mainly these students consider themselves strong personalities with freedom of choice enough to build their lives in accordance with their objectives and representations about life meaning. Apparently, such characteristics are due, firstly, to the fact that students who have chosen study abroad, really, basically are more strong personalities, more conscious of their goals in life. And secondly, the uncertainty in the life controllability may be associated with some problems in cross-cultural adaptation.

In the cognitive aspect, we also may see the data that are consistent with the motivational aspect characteristics. The highest rate among the scales obtained by methods of "Scale of Base Convictions" has a scale of "I value". However, many international students have no illusions about the global justice of world order, do not believe that success comes only to the deserving people.

Qualitative analysis of the method "Who am I?" results showed that in general, foreign students indicated a positive image of themselves. Ethnic identity in the majority of them is not actualized. Students from all the regions, except Central Asia, rarely mentioned any social roles that may indicate an identity crisis associated with uncompleted process of social adaptation in the new environment. The most frequently mentioned roles were "student", "human", "family member", "man / woman". In the foreign students' responses almost never we could meet characteristics describing their attitude toward Russia, the process of adaptation, except for a few references to the non-acceptance of the Russian weather or about acquaintance with the Russian language and culture.

The foreign students' social intelligence evaluation showed the indicators below the average. That is, foreign students often have difficulty with perception of nuances (the meanings) of verbal signs and with interpretation of nonverbal cues, at least, accepted in European and Northern American culture. They find it difficult to assess accurately the holistic situations of interaction, so they can behave inappropriately in such situations. At the same time the foreign students' ability to anticipate future actions of people based on the analysis of real situations of communication in general is well developed. They are well able to build a strategy of their own behavior in order to achieve their goal, know the models and the rules of behavior in certain social groups.

The emotional aspect of intercultural adaptation study showed that on average, foreign students emotional intelligence is at the average level, although a wide scatter in the data were noted, i.e. in the sample there were people with a very low general level of emotional intelligence, as well as with very high level. It is interesting that among the test subscales average maximum score was obtained on a scale of "other people's emotions managing". That is, the majority of foreign students believe that they have a highly developed ability to influence other people's emotions. However, the other abilities that make up emotional intelligence are much less developed. In general, foreign students' interpersonal intelligence is higher than intrapersonal, and emotions managing is higher than emotions understanding. Perhaps this ratio suggests that in a situation of intercultural interaction foreign students show the tendency to manipulate other people instead of conducting real open interpersonal interaction.

Analysis of the foreign students' facial gnosia ability showed that foreign students better recognize the joy, which was the most positive emotion in the entire list of emotions in the test. Recognition of the astonishment was on the second place. Perhaps this is one of the most important emotion for the intercultural communication that helps to assess, whether your interlocutor understands you. Maybe that's why students from different cultures are well aware of this emotion. Following is sadness / grief. Perhaps, good recognition of this emotion due to the fact that it is usually quite strong in manifestation. Although while one of the interlocutors experiences this emotion some tension in dialogue arises, perhaps that's the reason why the emotion is recognized worse than joy. The foreign students recognize disgust, fear, anger and contempt worse (on average less than a half of the correct answers). Perhaps this is due to the fact that different cultures have different attitudes with regard to manifestations of these emotions, and apparently different ways of their manifestations.

Regulatory aspect of the foreign students' intercultural adaptation is characterized by the average intensity of the main regulatory personal properties and processes. Among separate regulatory processes flexibility, the abilities for planning and changing the activity are expressed stronger, abilities for modeling and evaluating the activity are less developed.

In the *productive aspect* of the foreign students' intercultural adaptation to Russia the average general level of

intercultural adaptation is noted. Generally the students are satisfied with their stay in Russia, have a positive attitude towards others, have a sense of social security and belonging to a new society. They are determined to expand their social ties and they are confident in their abilities, focused on respecting the current environment social norms. Perhaps this accepting of the new environment is determined not by internal changes, but by external adjustment. But maybe, for students who after some time will return to their homeland, such strategy is optimal.

Among the negative trends the nostalgia are most pronounced, although its intensity is below average. But it should be mentioned that a number of the students intercultural adaptation studies conducted in People's Friendship University (Maslova, 2011; Novikova, 2010; Chebotareva, 2011, 2012, 2013) showed that a high level of nostalgia (as homesickness), cannot be considered a sign of maladjustment, on the contrary, it usually directly related to the successfulness of intercultural adaptation, at least for short-term migrants. Maybe reducing the overall level of mental tension due to a stay in a new culture takes off some psychological barriers, and increases the level of reflexivity, allows students understand better their internal condition.

The study of tolerance draws us to the conclusion that the foreign students usually show an average level of tolerance in various fields. They are more tolerant to different unconventional social groups and less tolerant to other ethnic groups. The foreign students' intolerance may be manifested primarily in categorical or conservative assessment of others, in inability to hide their negative feelings.

Factorial analysis of the structure of the foreign students' cross-cultural adaptation in general confirms the correctness of the theoretical model proposed. The factors were grouped mainly on the previously identified aspects.

The first factor includes all the components of emotional intelligence. The second included with a negative sign all indicators of intolerance in interpersonal communication. The third factor is the ability to facial gnosis. The fourth factor is the life meaningfulness and the fifth - the basic beliefs in benevolence and meaningfulness of the world and the value of their own "I". The sixth factor all the difficulties in adaption (negative scales of adaptation techniques) formed. The seventh factor combined positive scales of adaptation techniques, i.e. adaptability and tolerance. And the eighth factor included the overall level of social intelligence and the indicator of the situation dynamics understanding together with the proximity of social distance with the majority of the studied regions.

Thus, in the general psychological structure most studied aspects of intercultural adaptation are relatively independent. The emotional intelligence and communicative tolerance have the central place in this structure. To a large extent the success of adaptation is associated with tolerance, and the closeness of the social distance from the other cultures correlates with the social intelligence. Cultural, gender and individual differences in intercultural adaptation manifested not only in its various aspects intensity, but also in the specific relationships between the components and in specific in the overall structure of adaptation.

5. Conclusion

Thus, a holistic multidimensional analysis of the foreign students' intercultural adaptation in Russia shows that the overall picture is quite prosperous, but large scatter in the data of the general adaptation successfulness and almost all aspects of adaptation must be taken into consideration. It means that besides successfully adapting students there are also those who are experiencing serious difficulties.

The different adaptation aspects comparison revealed that some students show ethnic identity style transformation toward either the ethnicity blurring or extreme ways of its protecting. Although most students use rather constructive coping strategies, they as well often avoid problems, "close eye on them."

The regulatory aspect of adaptation as maybe the most obvious, on average, at foreign students is represented quite well. In other aspects some contradictions was highlighted that can cause difficulties in adaptation. In particular, the inconsistencies are observed in the motivational and cognitive aspects. The foreign students are well aware of their goals in life and consider themselves quite able to fulfill them, but they are not quite sure in the life controllability in general. They have a generally positive image of "I", although the decrease in the number of social roles in their self-images presupposes an identity crisis. Foreign students also have difficulties in interpreting social situations on the basis of verbal and nonverbal signals accepted in European culture. The foreign students often have difficulties in understanding emotions not only of others but also their own, but they are confident in their ability to influence the emotions: their own and the other's as well. That may create the situation of misunderstanding in their relationship.

There are also some personal factors that complicate adaptation. In particular, the foreign students have relatively low level of tolerance, they show greater tolerance towards representatives of various social groups than of other cultures; in intercultural interaction they may exhibit categorical assessments of others and they hardly restrain their

negative emotions.

In the general psychological structure most studied aspects of intercultural adaptation are relatively independent. The emotional intelligence and communicative tolerance have the central place in this structure.

The analysis using the multi-dimensional and functional approach showed that such holistic analysis helps to understand better the process of cross-cultural adaptation and the degree of its successfulness. This research made it possible to create a holistic picture of the intercultural adaptation, to reveal the ratio, interaction and hierarchy of its various aspects.

In the programs of psychological and pedagogical support for the foreign students and other migrants this approach allows the use of an impact not only on the regulatory aspects of adaptation, but also on its other components, such as motivation, emotion, cognition, including self-consciousness.

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The Role of Playing into the Development of the Pre-School Children's Linguistic Skills

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Abstract

Children of different age-groups presuppose a harmonic and conditioned development of their linguistic peculiarities and features. The contexts these linguistic peculiarities have been developed as well as their implications are greatly promoted through playing games which have an important role in the children's linguistic formation. Relevantly, the object of this study focuses on the development of the 4-5 age-group children by means of playing games: Our study has been oriented over the following issues: - The features of the linguistic formation for the 4-5 age-group children. - The selected models of the games influencing the development of the children's abilities in these evolution fields. - Identification of the relevant indicators related with the children's linguistic abilities by applying the model of games for this age-group. Methods to be used are those of investigation, observation, assessment, analyses and synthesis. Our research has been based on the concrete understanding of children's features in the pre-school institutions as well as on modelling the games that improve speaking for this age-group. The results generated by applying those models have been presented to the relevant pre-school teachers in Elbasan County, Albania .

Keywords: linguistic formation, assessment model, games , symbolic language , 4-5 years age-group.

1. Introduction

1.1 Understanding Child Development as a Process.

Child development is an all-round process, including the entire changes occurring to individuals in the course of their lifetime. The concept of development in children involves the cooperation of physical, emotional, cognitive and social development fields, making possible for more and more complicated levels of motions to be realized as well as enhancing children's thinking, communication and cooperation with other people in the surrounding ambience. Considering the concept in a wider dimension, development includes growth, change, communication, learning, the motion towards autonomy as well as assuming the proper role in society. (Jareg, 1994:38).

However, the child development occurs with a social ecological frame. This means that it occurs in a variety of environmental contexts, classified in interpersonal, social, and cultural level; with various factors having an essential role. Some of the main factors impacting the child's health are natural, (genetic, heredity) and environmental, (Save the Children, 2007: 38-39). In order to understand child's development, its main fields should be determined first, including the physical, emotional and cognitive development (the last is linked with linguistic skills, intelligence, thinking processes and the skills to manage and give solutions to difficult situations as well as social development.

1.2 Linguistic development and its features in 4 - 5 yrs-old children.

Language is an important element of communication and its acquisition is vital to each individual in the society. As such, it embodies, at least, three main ideas: the language is a *par excellence* means of communication, the school promotes its further and more qualitative development and third, language learning is promoted solely by the children's need to communicate with others. By perfecting their acquired linguistic knowledge, children shape their own opinions. (Plangarica 2002 : 27-28)

However, communication occurs even in the absence of the wordy language, (non-verbal communication through

symbols, gestures and mime). Children, regardless of their cultural descent, come to the world prepared to communicate by means of sounds, gestures and words. (Tahsini et al. 2012: 16-17).

Some of the main features in pre-school children, regarding the linguistic development, include abilities to understand spoken language, the variety of the vocabulary, use of various grammatical forms, communicative deftness, the interest in reading books, abilities to express their ideas in writing etc.

Such abilities for this age group of children would include: clearly pronouncing both words and sentences. Using more than 1500 words in their vocabulary. Using 4 – 5 words clauses and sentences giving details, i.e. *I need to read my book*. Pronouncing consonants *l, s, r, v, z, j, c, h, sh, th* correctly. Using magic words in their proper place and time. Using verbal expressions when speaking or telling stories. Listening to storytelling or short accounts attentively and answering to questions around them. Communicating freely with other children and with adults. Having the concept of time and space. (Kamani, Mato 2004 : 25-29, 45-49)

1.3 Role of playing in the pre-school children linguistic development

Playing is one of the main activities for children, linked directly with their instinctive life. In other points of view, it is defined as a preparatory exercising to the adult life and as a constant and punctual verification of the gained experience, by means of which they realize their equilibrium with the surrounding environment. Having their imagination as a simulative function, which is one of the mantel development indicators; it acts freely in the reality, by adjusting to their needs. Creation of an ambience reach with toys and promoting their attempts to “investigate” the world, make up premises developing their cognitive development. This development is mirrored in the in general changes in the children’s mental activities, as well as especially in other elements suchlike the memory, reasoning, perception, logic, etc. Cognitive abilities are gained while interacting with others in the surrounding ambience. Children of this age progress in observing, interacting and processing information.

Each game, however simple it is, is featured by intensive motoric participation and commitment, by means of which children integrate their psycho-motoric skills and gain new knowledge. As such, it favors not only their physical development but the linguistic, social and spiritual ones as well. The use of the daily non-formal activities and playing have been considered as possibilities to develop children’s vocabulary, as an improvement of their daily language, the ways of storytelling or commenting events, their thinking processes, fantasy and imagination.

2. Application Procedure

Considering all that has been said about the role and importance of applying games in different fields of child’s development, the purpose of this study is to evidence the development level of certain linguistic indicators through playing as a motoric element. The study was realized in the course of observing pedagogical practices of the pre-school students department, Faculty of the Education Sciences, at the “ Aleksandër Xhuvani ”, Elbasan University (EU), academic year 2011-2012. About 280 4-6 age group children partook in the study, all from about 12 pre-school institutions of Elbasan city and county. The selected kindergartens were in Elbasan town, including the pilot kindergarten, No. 5, Kindergarten No. 12 and Kindergarten No. 4, in Kuqan, Katund i Ri and Shushice villages, all in their respective primary schools. Moreover, participating were the Librazhd town kindergartens, Kindergarten No. 1 and 2, the Gramsh town No. 1 and 2 kindergarten, Perrenjas town kindergarten, Belesh municipality kindergarten installed in the “ Halit Uruçi”. 9-year school. The study was also supported by the interest groups, such as the work group with the authors of this study and the manager of the pilot kindergarten Ms. Lira Ballhysa, the supporting group, consisting of the pre-school teachers in the kindergartens involved in the study, as well as the pre-school department students.

Some of the study identified indicators, reflecting the formation of linguistic abilities for this group-age children, are the ones connected with the application of the speaking, writing, reading, hearing and seeing strategies, in which the children need to activate all the five main senses which impact the communication improvements directly.

2.1 Models of Playing

1. The game “*My name is special*”, intends to enhance children to write their names according to the model showed by their teacher. (Mato et al. 2010 : 100-102). *Method*: on a colored sheet of paper the teacher lists all children group’s names in capital letters and reads them aloud. S/he shows each the first letter of their respective names to the children. S/he gives a sheet of paper with his/her name written on it to each of them

- encouraging them to write their own name under the written name on the respective paper.
2. The game: "*Me and my family*", intends to develop speaking and fine motoric skills. (Mato et al. 2010 : 110). *Method*: A day in advance, the teacher has ordered children to bring a photo of their family to the kindergarten. Photos are stuck on a large piece of cardboard. S/he urges children to draw their family members as they fantasize about them and describe them in words. S/he explains the concept of the family, as a commune of individuals living together and having common interests. Children use simple sentences.
 3. A game intending to develop speaking abilities by retelling a well-known story via figurative illustrations. (Tahsini et al. 2012: 141-143). *Method*: Figurative illustrations with well-known characters for children suchlike *The Snow White, The Princess, The Santa Claus*, (on the eve of the New year), etc, have been selected in advance by the teacher. Children are urged to retell the stories they know in advance, since they have heard them by their parents or have read them somewhere or they are told by their teacher. Such figurative illustrations can be used by the teachers even for newly told stories, heard for the first time. After the teacher narrates them the children are urged to retell the events and distinct the various parts of narration suchlike the introduction, the narration body and the conclusion. Children are urged to use verbs in past tense in the narration process. This way of storytelling can be perceived as a game in which children switch each other to finish the story, by passing the ball to the consecutive classmate.
 4. A game intending to develop the speaking, writing and fine motoric skills. (Mato, Grillo 2003: 163). *Method*: As many pieces of written papers have prepared as the number of the children partaking in the game. In one of them is written the name of a male animal, in the other the name of its counterpart female animal, (or, the children are asked to draw their favorite animals). For instance: tomcat – cat, cock-hen, ram-sheep, bear – she-bear. The pieces of paper are inserted into a glass vessel and the children are invited to take one of them. Once they read the paper they should imitate the animal loudly. Once this is over the children are divided in pairs (tomcat-cat and so on).
 5. A game to develop the speaking and hearing skills via the use of words imitating various noises in the nature (objects, natural phenomena, animals etc), (Mato et al. 2010 : 137-139). *Method*: Children are invited to play the game "*Listen to and describe sound as they are heard*" They are invited to listen to the wind blowing outside, or to recreate other noises heard in their ambiance. Children reproduce and describe different noises as they hear them. They are assisted to use descriptive sound-imitating words suchlike chirping, meow-meow, oink-oink, etc. Symbolic games or, the mimic ones, intend to enhance communication, transmission of the message by means of gestures and body motions. (Kamani et al. 2004 : 79). *Method*: In the first learning situation games with children are improvised, with each of them taking the role of a child, i.e. the blind one, the clumsy one, the one who cannot speak and cannot understand the language, etc while participating into the game. Children are directed to blindfold themselves and try to find the classmate which gave them the ball. Also they are encouraged to understand the message via gestures and the language of signs. In the second learning situation, the body as a whole is to be used, with its movements, trying to convey the messages and responding by imitating physical, spiritual and emotional situations i.e. big, small, fat, thin, happy, sad, angry, surprised, dreamy, etc.

Following this is the format of observation and assessment of the linguistic abilities in which the field indicators development results for the 4-5 yrs-old children have been reflected. To draft the format we have been based in the leaflet "*Observe and Estimate*" (Zisi, Selmani 2009 : 6, 10), a document which has been built basing on the standards achieved in the pre-school system.

3. Results and their Interpretation

Other than statistical data, the intention of the study was to frame problems relating to child development, which obviously reveal the following question: what are the conclusions and their interpretations? In the field of linguistic formation, which essentially is promoting language learning in group, through the need to communicate with others, the results drawn brought us to the following conclusions:

1. By means of the game "*My name is special*" which intended to incite children write their names according to the model shown by the teacher, about 95% of the children can identify their name as well as can write it after the model offered by their teacher, using capital letters. They can identify the first letter their name commences with, as well as identify their age and gender. This is a satisfying indicator showing the scale of their knowledge and the identification skills they possess.

2. About 89% of the children describe their family members through figurative descriptions, using clauses to make the descriptions with more than four words. This indicator asserts a good level of the descriptive abilities, using physical and emotional qualifiers in their descriptions.
3. About 72% of the children can retell an event happening very closely in time, i.e. in the morning or yesterday), in the game intending to develop linguistic abilities, further enrichment of their vocabulary and sentence patterns, by means of storytelling. This is a relatively good indicator. Children face difficulties in preserving logical continuity and in some cases into using the narration cohesive structures properly
4. About 83% of the children can retell a generally known story by watching figures (by identifying the story introduction, the narration body and the conclusion). This is also a good indicator, divulging that events are better memorized through visual perception and figurative illustrations help children to preserve the logical fluency in narration, by further enriching their vocabulary and using time and place adverbs suchlike: *at the end, later on, in the ends* etc.
5. In the game intending to develop the speaking abilities through storytelling a generally known story via figurative illustration, about 91% of the children could use past time verbs. This is a very good indicator regarding the use of the cohesive verb patterns, by means of which the characters' actions and events in narration become more dynamic.
6. In the game for developing of speaking and writing abilities, about 97% of the children could name the animals, could write the animals' names written by the teacher, by imitating them and know to create the male-female pairs. This is a good indicator regarding animal naming and creating their gender pairs. .
7. About 94% of the children could name five colors. (red, yellow, blue, green, orange), and can realize coloring figurative illustrations. This is another satisfying indicator regarding the development of the linguistic abilities via fine motorics.
8. 76%of the children can recite rhymes by using words imitating certain noises in nature, (objects, natural phenomena, animals). This is a relatively good indicator about learning verses by heart and reciting them as well as for the memorization of the sound-imitating words.
9. In the symbolic games or differently said, - the mimic ones, intending to enhance communication, transmission of the messages by means of gestures and bodily motions, children were placed in situations representing different scales of difficulties, making the achievement levels for this age group to be varying. Direct imitation has been proposed in the first situation, (imitation has been realized by sketching the object). About 84% of the children communicate by means of their hands and bodies. In the second situation, with a greater scale of difficulty, direct imitation has been proposed, (imitation of action). About 71% of the children communicate in group, by understanding the message and responding to it by reverse imitation i.e. *big/small, fat/thin, angry/smiley, etc.* The second indicator shows that symbolic games should be applied widely in the teaching process, in order to bring variety in communication.

4. Conclusions and Recommendations

1. In our study we tried to bring forth a simple and functional model for the assessment of the linguistic formation in pre- school children (4 – 5 yrs-old age group) through playing. Since games cover a considerable part of the curricular activities in different aspect of child development, we have offered this model to be used by the pre-school students and teachers in their work with children.
2. The models of the games selected by us were received and realized satisfactorily by the children. This is a fact showing that they are realized with the proper methodic and scientific criteria, and impact not only the further enrichment of children's experience but even the progress of these abilities in the respective fields of child development. The study also showed that the selected models of games were fully understood and administered by the supporting group – the teachers and students, which further convinced us that these games can serve as an assessment model for the children's abilities in these two fields of development.
3. In the field of linguistic development the results showed a good level. The reason is that the children's linguistic formation for this age group has a background and is urged by their need to communicate. However, the children's linguistic development should be understood as an ever growing process, which must pass through its own development stages in time, (from one month to the other, in the course of the school year), always considering the different level of knowledge linked with the social ambiance the children belong to. The pre-school teachers should apply various techniques to compensate inequalities resulting in children, to help

them acquire and understand a base vocabulary in communication. Games consist to be one of the techniques contributing to the improvement of children communication.

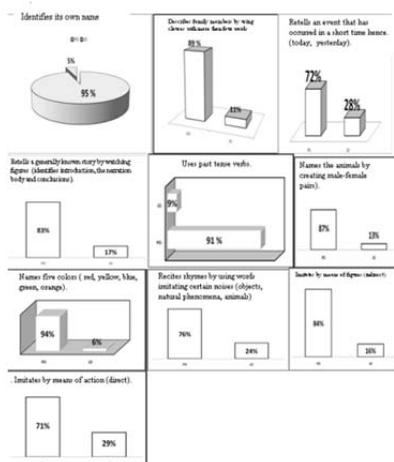
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Table 1. Summary table containing the observation and assessment results for some of the Elbasan county kindergartens.

Fields of development	Observed behaviors		Assessment in percentage (%)
	Yes	No	
<i>Linguistic and communicative abilities</i>			
1. Identifies his/her name	266	14	95 %
2. Describes family members by using clauses with more than four words.	249	31	89 %
3. Retells an event that has occurred in a short time hence. (today, yesterday).	202	78	72 %
4. Retells a generally known story by watching figures (identifies introduction, the narration body and conclusions).	232	48	83 %
5. Uses past tense verbs.	255	25	91 %
6. Names the animals by creating male-female pairs).	244	36	87 %
7. Names five colors (red, yellow, blue, green, orange).	263	17	94 %
8. Recites rhymes by using words imitating certain noises (objects, natural phenomena, animals)	213	67	76 %
9. Imitates by means of figures (indirect).	235	45	84 %
10. Imitates by means of action (direct).	199	81	71 %

Graphic presentation of Table 1.



The Impact of Risk Behaviors on Violence among High School Students

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Abstract

Current research suggests that the knowledge of the associations between adolescent risk behaviour and delinquent behaviours such as fighting at school or violence among peers is conceptually and empirically inadequate to substantially provide a base of assessment of adolescent health and risk. The aim of this paper is to contribute towards the knowledge and findings about the relationships between adolescent risk behaviours and violent behaviours among adolescents in an educational setting. From a developmental perspective, links between such behaviors in adolescence are discussed and investigated in light of a psychosocial stress model. This report summarizes results from Youth Risk Behavior Survey (YRBS), the 2011 national survey, conducted among students aged 12-18 in grades 9-12. A total of 15,364 students completed the national survey in 2011 where (N = 7656, 49.6%) were male and (N = 7708, 50%) were female students. Bivariate and multivariate logistic regression analyses showed that the odds of fighting at school are increasingly greater as children's frequency of carrying weapon at school ($\beta = 1.77$, $SE = .08$), playing videogame and watching TV scores separately increase among different races. When all four predictor variables were considered together, they significantly predicted whether or not a student would fight at school, ($\chi^2 = 478.67$, $df = 5$, $N = 14059$, $p < .001$). Finally, conclusions for future research, behavioral interventions and educational policies on adolescent health are provided.

Keywords: YRBS study, risk behaviors, violence, adolescent

1. Introduction

Adolescence is a transition period characterized by a rapid development when young people acquire new knowledge and skills and are faced with many new situations (Boyce et al., 2008; and Hurrelmann & Richter, 2006). As adolescents go through many physical and emotional changes, they are faced with many pressures and challenges as well, including disadvantages of using technology, the social media, peers using weapons, and academic and behavioral problems. Some risk behaviors such as spending extended hours on watching TV, playing videogame for many hours and carrying weapons or guns at school, established during adolescence can influence the adolescents' social relationships with the others at school. Such adverse behaviours create the roots of a behavioral pattern that might have long-lasting effects at a high cost to the health of young people.

School is such an important social and learning environment influencing not only educational outcomes but also social and behavioral ones. Research shows that children who are not engaged with learning or who have established poor relationships with peers and teachers, are more likely to get involved in socially disruptive and conduct behaviors (Bond, Butler, Thomas, Carlin, Glover, Bowes, & Patton, 2007). Those children who stay more isolated and more engaged with the social media and technology or those who get involved with behaviors such as holding weapons at school are more likely to develop adverse behaviors that may influence others' health as well. Risk behaviour is considered any behaviour that might have undesirable consequences which increase the probability of harm and loss (Cairns and Cairns, 1994). Although there is a vagueness in the literature about the concepts related to risk behaviour, there is a consensus that such behaviours are directly or indirectly related to health, adverse behaviours and inadequate psychosocial adjustment (Hurrelmann & Richter, 2006).

Children from different races may show interest on risk-taking behaviors and violent ones at school. Most of the young children, who get involved with the juvenile justice system, usually come from low income single-parent homes found in poor neighborhoods and have high rates of learning problems, mental health issues, and behavior problems. The juvenile justice system reports that one child every 21 seconds is arrested in the US. Children of color ages 10-17 represent only 16 percent of the overall child population ages 10-17, but make up 34 percent of children arrested, 38 percent of children adjudicated, and 68 percent of children in residential placement (Children's Defense Fund, 2014). Incarcerated youth are at increased risk of physical abuse, sexual assault and suicide. There are better choices than incarceration that work for children, keep communities safe, and are more cost-effective. Diversion programs, treatment

programs, after-school reporting programs, and family support programs help keep children out of trouble.

Adolescents show a tendency to become either more dependent or independent on various factors and peers. Interactions with peers who show deviant behaviors or who are more socially isolated might result in adolescents getting more involved with risk behaviors during this period.

This work is built on the theoretical basis of social control theory (Gottfredson & Hirschi, 1990). This theory claims that problem behaviors in adolescence are attributed to developed conduct problems early in life. Gottfredson & Hirschi (1990) characterize delinquents who are predisposed to become as such in childhood as those lacking self-control, or being more impulsive, insensitive and risk-taking. They claim that low self-control can result in criminal behavior only when such an opportunity is present. The lack or the presence of self-control is found in childhood and that is where the problem behaviors first emerge. This study focuses on understanding young people's risk behaviors and their impact on developing problem behaviors such as violence. This work seeks to identify and discuss the extent of these habits or risk behaviors and highlight the need for preventive action to "turn this vulnerable age into an age of opportunity". The aim of this work is to (a) examine the various linkages between risk behaviors and violence in adolescence; and (b) provide intervention and policy implications of the findings.

2. Method

2.1 Sampling Procedure and Sample

The Youth Risk Behavior Surveillance System (YRBSS) is conducted by the Center for Disease Control and Prevention and it monitors six categories of priority health-risk behaviors among youth and young adults: 1) behaviors that contribute to unintentional injuries and violence; 2) tobacco use; 3) alcohol and other drug use; 4) sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) infection; 5) unhealthy dietary behaviors; and 6) physical inactivity. In addition, YRBSS monitors the prevalence of obesity and asthma. YRBSS includes a national school-based Youth Risk Behavior Survey (YRBS) conducted by CDC and state and large urban school district school-based YRBSSs conducted by state and local education and health agencies. This report summarizes results from the 2011 national survey, 43 state surveys, and 21 large urban school district surveys conducted among students aged 12-18 in grades 9-12. A total of 15,364 students completed the national survey in 2011 where ($N = 7656$, 49.6%) were male and ($N = 7708$, 50%) were female students.

2.2 Measures

Predictor variables: Carrying weapon. The respondents reported their weapon carrying during the past 30 days. Weapon carrying was assessed by asking respondents if they had carried a weapon such as a gun, knife, or club during the past 30 days (from 1 = 0 days to 6 = 6 or more days), this variable was collapsed into a dummy variable (1 = yes, 5.1%; 0 = no, 94.9%). *Watching television.* The respondents reported the number of hours they watched television on an average school day (from 1 = no watching television to 7 = 5 or more hours per day), this variable was collapsed into three categories (1 = no television, 27.9%; 2 = 1-2 hrs/day, 36.4% and 3 = 3 or more hrs/day, 35.7%). *Playing videogames.* The respondents reported on the number of hours they spent playing video or computer games or used the computer for something that was not school-related (from 1 = no playing video or computer game to 7 = 5 or more hours per day), this variable was collapsed into a dummy variable (1 = once or more, 66.8%; 0 = never, 33.2%). *Race/Ethnicity.* The respondents reported their race or ethnicity by selecting one option out of five categories. This variable was collapsed as well into a dummy variable (1 = white, 40.8%; 0 = other, 59.2%).

Dependent variable. Fighting at school. Fighting was assessed by asking respondents how often they had been in a physical fight during the last 12 months (from 1 = 0 times to 8 = 12 or more times) and this variable was collapsed as well into a dummy variable (1 = once or more, 12.1%; 0 = never, 86.3%).

2.3 Data Analytic Strategy

We used SPSS 20.0 to analyze the data. Bivariate and multivariate logistic regression analyses were conducted to investigate if there is a relationship between youth risk behaviors and race on violence at school. Firstly, we collapsed both predictor and outcome variables to meet the assumption for the logistic regression analyses which predicts a dichotomous dependent variable when the independent variables are either dichotomous or normal/scale. We also

checked for multicollinearity. Because tolerance and VIF scores are not available through the logistic regression command, linear regression analyses were conducted and the results showed that all the variables were approximately .87, with an adjusted R^2 of .042, so there was no multicollinearity.

3. Results

Results from the bivariate logistic regression are presented in Table 1 which shows the crude odds ratios (CORs), and 95% Confidence Intervals (CIs). The results showed that when each predictor variable was entered alone in the model, it significantly predicted whether or not a student fought at school: 'carrying weapon at school' ($\beta = 1.77$, $SE = .08$), 'watching television (1)' ($\beta = .07$, $SE = .07$), 'watching television (2)' ($\beta = .25$, $SE = .07$) 'playing videogame' ($\beta = .11$, $SE = .06$), and 'race/ethnicity' ($\beta = .45$, $SE = .06$). Table 1 presents the crude odds ratios for each predictor variable which suggest that the odds of fighting at school are increasingly greater as children's frequency of carrying weapon at school ($\beta = 1.77$, $SE = .08$), playing videogame and watching TV scores separately increase among different races. Results showed also that youth who watched television for 3 or more hours a day had an increased risk for fighting at school compared to those youth who had not watched television, but there was no increased risk for those who watched television for 1-2 hours/day compared to non-television watchers.

Table 1: Bivariate Logistic Regression Predicting Who Will Fight at School

Variable	B	SE	CORs	p
Carrying weapon	1.77	.08	5.81	< .001
Watching TV (1)	-.07	.07	.68	< .001
Watching TV (2)	.25	.07	.74	< .001
Playing videogame	.11	.06	1.19	0.001
Race	-.45	.06	.62	< .001

Results of multivariate logistic regression analyses shown in Table 2, report that when all four predictor variables were considered together, they significantly predicted whether or not a student would fight at school, ($\chi^2 = 478.67$, $df = 5$, $N = 14059$, $p < .001$). The odds of fighting at school were increasingly greater as children's frequency of carrying weapon at school, playing videogame and watching TV scores together increase while controlling for races.

Table 2: Adjusted Odds Ratios (AORs) and 95% Confidence Intervals (CIs) for Predicting Violence at School—United States, YRBS, 2011

Variable	Fighting at school		
	AORs	CIs	
Carrying weapon	5.88	4.98	6.93
Watching TV (1)	1.07	.93	1.23
Watching TV (2)	1.28	1.12	1.47
Playing videogame	1.11	.99	1.25
Race	1.57	1.44	1.78

4. Discussion

Evidence gathered over the last two decades shows that disadvantaged social environment and habits are associated with increased behavior risks. Understanding the nature and the function of risk behaviours and their link with violent behaviors helps at developing intervention programs that could provide alternative behaviors which are healthier and fulfill similar needs of adolescents. YRBS study findings show how young people's health changes as they move from childhood into adolescence and their impact on various social and behavioral outcomes. They can be used to monitor young people's behaviors and determine effective behavior improvement interventions.

In fact young people are often neglected as a population group in health statistics, being either aggregated with

younger children or

with young adults. Little attention has been paid to social environment and habits related to violent behaviors in this group. Adverse behaviours and health experience during this critical period has short- and long-term implications for individuals and society. Life-course approaches to behaviour interventions highlight adolescence as critical in determining adult behaviour in relation to issues such as substance use, carrying weapons, playing videogame for extended hours and so on.

This work has been developed to increase knowledge and understanding around violent behaviors in adolescence from the perspective of risk behaviors allowing researchers, policy-makers and practitioners

to convene to analyse data, review policies and interventions and formulate lessons learnt. Specific objectives are to document, analyse and increase knowledge and understanding by: (i) translating research on young people's behaviors into policies and action within and beyond the health and education sector; (ii) scaling up intersectoral policies and interventions to promote young people's health; and involving young people in the design, implementation and evaluation of policies and interventions.

The findings presented in this report can contribute to WHO's upcoming strategy for Europe, Health 2020, which is being developed through a participatory process involving Member States and other partners, including the European Union and its institutions, public health associations, networks and civil society. The objective is to ensure an evidence-based and coherent policy framework capable of addressing the present and forecasting future challenges to population health. It will provide a clear common vision and roadmap for pursuing health and health equity in the European Region, strengthening the promotion of population health and reducing health inequities by addressing the social determinants of health. Part of the work being taken forward to drive the Health 2020 vision is a major review of the nature and magnitude of health inequalities and social determinants of health within and across European countries.

Young people's health choices, including eating habits, physical activity and substance use, change during adolescence. Health inequalities emerge or worsen during this developmental phase and translate into continuing health problems and inequalities in the adult years (12,13). These findings have important implications for the timing of health interventions and reinforce the idea that investment in young people must be sustained to consolidate the achievements of early childhood interventions (9). This is vital for individuals as they grow but is also important as a means of maximizing return on programmes focused on investment in the early years and reducing the economic effects of health problems.

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Implementation of Some Didactic Innovations in Teaching and Learning Process

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Abstract

Recognizing the problems of school related to enhancing the quality of learning, while understanding, thinking, and judging on this field of study we think that teaching innovations are one of the main keys through which can be changed the quality of learning for students at schools. For this reason, this paper is dedicated to improving the quality of student learning in school through implementation of new schemes of teaching, contemporary learning techniques and strategies, research topics, theoretical analysis and practical generalizations. This paper will consider some practical issues of teaching methodology with the main focus on the student, a process which represent a vital practice of student-teacher relationship through which skills, values, deep and sustainable competencies are acquired by students. The practice of teaching focusing on the student has allowed us to promote successful techniques and strategies to achieve specific learning goals, which is reflected in improved quality of learning and students' final scores. Through the models that will be presented in this paper we will prove the effectiveness of the strategies and techniques used during the learning process—on the students. This practice has allowed us to make a selection and a typological classification of these techniques and strategies finding at the same time their right place in the teaching practice, and strongly associating each one of them to the objective it can achieve. Interaction of the technique with specific targets makes the process of teaching to go through the procedural steps and escalates the achievement of the objectives from the lower level to the highest one. The teacher responsibilities have already been seen and should be seen in the new professional contexts which contain in itself creative and inventive skills and competences.

Keywords: didactic innovations, teaching methodology, contemporary strategies and techniques.

1. Introduction

Teaching and learning today are considered as a significant approach to the structure and content of the curriculum. Nowadays learning can not be considered a unique and independent process from alternative environments where the student has the opportunity to express himself anywhere. Teaching students on the basis of competencies and levels of learning increasingly is emerging globally in education. For students the learning process is almost an architecture, which must be built step by step and should pass from one level to the other through contemporary schemes, strategies and techniques that offer concrete achievement standards (competences).

Working through use of levels, for teachers it is possible nowadays to effectively use teaching and learning strategies by considering the individual needs of the students and focusing the teaching process on students, making him an active participant in the teaching and learning process.

The rapid development of information technology has introduced to the teaching process new learning spaces. A number of problems have emerged which connect didactics with many other disciplines or areas, creating an interaction among subjects, as a basic principle in the learning process.

Recently it has been discussed dynamically on these relationships and about the teaching process. These new relationships and professional features in the teaching profession have been called by Piaget as the essence of education, "the main purpose of education is to create men who are capable of doing new things, not simply repeating what other generations have done, people who are creative, inventive and discoverers" (Piaget, 2005 Tirana)

Finding creative and innovative ways in education today is a matter of increasing the quality and performance of each student. In order to make it more concrete this contemporary concept, in this article we will focus on finding some new teaching spaces, which lead us towards achieving the scope of this paper.

Teaching for learning is an evident approach nowadays in the structure and content of the curriculum. The student passes from one level to another, step by step. Working with levels it is possible for teachers to effectively use teaching and learning strategies by really keeping the spotlight on the student, making him an active participant in the process of teaching and learning methodology.

For this purpose The National Education Strategy states: "Teaching methodologies in the elementary education

include using style and teaching models that ensure students' active participation in the selection and use of information by promoting personal responsibility, initiative, reflection, independence of judgment, self-esteem, cooperation and equality." (MASH, 2012, page 21)

Further in this document another issue is evidenced related to the quality of learning "Teachers and students increase their work to improve the quality of teaching and learning exactly based on the quality of information provided by these judgments. This serves to increase the reliability of assessments of teachers, parents, colleagues and community ... "(MASH, 2012, page 22). For this purpose in connection with the role of teachers in the teaching and learning process Piaget states: "the role of the teacher is to form in the mind of students a tool, a method to allow the latter to understand the world " followed by the phrase "Education is like medicine: an art, which relies - or should be - relied on certain scientific knowledge" (Piaget, 2005, Tirana, page 14)

The methodology used in the paper entitled "Implementation of some didactic innovations in the teaching and learning process" is supposed to highlight his intent in the general practice of the Albanian school regarding the teaching and learning process, a practice that is in the deep process of reform, recognizing the results day by day. Student - centered teaching as a progressive movement of recent practice teaching in the Albanian school, based on experimented projects for this purpose such as "Developing critical thinking through literacy" (SOROS, 1997-2004), Global Education, (Unicef 1994- ongoing), Interaction in Class (Save the Children, 2004-2013, etc). Through these projects are provided new teaching and learning practices that have produced results and have become part of the teacher's work.

Teachers in the Albanian schools are employing a whole set of techniques and strategies that enable them to achieve successful teaching practices. Based on this new educational environment we have experimented and used work materials and observations. Also we have contacted teachers and students to support the findings of this paper.

Specifically are being studied all documents obtained from the above project.

- We have analyzed more than 50 teacher's journals to highlight their level of use of new methods related to the teaching process focused on the student.
- We have studied classified and grouped strategies and techniques by the service they provide.
- We have observed lessons and conducted surveys on teachers.

2. Research Issues

2.1 *The teaching process focused on the student as a process through which earned values*

The teaching process before the year 1994 (in Albania) was performed according to traditional and classical method, the students in the class listened the teacher while the student would reproduce what he heard from the teacher. In this way the class was a group of individuals where the student was not allowed to have the spirit of cooperation, and where work started with the initiative of the student becoming after it collective, thus creating a closed related social life.

So the students themselves create something deeper, a general education attitude oriented toward global cooperation. Global education requires an overhaul of the entire teaching process. The most important impact of teaching affects the student attitude and vision for its future, in order to feel (or not) as part of the society where he lives.

Referring Michael Fullani "I ask the question: What would happen if we considered the student as a person or entity, whose opinion counts for introducing and implementing reforms in school?" ... "Educational change, on overall, is a phenomenon associated with people connected with each of the individuals as a student. Every educational change, even the education in general, will fail, if (for them) there will not be a meaningful role in this enterprise." (Fullani, 2001, page 230)

In order that educational changes can include as much as possible the innovation, today more and more the teaching process is oriented toward a contemporary teaching process focused on the student

Goodlat (1984) says that "the teaching process seems to improve when students are active, understand what is expected of them, when their work is evaluated, when they recognize quickly their mistakes and receive instructions for improving their work" (Fullani, 2001, page 236)

In didactics the teaching process is considered as a process that merges "art and science" "Teaching as "art" is based on the teacher's intuition and actions during the process of making the curriculum flexible, accessible, vibrant, and interactive. Teaching as "science" is dictated by the position of the authors of the curriculum and the direction that they have given the subject content in certain subjects." (Gjokuta, 2009, page 263)

If the classic teaching was focused on the teacher and the curriculum, the new teaching process is based primary on students leaving the teacher behind. This situation impacts the schools, to implement this reform going from theory to

practice by mean of using active school methods.

"If the purpose of education is to form autonomous human beings, then learning based on verbal transmission and authority should disappear. Active school methods are the ones that emphasize the importance of the principles of freedom, of the activity and interest of the child, with the aim to achieve his development" (Piaget, 2005, page 10)

In active methods the behavior relationship created between teachers and students become interactive and affect the personality of students. The teacher is important in children's education. The performance of the learning process depends on the performance that he would consider during the interpretation of the learning process, in which the student should be an active experimenter, seeking and finding solutions. The teacher can facilitate the process by offering opposite suggestions and leads finally in the solution of the problem.

Not in vain in contemporary psychological and pedagogical literature, we read that the teacher should be aware that in addition to learning contents (e.g. scientific knowledge) the teacher uses different voice tones, gestures, movements, etc., that are included in teachers' performance and to what we call the "warmth and enthusiasm" that the teacher uses in class.

The teacher should transform the class in learning and assignment activities including all components of reading, speaking and writing. "Learning time should be seen differently: as a cake which students divide into learning activities between reading, speaking and writing. To succeed in this kind of teaching, the teacher should know very well the individual features of students in regard to their learning styles." (Gjokuta, 2009, page 266)

The teacher should be demanding and should have a good knowledge of innovative teaching. The teacher should not be a presenter of traditional methods, instead should promote scientific research work based on the idea that in order to understand there should be created simultaneously authors and actors in the implementation of a process. "to become a better teacher, it means having more confidence, when deciding on teaching issues, having as well the commitment to further improve..." (Fullani, 2001, page 194)

Interactive teaching as a concept can be summarized in the form of some didactic terms, which constitute in itself inseparable integrating links of the teaching process. Everything in the class is developed and is done based on the to students' needs and interests.

For this purpose the teacher makes preparation for the organization of the teaching process bringing diverse didactic innovations. The more time spent on the preparation and development of the teaching plan, the greater are the chances for a successful and qualitative work in teaching and learning process.

The teacher, in order to be successful in achieving the teaching class, should be careful in drafting a functional structure which helps the teaching process, considering at the same time that for each phase he should determine the objective, starting from the minimal objective and step by step moving to objectives of higher levels. At the moment when an objective becomes feasible by all means it does not exist anymore and the next objective becomes minimal.

Daily planning of the class represent a high intellectual-cognitive activity by which the teacher determines the teaching purposes, sets the targets to be achieved, and evaluates the means that should be used for the class. Today's principles in various subjects are closely related to each other as general didactic and scientific principles, and also specific principles that make possible changes and innovation in the teaching process. Educational institution, according to Piaget is "to create minds that can be critical, can verify, and not to take for granted everything that is given".

2.2 For a functional structure of the class

In order for the teacher to achieve an effective class, should take into account the composition of the class during the determination of the objectives, and recognize at the best the affective side of the student. "To respect and promote the dignity of the child is one of the core values of our school. This is also for us the starting point of we can build a common vision and where we can focus our training program to our staff "(School of learning, Discipline fifth, page 149)

To achieve a practical understanding of a teaching structure should it be ERR or PNP we would stop and analyze in terms of all the services it can offer to the reorganization of the teaching process during a normal class in many ways, like:

- Formulation of objectives;
- Finding appropriate techniques for each objective;
- How to enable integration;
- The combination of communication skills within the subject and among subjects;
- Timeliness and finding the appropriate resources for each step of this structure.

The teacher before building the class structure should:

Have correctly determined how long students will need to acquire new knowledge within an hour lesson.
What emotional state we will create to children while working with them?
Do the latter have the pleasure to be involved in this work and to easily adopt the proper values?
Is it the functional to use the target?

Can the student access in a wide interaction concepts and activities after the acquisition of this objective?

Effectiveness grow much more if it can be achieved to inter-relate better the teacher work with what students can do. We should emphasize that teaching objectives are not realized only because the teacher has them in mind, or have wrote them in the journal. "This kind of thinking affects the way you communicate with students. You can use several different teaching techniques (to suit different types of students) and you can create new challenges and difficulties with which the students will face, in order to overcome their limits. Through these methods students can also understand which are their strengths and weaknesses. Consequently due to this way of teaching, the school system constantly communicates with the student" (School of Learning, Discipline fifth, page 149)

We are considering as a model a class structure and all its components.

Table 1:

Structure Phase	Objectives	Strategies/ Techniques	Relationship	Skills that are developed	Key Words	Time	Sources
Introduction / Invocation: Or Preparation for learning	- e.g. Distinguish names in a text of 5 sentences	Think/work in pairs/ tell others	Reading and Language	Reading, Writing	Name gender decline	10'	Text notebook schedule
Understanding. Or Construction of knowledge (Content Processing)	Analyze characteristics of the name forms during decline	Insert. Table of concept	Reading and Language	Reading, Writing	Name gender decline	25'	Text Video wall
Reflection Or Reinforcement (Consolidation of teaching)	Compare the decline of male from female names	Venn Diagram	Reading and Language	Reading, Writing	Name gender decline	10'	Schedule

For every objective the teacher is required to find one or more techniques or strategies that he finds suitable in relation to relevant objectives. In the same way you should follow for each step of the table structure analyzing objectives, strategies, techniques, relationship, skills that are developed, keywords, time and the sources etc. The preparation of the Albanian language teacher for a class does not end here. Once the above table has been prepared it needs to be broken down all activities that will be carried out.

If we would like to breakdown the structure in stages and steps, it is worthwhile to make an additional comment about the closed relationship and interaction of the elements of teaching. Accordingly the breakdown of a class may be reflected by the following table:

Table 2:

Steps	What will the teacher do?	What will the student do?	Time
Step 1 Think/work in pairs/ tell others	Here will you develop all the activities that will make the teacher for the achievement of the objective 1: -Breakdown the objective through the technique that will be used which allows for a combination of views. In order to achieve this technique the teacher writes or prepares in advance some open questions and asks students to respond in writing to them... The teacher puts students in pairs (two desk mate) This technique makes students reflect on the text and to shape their opinions. The teacher leads, directs, guides. This step must be connected to the respective objective. If the connection is not done the class is considered failed.	Students follow the steps that they need to follow according to the teacher recommendation. Students in small groups of pairs prepare questions and seek answers Students are engaged in the learning activity. To have more accurate answers students work in pairs and try to achieve together as correct as possible answers Finally of each pair group is represented by a discussion present their ideas about the answers to the given questions.	10'
Step 2 Insert Table of Concept	- The teacher distributes white sheets across working groups explaining how students will act. It is an analysis technique that promotes the analyses of concepts, facts, occurrence and serves a lot in learning Albanian language, considering also aspects related to this subject such as speaking, writing, grammar, etc. The teacher talks, discusses, exchanges ideas by checking workgroups. -The teacher manages, organizes coordinates, promotes, stimulates, and supports. This step must be connected to the respective objective. If it is not connected the class is considered to have failed.	Clearly define what the student will do. Working groups work independently, among them by discussing and arguing over class work	25'

Step 3	The two questions on which to build the Venn diagram are: 1-What are the similarities between...? 2-What are the differences between them?	Students draw the Venn diagram highlighting the similarities and differences of the part. They refer, argue demonstrate and compare their jobs.	10'
Diagram Venn	During this phase, the teacher listens carefully to students' responses, reacts positively to any response by approving and objecting by students using incentives -The teacher manages, organizes coordinates, promotes, supports and give tasks -Teacher involves students in assessment and self-assessment.	Intensive involvement in this process brings a spirit of cooperation among students	

2.3 Grouping techniques and strategies

According to the literature and research in the field of using techniques and strategies we have achieved a sorting and grouping as below presented.

This grouping allows and provides for teachers an easy way in finding those techniques and strategies according to the aim used in the structure of the class. These techniques and strategies are not invented by us, but are researched and grouped by experimented projects, which have already been turned into real schools, in the practice of education in Albania. It is expected that teachers fit better with them and use them appropriately in the structure of a lesson. For this purpose, the following table provides help in placing them right during the teaching process.

Table 3: Grouping techniques and strategies according to the service they offer

Research Techniques	Working Group	Asking in class	Writing	Reading
Case Study	Discussion	Asking techniques	Two-party journal	INSERT
Project	Small working group	DRTA/DLTA	Save the last word for me	Know/I want to know/Learn
Excursion	Combining Techniques	Wall Exhibition	Kubimi	Concept table
Survey	Think/ Work in pairs/ your friend	Author questions	Kllasteri	DRTA & DLTA
Experiment	Playing roles &	Playing roles	Fiveverses	Groups
Findings	-Group Experts	Exploration	Concept Table	Minilesson/ School newspaper
Solution of the problem				Wall Exhibition

2.4 The sensitivity of teachers in using of techniques and strategies during the teaching process focusing on the student

In connection with the use of techniques and strategies for teaching interactive we have communicated with teachers through a questionnaire. We have collected different opinions about their attitudes, regarding the use of these strategies and techniques nowadays, which guide the teaching process focused on the student.

3. Teacher Questionnaire

3.1 Content

1. Description	Not at all	little	Average	Good	Very Good
How much importance YOU give to the class structure?	0	0	10%	70%	20%
Does the teaching concept focusing on the student foster student creativity?	0	0	10%	40%	50%
Is it the teaching process focusing on student concept applicable to you?	0	0	20%	50%	30%
Does the application of these methods for you cause the increase of the learning goals?	0	0	20%	40%	40%
Student's results are ..?	0	0	20%	70%	10%
Does the teaching methods and techniques enable the integration between different subjects?	0	0	0	40%	60%
Are the students active while using these techniques?	0	0	0%	30%	70%
Does the interaction with other subjects occurs?	0	0	30%	50%	20%
Do you have difficulty in using other techniques?	0	30%	40%	20%	10%
Are you trained by specialist for the acquisition of these techniques?	0	30%	50%	10%	10%
Do teachers use traditional methods?	0	20%	40%	30%	10%
How many teachers use techniques according to the teaching structure?	0		30%	40%	30%
Are these methods working with a large number of students?	0	30%	30%	40%	10%
Do you have the material basis for the implementation of these methods?	0	30%	30%	20%	20%

2. In the following table, express the percentage of using the different phases of this table in the preparation of you journal?

Structure phases	Objectives	Strategy/techique	Interaction	Developing expressions	Key words	Time	Sources
80%	70%	30%	30%	10%	10%	40%	10%

3.2 Analysis of the questionnaire

Number of people interviewed: 50 teachers of elementary Schools system in the city of Tirana.

Of course the above questionnaire needs feedback from all teachers that implement the curriculum of teaching the Albanian language in schools. This is an experience that should remain open and be continuously enriched. Many years working productivity is significant and touchable.

Referring to statistics issued by the questionnaire, are clearly evidenced all the strengths and weaknesses of these interactive methods. Teachers say that: students are very active and interested in this way of working because they have complete freedom of thought and understanding. Also working in groups in the classroom creates playing roles and brings into another working environment. This way is encouraged critical thinking and understanding by students. All students are active, creative and engaged in providing ideas and opinions. They appreciate each other and express satisfaction with the application of new techniques, which are quite attractive for them. It has been noted that in implementing these new interactive teaching techniques, the main work is done by the students themselves. Students through numerous activities learn better the subject, being equal and collaborative with each other. However by knowing better the new techniques and strategies they can bring in return a great services in the learning field and can be used in all subjects.

As can be noticed from the table the most positive results are in favor of the principle of integration, despite the reluctance or not acquisition of the innovation due to being attractive from the traditional methods. 50 % of teachers have welcomed the introduction of new innovations, where the teaching process focused on the student increases their creativity.

Also it was noticed that older teachers have lost patience to use new techniques during the class. There are teachers who spend time talking about topics which fall out of curricular or about their personal experiences. Approximately 35 % of teachers misinterpret the new methodology by allowing students to read on their own. 70 % of them do not find the correct technique for adapting it to the subject target. 30 % of teachers use appropriate and correct combination strategies. 40 % subject teachers make fair distribution of time in the learning process by using the teaching process focused on student. 40 % of teachers use a clear structure for teaching.

70 % of teachers do not select the correct teaching strategies according to the learning objective, despite that they are trying to include these techniques in their learning journal.

Teachers feel that by the use of these innovations is often difficult to manage teaching time, which lasts 45 minutes. Textbooks are not designed to work that way. Unfortunately the reading texts contain prominently story and fairytales with an extremely outdated moral, with pedagogical apparatus rather old, with vocabulary and language that belongs more to history and less to the one used today, those types of lecture texts, which make the student feel tired and develop just a little the fantasy and thought for the future.

Teachers say they do not have adequate cabinets and didactic teaching tools. Teachers say they in order to be motivated in their work there should in place occasional trainings in teaching methodology focused on the student, where teachers themselves should be stakeholders in the change process.

"The ultimate goal of change in education: teachers should see themselves as "stakeholders" who have put at risk something from their own process to the success of the system as a whole, by searching the meaning, as an unachievable key of this success." (Fullani, page 408)

4. Results

- Knowledge and application of contemporary models requires professional development for teachers and learning during all their life. It requires exchange of best practices in daily activities, sharing experiences.
- Improvement of teaching and learning requires new forms and professional skills.
- The teaching process focused on the student should provide didactic materials that help teachers in their work.

- The education system requires motivated teachers who have a new mentality. To plan means to think in advance, to project, to draw exactly, the model, to design, to write etc.
- If we want to change the quality of teaching and learning we should concentrate our preparation for the class toward finding these solutions. In the journal models is found the contemporary teaching model. The student thinks, works, evokes, builds, designs, draws, solves problems, compares, analyzes, collaborates with his fellow in the group, refers, argues, and learns.
- Open Teaching model - the process in which the students and the teacher must be both at the same time authors and actors in applying a teaching type, where the roles of the two parties appear more diverse.
- Never should be underestimated the new updates that the student brings during a class, because their individual work period is the biggest achievement for all their hard work and not to forget that these works make the class interesting.
- The teacher should become a positive role model, to be followed by students in the correct use of standard language.

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The Construction of Professional Knowledge: A Comparative Study of Social Assistants and Mediators

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Abstract

This work is centred on the dynamics of identity and professional development of two socio-professional groups; namely, Social Assistants and Mediators. It takes as its point of departure the characterisation of these socio-professional groups and their professionalization. The professionalization of the social groups matches the dynamics of identity development and presupposes social recognition of their professional knowledge and competences that are built in situations of real work and professional socialization (Dubar, 1997; Wittorski, 2008). Schön's (1996) "epistemology of professional practice" is paramount in this context, as theoretical knowledge and learning developed in formal training settings are insufficient for their professional daily work. The study of a qualitative nature was carried out using case studies in four countries - two in Europe and two in Latin America - Portugal, France, Brazil and Argentina. It had as its principal objectives the identification and analysis of the dynamics of identity and their articulation with the construction of professional knowledge in two socio-professional groups, which have been the subject of an increasing social visibility. The research strategies that we favoured were phenomenological and ethno-methodological, which turned out to be the two fundamental techniques for collecting information; namely, documentary research and biographical interviews. This methodology allowed us access to the socio-historical processes and subjective experiences of the participants with respect to their dynamics of professionalisation and in this way we could understand better the continuities and/or gaps in the processes in relation to their construction of identity. In order to analyse the data collected we turned to the emerging characterisations, a structural analysis of discourses and continuous comparison, when searching for evidence in the construction of the interpretative text. As the principal results of the study, we would stress the singularity of each one of these socio-professional groups taking into account their origins, their socio-historical processes and the theoretical and ethical assumptions that have structured their identities. Taking, as a reference, the geographical and cultural variable, it was not possible to find any significant differences in or between any of the groups, which indicates a consistent specific and cross-disciplinary professional ethos. Also evident was the particularity and relevance of professional knowledge in the assertion and professional development of both the Social Assistants and the Mediators.

Keywords: Professional Knowledge, Social Service, Mediation, Dynamics of Identities.

1. Introduction

The studies about the processes of professionalization recognize three fundamental dimensions and structuring of professional groups: specialization (specific activity), structure (mobilization of characteristic knowledge) and professionalism (particular function) (Demazière & Gadéa, 2009). These three dimensions are interactive and are connected with learning and professional knowledge.

Professionalization is a process of updating and renewal of the epistemological foundations of a profession and the training for its practice (Tardif, 2000), through which professional knowledge represents one of the essential elements for the visibility of professional groups and the expression of professionalism of the individuals, who are part of that group.

According to Roche (1999, p. 35), questions related to professionalization gain special relevance "in the moment in which knowledge does not guarantee in a linear way the competency or professionalism of individuals in an economic and social context that knows profound changes". From this it is important to pay attention to: i) questions of professional development in close relationship to the processes of external and internal change for the subjects, who appeal, among other things, to the acquisition and mobilization of the many experiences incorporated in competencies suited to the complexity of their contexts and situations; ii) training and lifelong learning; iii) formal initial training and continuous training in its many contexts and iv) reflective practices.

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In this domain, one can highlight the contributions of the field of Educational Sciences and, in particular, Psychology of Education, Pedagogy, Curricular Studies and the Sociology of Education. These fields raise questions about training and learning in articulation with models of learning in adults, reflective practices and social, personal and professional development and also the construction of identity with particular reference to the works of Dominicé (1990), Zeichner (1993), Schön (1996), Barbier (1996), Boutinet (1998), Pastré (2011) and Sacristán (2013).

The study presented here focuses on two professional groups: Social Assistants and Mediators. Although their processes of professionalization are distinct, the professionals of both groups recognize the importance of professional knowledge in their daily work and in their socio-professional visibility.

2. Professional Knowledge: Theoretical Standing and Condition of Identity

The situations that characterize current contexts – social, organizational and professional – are incompatible with an initial training for the whole of life and with enrolled models of training that have an exclusive technical, instrumental and objective rationality. The scientific-technical solutions for problems of another nature lead often to disregard, in the training processes, of the reflective dimension about the psychological and socio-institutional mechanisms, which structure representations and professional identities.

Boutinet (1985, p. 13) emphasizes, in this respect, that “if we limit ourselves solely to thinking about (professional) pre-training we lay ourselves open to how difficult is the connection between proposed technical learning and the evolutionary demands of occupations and professions. For many years these occupations enjoyed a remarkable stability. Now this is not the case today”. On the other hand, the “reflective practice movement” (Zeichner, 1993) highlights the importance of reflection in and about professional practices, as well as the necessity of educating for the construction and production of knowledge. Schön (1996) refers to this in the same way, when he substantiates the importance of reflection and advocates an ‘epistemology of professional action’, as a synthesis of the dichotomy between theoretical and practical knowledge or, according to him, the dilemma of rigor and relevance. According to the author (idem, p. 205), the model of applied sciences appears incomplete for explaining practical competencies in divergent situations by proposing in its place “an epistemology of professional action that is implicit in the artistic and intuitive process and which some practitioners make concerning participation in situations of uncertainty, instability, singularity and conflict of values”.

To be or become a professional corresponds to integration in a particular group that claims knowledge and competencies and aspires to be efficient, responsible, autonomous and competent (Demazière, 2009). This way, professional identities are, simultaneously, the result of representations about professional practices and contexts and fundamental resources in these same practices, thus assuming particular importance for training and learning in this dynamic of the constructing and reconstructing of identities.

Also the articulation between theoretical and practical knowledge and the possibility and capacity for reflecting about professional practice, individually and jointly; namely, with work colleagues, are important conditions in the construction of professional knowledge. Reflection becomes an essential element in the development of experience in articulation with the construction of identity and the revelation of a ‘capable subject’ (Pastré, 2011, p. 124) - “a subject, who position him/herself through action before positioning him/herself with knowledge and who uses this knowledge, as a resource for guiding his/her action”.

The professionalization path of Social Assistants and Mediators enroll both socio-professional groups in a process in which professional action precedes specific and specialized training. In this sense, although knowledge of action has preceded training certified specifically for such action, we know that specialized training of quality, certified and recognized and which can be communicated socially and professionally is a relevant condition in the processes of the professionalization of socio-professional groups and of their social and professional recognition. This aspect is especially important both in the competitive context of the market for work and employment and for the professional groups studied here, to a great extent. Competition between them for the socio-professional spaces that they occupy, for the knowledge that they mobilize or say they mobilize and for the recognition that they dispute at the social level exists. Once that they register themselves in a large group designated as ‘social workers’, they are heterogeneous at the level of training, status, career and positions occupied (Ion & Tricart, 1985; Autés, 1999; Chauvière & Tronche, 2002).

The dynamics of professionalization of both socio-professional groups correspond to distinctive processes, which come across nowadays in contexts of group assertion and visibility, which are also different. However, they share objectives and socio-professional spaces with common frequency. Moreover, both are registered in the designated ‘professions of relationship and service’ (Gorz, 1991; Autés, 1999; Dubet, 2002; Silva, 2003), which value moral qualities “founded on a professional *habitus* shaped by qualities of the subject” (Silva, 2007, p. 47) and of knowing how to be. The

work of the Social Assistants and Mediators, as well as the specific competencies of their participation, have a large component of indeterminateness, which are accompanied by a difficult objectification and measurability both inside and outside of the professional group.

These characteristics of professionalism of both groups allows them to carry out their duties with a certain level of autonomy but it makes harder their objectification and the legitimization of their practices (Silva, 2007). This is a rationality particularly valued in the competitive society in which we live but one which is connected "in a way that is contradictory with the logic of professionalism founded on service and objective delivery" (Silva, 2007, p. 47). According to Gorz (2001), social work belongs to the category of activities that, though they create a value of use in the market, are impossible to measure or to maximize profit, since they define their acts and objectives according to the needs of others.

The work of Social Assistants and Mediators is marked by the art of personal contacts and relationships (Ion & Tricart, 1984) that, when integrated in the framework of bureaucratic organizations, like Social Security or Justice, ends up by translating itself into administrative-relational know-how in the interface between the world of regulations and every day life (Ion & Tricart, 1984; Silva, 2007). This explains the difficulty that these professionals have in stating what they do - a "structural difficulty or impossibility, which is related with the construction of practices in which the purpose finds itself profoundly linked to the strategy of action" (Silva, 2007, p. 48). In this comparative study between Social Assistants and Mediators, the former favor instrumental objects – communication, dialogue, service, team work, research, whereas the latter identify with objects that are preferentially analytical – analysis, recognition, discovery, construction with bridges, ties and justice, as will be documented in the presentation of the results.

3. Methodology: Objectives, Methods and Sample

This investigation focused on the identification of identity dynamics in connection with the construction of professional knowledge and on a comparative analysis between two socio-professional groups: Social Assistants and Mediators. From the objectives of the defined investigation we would highlight the following: i) to identify the working language, professional knowledge, competencies to be learned, mobilized and developed by the professionals; ii) to examine the processes related to the construction of knowledge and expression of professional identities.

A qualitative methodology (Huberman & Miles, 1991; Denzin & Lincoln, 1994) was considered and this was guided by the interpretative paradigm. Phenomenology, symbolic interaction and ethno-methodology constituted the principal methodological strategies considered for the gathering, analysis and interpretation of the information. The mobilization and links between different theoretical perspectives, which shared common and complementary methodological features (Tesch, 1990), permitted access to the phenomena under study in distinctive ways and of a more profound nature, through the combining of written information, records of a historical, normative, theoretical and scientific nature with oral, unique, biographical and contextualized information. In the choice of information we favored documental research and in depth biographical interviews. The documental research focused on legal, technical and specifically scientific bibliographic documents about each of the professional groups, which were published in the different countries involve in the study. The biographical interviews centered on specific aspects and moments from the biographies of the subjects interviewed and particularly about feelings about work and the way it was carried out.

The study concerned comparative case studies, of professionals in several countries: Portugal, France, Argentina and Brazil.

Table 1 - Total number of subjects interviewed: by professional group and country

Professional Group Country	Social Assistants	Mediators	Total
Argentina	5	2	7
Brazil	3	2	5
France	3	4	7
Portugal	3	2	5
Total	14	10	24

Eight case studies were carried out - two in each country - and a total of 24 subjects were interviewed, as shown in Table 1 above. The research covered a sample of maximum variation in which the following indicators were considered: age, sex, training pathway, professional experience and experience of training in the area.

4. Results

4.1 Knowledge about Professional Activity in the Working Contexts

The biographical interviews carried out with the Social Assistants and Mediators revealed their difficulty of explaining about their work, which was shown to cover a varied range of activities and the diverse nature of fundamental resources covered by fields of theoretical knowledge, experiential learning, working conditions and personal conditions and characteristics.

Diversity of resources was identified as important for the work that they carried out, which required a balanced appreciation of theoretical knowledge and experiential learning, as well as personal conditions and characteristics (particularly those shown by the Mediators). To these they added in a significant way their working conditions of a variable nature, which reveals the specificity that they recognised in their work and its complexity. This was further reflected in their difficulty of saying what they do, which can - in certain measure - explain knowledge and unspoken learning and its invisibility on the part of Social Assistants and Mediators, which thus affects their social recognition.

Table 2 shows the diversity of resources and the necessary and important learning for the work of Social Assistants and Mediators mentioned in their biographical interviews.

Table 2 – Nature of resources and important working knowledge

Social Assistants and Mediators	
Nature of Resources	Nature of Learning
Theoretical Knowledge	Theoretical and disciplinary learning
Experiential Knowledge	Experiential and contextual learning
Working conditions	Ethical learning
Personal conditions and characteristics	

The previous table identifies a differentiated group of resources that, besides learning of a diverse nature, presumes equality in working conditions and essential individual conditions in the organization and optimization of the real work of these professionals. From the group of necessary conditions identified the following stand out:

- Material conditions – financial resources, institutional resources, human resources and spatial resources.
- Methodological conditions – evaluation, supervision and records; communication; knowledge to deal with differences; personal organization.
- Socio-pedagogical conditions – team work; good (co-ordinator) co-ordination of work; freedom to make decisions; professional recognition.
- Ethical-moral conditions – ethical commitment; commitment to the public; to have hope; to be sensitive.

To the diversity of conditions identified, as important for the work that they carried out, they added groups of knowledge of a varied nature that were organized into theoretical knowledge, contextual knowledge and ethical knowledge. The Social Assistants and Mediators emphasized differentiated knowledge. The Social Assistants were guided more by action and intervention and the Mediators were more centered on understanding and communication, which is coherent with the field of activity of each of these professional groups.

As one can see, the work of these professionals assumes, besides theoretical and technical knowledge, autonomy and judgment. According to Tardif (2000, p.7), “the matter is not only standardized technical knowledge, whose operational modes are codified and known in advance, for example, in the form of routines, procedures or recipes. On the contrary, their professional knowledge actually demands a bit of improvisation and adaptation to new and unique situations that demand professional reflection and judgment, so that one can not only to understand the problem but organize and clarify the desired objectives and the means to be used to achieve them”. In other words, the work presumes a process of production, characterized by a certain degree of indeterminateness and technicality, since these professionals demand not just the mere mobilization of knowledge but the making of judgments in situations of action (Tardif, 2000). In the same sense, Begon and Mairesse (2013, p. 42) recognize that, “in all the activity they progress real processes of creation - more or less hidden or explicit, which gives them a lively and significant character”, which is present in the productive and constructive dimension of activities. These activities are expressed through various forms of autonomy that are mobilized by the individual, who inspires their style and generic assumptions of action (Clot, 2008) and which the actor has difficulty in explaining verbally.

The resources, knowledge, learning and actions explained by the Social Assistants and Mediators interviewed reveal the multiplicity of conditions that they consider necessary to mobilize in the activities that they develop, which constitute a complex *puzzle* of diverse pieces that requires creative articulation. That is to say, “the knowledge valued and mobilized in work is connected with the way how they interpret and experience this matter that occurs in the arena of virtuosity of everyday work. Comparison to the world outside and to others reveals the importance of the *ethos* of virtuosity, while also demonstrating a specific approach to work, the conditions of its realization, as well as knowledge and the possibility of recognition by others - a recognition that is particularly relevant for the dynamic of the construction of identity” (Silva, 2007, p. 167).

Therefore, knowledge acquired in the field of initial training becomes insufficient in the management of everyday work, so the mobilization of an shrewd intelligence (Dejours, 1993) is indispensable for the management of uncertain, unpredictable and unexpected events, which on being experienced need to be shared and puts into words that are not only cognitive appropriations but also affective.

4.2 Mobilization of Learning and Construction of Professional Knowledge

The professional knowledge identified by the respondents, which at times was difficult to communicate in an organized, rational and understandable way, remains and recovers itself in the competencies and capacities recognized as necessary by the Social Assistants and Mediators. Returning to what was referred above about the meaning and importance of professionalism, which were taken together as characteristic of professional groups and the individuals, who are integrated in them and their special connection with professionalization, various authors refer to the way how the people work (Bourdoncle, 1991; Chauvière & Tronche, 2002; Dubar, 2002) and particularly to the capacities, competencies, rationalization of knowledge, as well as conditions of visibility and affirmation for social recognition. This results in the visibility and the quality of what they do and in their social significance, which was found to be associated with an intention to adapt and adjust to the new times, including the demands of modernization (competition and competitiveness) that both the political-financial and educational representatives appropriate and disseminate. The importance attributed to knowledge mobilized in work and to the qualities of the workers assumes, according to Strobants (1994), the recognition which for the latter represents an important value.

In the biographical interviews of the Social Assistants and the Mediators, the competencies and capacities identified by both professional groups is - in large measure - coincident knowledge i.e. the capacity to communicate and to listen, the capacity for self-evaluation and the capacity to manage time. Whereas the different capacities highlighted by both groups were: the capacity for planning, negotiation and analysis and capacity of engagement and commitment for the group of Social Assistants and the capacity for empathy, understanding and presentation for the Mediators.

The organization of knowledge, the competencies identified and their allocation to the domains of personal, social and emotional competencies - the domains especially relevant in field of intervention of both professional groups discussed here - can be read in Table 3. This shows that the main tendency is the identification of social competencies for the Mediators and a specific differentiation in the personal competencies of Social Assistants and Mediators, as well as in the emotional competencies, where commitment is especially stressed by the Social Assistant group and understanding by the Mediator group.

Table 3 – Knowledge and Competencies recognized by the Social Assistants and Mediators

	Knowledge			Competencies		
	Theoretical	Contextual	Ethical	Personal	Social	Ethical
SocialAssitants	Social sciences; social service; educational sciences	Processual knowledge; practices; interventional knowledge	Ethical-political knowledge; social commitment	Self-evaluation; management of time; planning; analysis	Communication; listening; negotiation.	Personal commitment; respect; recognition
Mediators	Social sciences; communication sciences; educational sciences	Knowledge about interaction; communication and understanding	Ethical knowledge; relational commitment	Self evaluation; management of time	Communication; active listening; acceptance; interest and curiosity about others; empathy; knowing how to present oneself	Understanding; respect; recognition

The linkage between knowledge and the competencies identified by the interviews with both socio-professional groups permits one to recognize a continuity between knowledge and competencies and to perceive the relationship between contextual knowledge and the social competencies of the Social Assistants and the Mediators, as well as between ethical knowledge and emotional competencies.

The quotations that are transcribed below show how much interaction between the acquisition and mobilization of knowledge is essential in the process of appropriation, reconstruction and improvement in the practices and knowledge required for them to be mobilized:

"Practice is a privileged space, where one can search for knowledge and start this intervention, afterwards it can be deepened theoretically in the University" (Brazilian Social Assistant).

"The experience of having done the mediation allows me to speak about her in training contexts; thus practice permits us to evaluate and organise our... a new discourse. It is a phase of learning" (Portuguese Mediator).

The words from the interviews reveal the meaning and importance of the 'epistemology of professional action', which Schön (1996) advocates, and the process considered by them in the acquisition, mobilization, appropriation, production and reconstruction of pertinent knowledge for an action. They verify a special importance of sharing, supervision and reflection, for appropriation and (re)development and an essential condition for the integrated synthesis of theoretical and practical knowledge.

The process of (re)construction of knowledge and competencies identified by the Social Assistants and Mediators interviewed presumes an acquisition of knowledge, the mobilization of knowledge in professional practice, the appropriation of this knowledge for reflection, sharing, supervision and evaluation and reconstruction of knowledge and production of new knowledge in an interactive and dialogical dynamic. According to Pineau (2013), this process translates into a construction in interchange and into the development of a reflexive practice with the production of knowledge of two types: experiential and formal.

The communication, exchange and socialization of knowledge is an aspect especially appreciated by professionals of both groups, giving notice of the continuity and relevance of communication, as well as in their work activities. The activity becomes an "obligatory passage" (Faïta & Donato, 1998) for the mobilization, appropriation and production of knowledge and competencies.

Professional development is associated with training, learning and the competence of the professionals. As the right designation indicates, it has underlying it the process of construction and development of a responsible, autonomous and competent professional, thus constituting an important element in affirmation and recognition professional identity. Also it is a condition expressed and repeated more and more in official and scientific discourses and by organizations associated with the quality of professional performance and to the expected and visible results of their work. Professional development assumes, besides initial training that permits access to the profession, a continuous updating of necessary and pertinent knowledge for the appropriate carrying out of work and, consequently, for a good professional performance. This performance of the professionals does not only depend on relevant and mobilized knowledge in the real contexts of their activity but also from a set of important, material and emotional conditions, which contribute to the organization and rearrangement of knowledge in specific action situations.

The activities of the Social Services and Mediation presume relationships and interaction, attribution of words to reality, which make them operational (Autés, 1999). Their work occurs and is said in words and in communication combined in different ways and tenses of the verbs to speak, listen, communicate, understand, negotiate, analyze, compromise, etc which explains the importance of communication and language (verbal and non-verbal) in their professional actions. Communication constitutes for these professionals what Dubet (2002, pp. 262-263) calls "the salt of the service", "the heroic space", "the place of an authenticity considered impossible in other registers of action", thus making a reference to the professional ethic.

Their work stands back from instrumental rationality, from a strict relationship between means and ends or from the execution of pre-defined and quantifiable acts, It emphasizes a person-to-person relationship and the taking of positions about what is true and what is just (Autés, 1999; Gorz, 2001). In this sense, it falls to stress that Social Assistants and Mediators do not determine "their actions solely according to criteria of efficacy but also by ethical assessments" (Autés, 1999, p. 246). The reference to ethics, which is present in their praxis, involves these professionals personally at the limits of subjectivity, as for Social Assistants they are proved in their ethical-political commitment and for

Mediators in their understanding and neutrality.

The importance attributed to learning and training is strongly associated to its relevance for carrying out real work, thus favoring access to relevant knowledge for action, which constitutes, simultaneously, an opportunity for their professional development and for personal fulfillment.

5. Conclusions

Various studies and authors, as mentioned in this article, have shown that knowledge acquired in initial training is not sufficient and, often, becomes impracticable for managing everyday work. The contexts of work are places of experimentation and proof of the capacities and competencies of professionals and of their judgment by others (colleagues, users, hierarchies...). These become 'arenas of skills' and an expression of an 'ethos of virtuosity' (Dodier, 1995) on the part of professionals. Dodier (1995) further stresses even though the work activity is, simultaneously, self-knowledge that one explores by acting and through recognition by others at the same the work contexts are places of production and recognition of knowledge, which is essential in the construction of the identity of people. The work contexts constitute opportunities for the reconfiguration of the knowledge of specialists (scientific knowledge) in more or less original productions that are looking to restore the cognitive complexity of the logic of action.

In the professions that deal with relationships, as is the case of the Social Services and Mediation, it is particularly important to mobilize what Déjourné (1993) calls 'shrewd intelligence', which permits the management of the uncertain and unpredictable, which is manifest in unique and/or unexpected happenings. These happenings, which are experienced by the professionals, need to be shared, put into words that express not only cognitive adaptations but also subjective and affective experiences.

What some authors denote as 'communities of practice' (Nóvoa, 2008) or 'commission of cases' and 'supervision' (as referred to by some of the professionals interviewed) are recognized contexts that are especially suited for learning and development of the professional. They are contexts that allow better sharing and understanding of a common language (between workers in the same office), the reflection about an action and the contextualization of knowledge, because they constitute a space-time dimension in which the work becomes the object of words and thinking, reflection and sharing of experiences. In these contexts the feeling of ownership and professional identity grows stronger, which is essential in the appropriation of knowledge, in the transformation of practices and in professional development.

This investigation showed the availability and interest of the professionals for learning and their own professional development, which recognized the necessity of learning more and about diverse domains, as well as the setting of that learning in distinct contexts including formal contexts, such as universities, and in contexts where their work in interaction with colleagues occurs.

The competencies that Social Assistants and Mediators consider relevant to learn about show their enrollment in an epistemology of professional action. This enrollment also reveals that the necessary professional knowledge for the specificity of professional practice is, at the same time, plural and heterogeneous, personalized and positioned (Tardif, 2000). In other words, professional expertise does not give rise to mere applied science but to knowledge that is socially positioned and locally constructed, which needs to be reflected, suitable and shared in the community of the professionals in the same office, so that it can be communicated publicly and have social visibility.

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Albanian Women of Macedonia in Political Life

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Abstract

The democratization of a country is measured by the level of representation of different groups of society, especially women. Women comprise half of the electorate, and everyone agrees that Albanian women in Macedonia are politically underrepresented. Despite the political and legal efforts, yet they are not present in political life. The impact factors are: the lack of education, their huge daily engagement in households, poverty and lack of employment. These factors are reinforced by the patriarchal mentality, as a result of which women are not engaged in politics and they have no ability to engage in politics, and as a result the decisions are made on her behalf in various forms, including the phenomenon of family voting. Albanian women in Macedonia are positioned in the margins of politics, a position which is completely invisible and without decision-making influence. Their exclusion is an indication of mentality and the traditional way of life of the Albanians in this country and complete inequality of women in family and society. Through forms of power and gender domination, women's activity in political life is limited. The purpose of this research is to draw the attention of society, especially of the Albanian men in Macedonia, that the inclusion of women in political decision-making is one of the elements that must be changed in the way politics is done, because its absence hinders the achievement of consolidated democracy according to the concept of liberal democracy. In this article we will discuss the reasons that affect the women's involvement in politics. The cultural and historical factors have their role in creating the conditions for the participation of women in public life in the past and during the post-communist transition period when they were completely neglected. The research is based on the use of mixed methodological approach (structured interviews, free conversations and statistical analysis). This paper attempts to provide answers to the question about the place, role, and incorporation of Albanian women in politics, and in the context of democratic processes of Albanian family and society in Macedonia. This research has proven that Albanian women in Macedonia are politically more marginalized than for e.g. the women of Macedonian community.

Keywords: *politics, Albanian women, participation, emancipation*

1. Hyrje

Fati i femrës nuk është produkt i një fatalizmi, por i një civilizimi patriarkal, i cili femrës ia përcaktoi vendin dhe pozitën në këtë botë. Arsyeja pse femrat nuk kanë arritur më thellë t'a përvetësojnë botën, rrjedhin nga pozita e jo nga natyra e saj. Ajo lind e lirë, me potenciale të njëjta për t'u dëshmuar si qenje individuale njerëzore. Dikush tjetër ia uzurpon të drejtat e saj, e ai ia imponon robërinë. Edhe atëherë kur në mënyrë abstrakte i pranon të drejtat, shprehia e gjatë (traditat zakonet) e pamundësojnë që ato të gjejnë shprehje konkrete në jetë (Simone de Bouvoir). Në Republikën e Maqedonisë me gjithë përpjekjet e shumta të aktorëve të ndryshëm të shoqërisë për të gjetur një zgjidhje për fuqizimin e gruas shqiptare, prapëseprapë, halka që i lidh gratë votuese me gratë në politikë ende mungon. Sa herë që afrohen zgjedhjet, riaktivizohet dhe shfaqet problemi i jopërfaqësimit të femrës shqiptare në politikë. Përfaqësimi nëpërmjet përbushjes së kuotës gjinore, mbetet vetëm tentativë formaliste, sa për të plotësuar kërkesat ligjore, ose modë, e jo zgjidhje afatgjate dhe me ecuri apo ngritje natyrore, si kërkesë e kohës. Viteve të fundit partitë të cilat i përfaqësojnë shqiptarët e Maqedonisë po fusin më shumë gra në listat partiake dhe forumet e tyre drejtuese. A thua kemi të bëjmë me një emancipim real të politikës shqiptare ndër ne, apo me një funksion sa për sy e faqe, për të thithur sa më shumë vota nga ky grup votuesish?!

Shoqëria shqiptare në Maqedoni është një shoqëri tradicionale, sepse gruaja është shtylla e shtëpisë, burri akoma është shtylla e familjes, shtylla e vendosjes, ndërsa në politikë gratë akoma janë dekor politik. Edhe pse gjendja po ndryshon, gratë edhe kur punojnë apo janë bashkëpjesëmarrës në kërkesat e familjes apo kur mbulojnë poste minimalisht të rëndësishme shoqërore, asnjëherë nuk kanë dorë të lirë në vendimarrje. Kjo gjendje nxjerr në sipërfaqe vendin dhe rolin që ato realisht e posedojnë në shoqëri dhe politikë. Shkollimi i femrës shqiptare duket se ka hapur rrugët që gratë të japin kontributin e tyre në familje, në shoqëri dhe në instancat më të larta shtetërore. Me demokratizimin e arsimit sipëror, sidomos hapjen e Universitetit Shtetëror të Tëtovës dhe atë të Evropës Juglindore, shumë femra

shqiptare kanë fituar titujt dhe gradat shkencore, andaj roli i tyre në shoqëri, në zhvillimin e demokracisë, pjesëmarrjen dhe vedimarrjen në politikë, pritej të ishte më e theksuar.

Pavarësisht punësimit apo nivelit të shkollimit, shoqëria patriarkale ka përcaktuar shumë detyra për gruan në kuadër të rolit gjinor, e që lidhen me shtëpinë dhe familjen. Punësimi në shumicën e rasteve, nuk e ka liruar gruan nga shumë obligime, përkundrazi më shpesh paraqet edhe një obligim shtesë. Në përgjithësi, gratë e papuna, që përbëjnë shumicën e grave shqiptare në Maqedoni, kanë orar të pacaktuar të punës brenda shtëpisë. Atyre u mungon koha për të përcjellë programet televizive, që do të ndikonin në formësimin e bindjes politike, që për pasojë do t'a kishte votimin e pavarur. Subjektet politike fillojnë të preokupohen me çështjen e përfaqësimit të grave, pak kohë para përpilimit të listave. Dallimi i madh i pagave në dy nivelet e pushtetit, dikton në cilësinë e përfaqësimit të grave. Partitë politike, janë të interesuara që gratë që hyjnë në listë në zgjedhjet të jenë persona të dëgjueshëm të partisë. Me përjashtime të vogla, gratë që hyjnë në politikë, nuk përfaqësojnë grate (ato), por burrat, sepse propozimet për përfshirje vijnë pikërisht nga burrat. Në kuvendet komunale në rrafshin vendor, situata është edhe më e rëndë. Përveç mungesës së përgatitjes për të përfaqësuar koncepte e programe politike, ato nuk janë në gjendje as të inicojnë çështje apo të japin zgjidhje për problemet e grave në vendin ku jetojnë. Në të gjitha kuvendet komunale mungon përfaqësimi i kategorive të caktuara të grave si: amvise, gra jo të punësuara, apo gra zejtare, gratë e punësuara.

2. Fuqizimi i Gruas Qëndron në Arsimimin dhe Emancipimin e Saj

Së pari duhet kuptuar se çështja e gruas nuk është çështje konkurimi apo e marrjes së pushtetit, por çështje e barazisë, dhe së dyti, është çështje arsimimi dhe emancipimi. Çështja e grave, bashkë me një sërë çështjesh të tjera, ngrihen në përgjithësi, sa herë që ka ndonjë ngjarje që ka të bëjë lidhur me gratë, Tetë Marsi, zgjedhjet, etj. Disa thonë që gratë kanë problemin e prezencës në sferat e larta të vendimarrjes, andaj duhet intervenuar cilësisht. Të tjerët thonë, që gratë kanë nevojë për më shumë liri, që të bëjnë atë që duan pa u ndjerë të detyruara. Disa thonë që gratë kanë nevojë për më shumë arsimim, emancipim; pastaj kanë nevojë për pushtet, pavarësi, vlerësim, etj. Por këto sugjerime duken të gjitha të drejta, dhe njëkohësisht të pjesshme, secila e rëndësishme për diskutim dhe për një analizë të thellë, varësisht nga vendi, konteksti dhe koha. Hulumtimet e shumta të kësaj fushe vijnë në përfundime se problemi i grave është një problem kompleks, duke u nisur nga natyra e saj, tradita, përjashtimi social, diskriminimi gjinor, e jo nga mospërfillja, etj. (Sokoli, M& Danaj, L. S. & Picari, B., 2006).

Strukturat kulturore, tradicionale e modern, qofshin marrëdhëniet sociale ose marrëdhëniet në familje, etj, reflektojnë një mentalitet dominues, marrëdhënie në të cilën femra sa herë është në plan dytësor. Ky dominim arrin deri te femra në karrierë, femra në pozita udhëheqëse, në detyra të tjera të rëndësishme, si edhe në politikë.

Atëherë ç'duhet bërë për ta tejkaluar këtë problem?! Natyrisht që nuk mjaftojnë festat ku meshkujt bëjnë striptise për gratë në Tiranë, kur burrat bëjnë drekën në Prishtinë, apo kur burrat e Tetovës u blejnë (një herë në vit) lule bashkëshorteve të tyre. Supozohet se angazhimi më i lartë dhe me peshë vendimarrjeje i grave në politikë mund të sjellë ndryshime edhe në politikën shëndetësore dhe sociale të fëmijëve, ndërtimin e shkollave, rrugëve, parqeve, mjediseve çlodhëse, etj., dhe gratë japin ndihmesën e tyre në përmirësimin e kushtëve të jetesës dhe cilësinë e jetës në shoqëri. Sfidat janë të dukshme që nga pagesa për punë të njëjta, ndikimi në istucionet qendrore dhe jetën ekonomike, kujdesit të njëjtë arsimor e shëndetit të grave, dhunës seksuale, mënyrës së bashkëjetesës dhe problemit të grave në shoqëri, etj.

Përkundër përparimit, imazhi dhe portretizimi i gruas shqiptare në Maqedoni mbetet një çështje tepër problemore. Ndoshta dominimi i burrave në politikë shpjegon stereotipin, po aq edhe tradita, emancipimi, sa edhe shkollimi. Barazia gjinore nuk është vetëm një gjë e mirë për t'u bërë. Nëse gratë janë të arsimuara, të lira nga dhuna, familjet e tyre do të lulëzojnë. Nëse femrat kanë një shans për të punuar dhe të fitojnë si partnerë të plotë dhe të barabartë në shoqëri, familjet e tyre do të lulëzojnë, bashkë me ato do të ecin përpara dhe do të qytetërohet edhe shoqëria. Statistikat tregojnë që pjesëmarrja e grave si në biznes, ashtu dhe në politikë rritet, pasuron, dhe siguron një biznes dhe shoqëri më të fortë, më të begatë. Roli i grave duhet të jetë njësoj si në familje. Një hulumtim i realizuar më 2013 në Maqedoni ka sugjeruar se 34% e qytetarëve janë deklaruar se bota përgjithësisht do të ishte planeti më i mirë për jetesë, sikur gratë të udhëheqnin me politikën. Gjithkush ka një pjesë në të drejtat e grave. Edhe pse me vështirësi, dhe ngadalë, më në fund mund të vlerësohet se edhe në Maqedoni është krijuar bindja që gratë duhet të trajtohen njëjloj me burrat në përfaqësimet e tyre në jetën shoqërore dhe politike, ku duhet të zënë vend meritot. Realiteti është krejtësisht ndryshe. Për rrjedhojë, gratë nuk mendojnë si aktore autonome se pjesëmarrja politike është e rëndësishme dhe duke ndjekur të njëjtin arsyetim nuk mendojnë se përfshirja në politikë do t'u sjellë ndonjë përfitim. Të dhënat e studimeve mbi pjesëmarrjen e grave shqiptare në politikë, në Maqedoni tregojnë se rreth 15-20% prej tyre, fare nuk votojnë. Arsyet më

shpesh janë të ndryshme, nga mosinteresi për politikën, deri te mungesa e kohës dhe votimi i të tjerëve për to. Pra, mospjesëmarrja e grave në politikë ndodh për shkak të mungesës së traditës dhe mentalitetit, ku gruaja nuk mund të shprehë një mendim individual, ku politika nuk është punë për gra, dhe këtu do të shtonim edhe frikën e shprehjes së një mendimi ndryshe për shkak të dëshirës për të ruajtur marrëdhëniet ndërpersonale të paprekura. Për rrjedhojë, homogenitetit të mendimit politik brenda familjes. Votimi familjar është një situatë në të cilën gratë nuk kanë asnjë ndikim dhe nuk mund të votojnë veçmas familjes së tyre. Rezultatet e këtij kërkimi tregojnë se vetëm 2% e ekzemplarit, femra të punësuar, kanë të ardhura mbi tridhjetë mijë denarë (500euro), kurse 70% e ekzemplarit jetojnë në familje tradicionale (bashkëshortët, fëmijët e tyre, prindërit ndonjëherë, edhe vëllai apo motra), dhe po aq (70%) janë femra jo të punësuar. Ky kërkim ka treguar se rritja e përfshirjes së femrës shqiptare në politikë, këtu në Maqedoni, mund të arrihet me rritjen e punësimit (63%), arsimimin (78%), shkëputjen nga mënyra tradicionale e të jetuarit (78%), rritja e aktivitetit dhe organizimit të femrës (72%), etj. Nga ana tjetër, mbi 90% e ekzemplarit janë të mendimit se gratë patjetër duhet të merren me politikë; se femra shqiptare fare pak është e angazhuar në politikë janë deklaruar (75%), dhe se për të ecur përpara shoqëria shqiptare në Maqedoni i nevojiten gra të arsimuara (95%); përgjigje këto që janë në pajtueshmëri me përgjigjet në pyetjen se femra e ka vendin në shtëpi (4%), ndërsa 94% e ekzemplarit plotësisht pajtohen se femra është shtylla e familjes dhe e shoqërisë, përgjigje në kolizion me përqindjet paraprake. Lidhur me shkaqet e përjashtimit të gruas nga politika, 40% e tyre mendojnë fajin t'ia hedhin traditës shqiptare, 38% pasivitetit të gruas, 20% mungesës së arsimimit dhe në fund 60% e ekzemplarit shprehet se gratë mund të kontribuojnë më shumë se burrat në politikë.

3. Rezultatet e Kërkimit

Ky hulumtim ka provuar se pjesëmarrja e gruas shqiptare në politikë si formë e përfaqësimit në Maqedoni nuk përkon me standardet demokratike. Në grupin e qytetarëve që nuk janë të përfshirë aktivisht në politikë bëjnë pjesë edhe gratë, përfaqësimi i të cilave në politikë edhe përkundër kuotave dhe përqindjeve në të gjitha nivelet është shumë i ulët. Mirëpo, edhe brenda këtij grupi vërehet se gratë në zonat rurale janë edhe më të përjashtuara nga politika, ndërsa gratë jo të arsimuara janë plotësisht të diskriminuara. Gratë e jo arsimuara, si në qytet ashtu edhe në fshat, të kthyer në jetën shtëpiake, shërbejnë vetëm si makineri votuese, e kanë pakësuar pjesëmarrjen e tyre politike deri në atë masë sa të bëhen apatike dhe të konsiderohen jo të rëndësishme për t'u përfshirë nga partitë politike në nivelet e ndryshme të vendimarrjes, duke u bërë me pak fjalë të padukshme. Duke e shtruar çështjen e gruas me synimet e barazisë dhe të emancipimit, zgjidhja e problemit nuk mund të jetë parciale. Pra, nuk mund të ketë përmirësim vetëm të situatës së gruas, pa u përmirësuar shoqëria si e tërë. Së pari, barazia gjinore dhe fuqizimi i grave është një rrugë e gjatë (A. Reader, Mona. Lena Kroole & Sarah Child's, 2010). Nga ana tjetër, pjesëmarrja e grave nuk mund të jetë një çështje e një opsioni politik, qoftë i kuq ose blu. Modelet e faktorizimit të femrës nga vendet e zhvilluara flasin për shembuj që tregojnë se gratë duhet të punojnë së bashku, të organizohen gjithsesi me mbështetjen e shoqërisë dhe institucioneve, në mënyrë që të kenë sukses. Ligjet dhe vullnetarizmi politik janë të rëndësishme, por jo të mjaftueshme. Femra shqiptare në Maqedoni, mbi njëzet vjet pas demokratizimit, duhet realisht të bëhet pjesë reale edhe e debatit dhe vendimarrjes politike, jo vetëm për arritjen e përqindjeve. Periudha e demokratizimit, ashtu si vet tranzicioni pas periudhës socialiste, nuk u shoqërua me një ndryshim cilësor për të ndryshuar edhe konceptin e proceseve demokratike edhe në sferën e barazisë gjinore, sepse demokratizimi i një shoqërie matet me nivelin e përfaqësimit të grupeve të ndryshme të shoqërisë, pra edhe të grave. Pavarësisht rritjes së numrit të femrave të cilat arsimohen dhe punësohen, gratë edhe më tej mbesin larg kërkesave të kohës. Faktorët që kanë ndikuar janë: mënyra tradicionale e të jetuarit, papunësia, tradita, pasiviteti, respektivisht pranimi i rolit në hije të gruas dhe ngarkesa e madhe e përditshme me punë. Këto faktorë përforcohen nga mentaliteti patriarkal, sipas të cilit gruaja nuk merret dhe nuk ka aftësi për t'u marrë me politikë, e për rrjedhojë vendimet merren në vend të saj në forma të ndryshme, përfshirë edhe fenomenin e votimit familjar. Si rrjedhim, femra shqiptare në Maqedoni është pozicionuar larg nga ngjarjet e rëndësishme të vendimarrjes në politikë, pozicion në të cilin është tërësisht e padukshme. Mospërfshirja e tyre është një tregues i mosfunksionimit të rendit demokratik në shoqërinë shqiptare në Maqedoni dhe i faktit se procesi i demokratizimit është i papërfunduar. Për sa kohë femrat nuk do të angazhohen në sferën publike, e veçanërisht atë politike, nuk mund të flasim për një rend demokratik të konsoliduar. Pavarësisht punësimit apo nivelit të shkollimit, shoqëria patriarkale ka përcaktuar shumë detyra për gruan në kuadër të rolit gjinor, e që lidhen me shtëpinë dhe familjen (Ibrahimi, Xhylije, 2013). Punësimi në shumicën e rasteve, nuk e ka liruar gruan nga shumë obligime, përkundrazi është edhe një obligim shtesë. Le të mos flasim për gratë e punësuar të cilat megjithatë, janë të përfshira në hapësirën publike dhe kanë më shumë mundësi për informim. Në përgjithësi, gratë e papuna, që përbëjnë shumicën e grave në shoqëri, kanë orar të pacaktuar të punës brenda shtëpisë. Atyre u mungon koha për të përcjellë programet televizive, që do të ndikonin në formësimin e bindjes

politike, që për pasojë do ta kishte votimin e pavarur. Grave u duhen dy aspekte, për të marrë dhe për të ruajtur pozitën tonë të drejtë në shoqëri: Pavarësia ekonomike dhe emocionale, thotë Ulrike Lunacek, dhe kjo kërkesë vlen edhe për gruan shqiptare në Maqedoni.

Pjesën tjetër të problemit, më e madhe për nga pesha për shkak të përgjegjësisë, e përbëjnë gratë në politikë. Subjektet politike fillojnë të preokupohen me çështjen e përfaqësimit të grave, pak kohë para përpilimit të listave. Dallimi i madh i pagave në dy nivelet e pushtetit, dikton në kualitetin e përfaqësimit të grave. Shumica e subjekteve politike, janë të interesuara që gratë që hyjnë në listë në zgjedhjet e përgjithshme, të jenë sa më të dëgjueshme. Në nivelin lokal situata është edhe më e rëndë. Përveç mungesës së përgatitjes për të përfaqësuar koncepte e programe politike, ato nuk janë në gjendje as të ngrehin çështje apo të japin zgjidhje për problemet e grave në vendin ku jetojnë. Prandaj, është e rëndësishme që të punohet me gratë, jo vetëm një muaj para kandidimit, por qysh në ditën e parë pas përfundimit të zgjedhjeve (Darcy, R., Sulsan Welch, & Janet Clark., 1994). Meqenëse në ambientin patriarkal angazhimi në politikë është edhe një detyrë shtesë për gruan, e cila edhe ashtu është e stërngarkuar me obligime rreth familjes dhe shtëpisë, do të duhej menduar për lehtësira që do t'ia mundësonin këtë angazhim. Një nga këto zgjidhje do të ishte ndarja e një buxheti brenda subjektit për ofrimin e shërbimeve për përkujdesje ndaj fëmijëve, gjatë kohës kur këto gra janë të angazhuara në ndonjë aktivitet. Konkluzioni më i përgjithshëm mbi problemin e faktorizimit të femrës shqiptare në Maqedoni është se prania e grave në politikë është ende e ulët dhe se një pjesë e tyre kanë më tepër një funksion estetik se sa politik.

Shembujt që i hasim në jetën e përditshme janë të shumtë dhe mjaft denoncues nga mediumet e shkruara apo ato vizuale. Shumë më lehtë korruptohet një pedagog se sa një pedagoge, një doganier se sa një doganiere, një politikan se sa një politikane, etj. Besojmë se gjykatat e pakorruptuara dhe shtypi i lirë janë faktorët më të rëndësishëm për të krijuar një shoqëri të pakorruptuar ku qytetarët të kenë besim te ata që i qeverisin dhe këtë rol më të shumtë mund ta luajnë gratë që janë më pak të korruptuara.

Shoqëria shqiptare është një shtet relativisht nihilist, sepse nivelet e larta dhe të mesme drejtohen nga burrat. Gratë edhe pse ndonjëherë mbulojnë poste minimalisht të rëndësishme, asnjëherë nuk kanë dorë të lirë në vendimarrje, prej ku del në pah dhe treguesi kryesor i peshës që ato do të kishin në politikë dhe në qeverisje në strukturat shtetërore. Shkollimi i femrës shqiptare edhe në Maqedoni, njësoj si meshkujt, ka hapur rrugët që gratë të japin kontributin e tyre edhe në instancat më të larta shtetërore, sepse zotërojnë një kulturë të barabartë me meshkujt. Shumë gra kanë fituar titujt dhe gradat shkencore dhe flasin shumë bukur gjuhët e huaja dhe roli i tyre në zhvillimin e demokracisë do ishte më primar, se sa kur shteti drejtohet vetëm nga një staf mashkullor.

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The Role of Empathy in the Learning Process and Its Fruitful Outcomes: A Comparative Study

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Abstract

The aim of this study is to identify the role of empathy in learning process and to make students get involved in it and obtain fruitful outcomes in this direction. The qualitative method was used in this study to find out due data for explaining the positive effects of empathy for better learning. This study emphasizes the importance of empathy and its influence for making the learning process fruitful through comparing the explanations and views of Carl Rogers and the Prophet Muhammad. Actually, when the teacher approaches the students with empathy, he teaches the students not only how to use empathy towards other people but also they demonstrate empathy towards animals. The data were collected from the written views of Carl Rogers and the Prophet Muhammad's approach in relation with empathy. The limitation is that we could not make any questionnaire or interviews. If those were done with some professors the reliable data were collected. The results explain that the teachers should approach the students like mother and father while teaching. Thus, this approach will make students learn easily and also make the students motivation high and better towards learning.

Keywords: *Empathy, learning process, outcomes, approach, positive effect*

1. Introduction

Nowadays, the methods used in education are changing rapidly according to the circumstances in relation with the activities of learning and teaching in a qualified way in order to reach the success. Every discipline in science has significance how and which methods should be used in its respective field (Şeker, 2010, p.91).

Generally, during the education term the methods are expressed as a facilitator in order to solve a problem, to conclude an experiment, and a way to be followed how to learn or teach a particular topic. So, the method that is selected plays an important role in fulfilling the aim and gaining the behaviors we want (Sevindik, 2010., p. 3).

The aim of education is to train people who know how to reach the information, how to use the information that he learned and to produce new information by using this information and also to use it in daily life. Another topic that we should emphasize is the people that carry out the education. School program, tools and supplies, school buildings are very important in developing the education, but the most important thing is teaching. So, to achieve the goal, teachers must be qualified in their subject and should know very well which method to use and how to use (Alicigüzel, 1999, p.123).

Teacher should take into consideration the students' logical and emotional behaviors, mental evolution level and motivation level to be successful in selecting the right method. And, he should use the results from the researches done previously. Actually, to have a good relation and communication with students can be done, just with a suitable method relevant to the content.

In this study, we state and give examples about the empathy method developed by Carl Rogers that is widely used in education, and how the Prophet Muhammad (P.B.U.H) used this method to reach the perfection in morality for the people who follow him, and also just to give some new ideas to teachers.

Teaching profession is as old as the profession of the prophet hood, as it started with the first human being Prophet Adam and continued with other prophets. Knowing all human dispositions, Prophets have used all effective methods to guide their people in the right way.

2. Literature Review

We can define empathy as the action of putting oneself in one's place, to understand his emotions, his thoughts in the right way and up to today it has been defined by a lot of researchers (Dökmen, 2001, p.135).

According to Tuncay and İl , Ancient Greek Philosophers have articulated their understanding of empathy as the active joining with the others emotional and spiritual experience that comes from word "empathia". Relay on its linguistic roots on Ancient Greek the concept of empathy is basically is scientific accumulation of 19th and 20th century (Tuncay and İl, 2009, p.40).

Dökmen says that the German psychologist Teodor Lipps in 1897 defines the concept of "einfuhlung" reflection of a person in an object, and feeling himself in it, and in this way taking that object inside and understanding it (Dökmen, 2001, p. 339-340).

According to Anar einfuhlen; "to feel the feelings of the person you have before you" is used firstly from the German Philosopher J. G. Herder. Declaring that human gaining the skill of penetrating to nature consciously, he adds that empathy has created a mystic union between human being and nature (Anar, 2013, p. 27).

G.B. Hunsdahl has an article related to development of history and source of Einfuhlung. He identified that the term empathy has been used for the first time in English by Titchener. According to Hunsdahl, Titchener has translated the word "empathia" from Greek to English in "empathy" in 1909 (Anar, 2013, p. 27).

Hofman defines empathy as an ability of putting yourself in someone's shoes, feeling what he feels. According to Adler; empathy is looking through the eyes of others, hearing through the ears of others and feeling through the heart of others (Demir, 2012, p. 108)

Batson and his friends draw attention to relevant scientific publications that have been done in empathy between the years 1950-1970 by many researchers through using different definitions. There is absolutely a consistency between the definitions which are highlighted. The first name that comes to our mind when we think about empathy is Carl Rogers. He is known about his researches that he has done in Communication empathy in psychotherapy. The definition that Rogers puts forward is empathy in 1970 which is being used still in nowadays (Dökmen, 2001. P.135). According to Carl Rogers 'empathy is "putting yourself into someone's position, understanding his thoughts and feelings" (Tuncay and İl, 2009, p. 42).

3. Discussion

The definition of empathy that we use today has been reached as a result of changes in many years. Before Rogers, empathy has been discussed in very different ways. One of first users of this concept is the German psychologist Tpeodor Lipps, he has defined the word "einfuhlung" in 1897 "to reflect yourself into an object, to feel yourself in it and in this way you understand it better". In his later studies, he says that among objects "einfuhlung" may arise even in perception of human. And, when we come to 1909 the word "einfuhlung" that is in German is translated from the ancient Greek word "empathia" to English as "empathy" from Titchener (Dökmen, 2001, p. 339-340).

Batson and his friends take our attention that if we compare relevant scientific publications of empathy in different years, it is defined in different ways as well, and there isn't consistency between the definitions. When we examine this claim about the definition of empathy in publications over the years, now it is seen that there are three basic stages. We can express this stages as follows: The empathy from the beginning until 1950's, it has been taken as a qualified scientific concept, "measurement of empathy" has measured how people perceive each other's personality traits.

In 1960's it has been highlighted both the scientific dimension and emotional dimension of empathy. In these years as "empathy" was accepted as "to put you in someone else". In 1970's the third stage started. Comparing this period with 1960's empathy has been used in narrower rate, to understand ones emotions and to convey it to him was called "empathy" (Dökmen, 2001, p. 340-341).

Rogers gains an indispensable place to counseling psychology in clinic field empathy, the development of social psychology, counseling and school psychology and communication have been done a lot of studies, and there is a large accumulation of knowledge for this topic (Dökmen, 1987, p. 185; & 2001, p. 134).

Researchers have shown that empathy apparently made a positive contribution in interpersonal relationships and social cohesion, not only in psychology but also it can be used in all areas in our daily life. These individuals who have these skills understand the thoughts and feelings of interlocutors correctly. Empathy is known as a facilitator in interpersonal relationships, so it is used in a variety of professionals in order to improve their empathic skills in training that they provide. One of the professions that is provided this training is teaching (Ercoskun, et. al., 2006, p. 208).

Teaching is one of the professions where interpersonal relationships are in an intense way. So, it is a very important relation between teachers and students. In one way showing empathy, teachers become a good model to students, and it provides to understand them better. In this case, the good teacher-student relationship affects students to get positive achievements. In some researches, Dökmen has conducted that in classes the teachers show high-level understanding and empathy, and motivation of students and also the achievement levels are higher (Ercoskun, et. al., 2006, p. 209).

Again we learn from the researches that empathy doesn't have a positive impact only in daily life but also it affects positively the moral development in students. If someone harms something we can draw their attention to the damage they caused. If we can teach them how to put themselves in

The aim of education is to train perfect people and this mission is on the shoulders of teachers partially. Prophecy teaching profession as being so old, firstly it started with Prophet Adam and continued with and followed by the other prophets.

Knowing the human nature in perfect way, prophets were sent to the tribes (people) regarded with the characteristics of that tribe to fulfill their duties of teaching, to convey their Ummah (people) to the right way, prophets used all the effective ways of teaching. Firstly, they lived in their life's as it was reported from God as original and after that, they taught the others. And, when they were teaching to people, they used the right method concerning their ability of understanding.

Developed by Carl Rogers the method of empathy is widely used in education. The prophet Muhammad (P.B.U.H) was sent to train people and address them the moral and humanitarian aspects through the method of empathy. In Quran is reported as Prophet Muhammad was teaching as follows: "Just as We sent to you a messenger from among you, who recites Our revelations to you, and purifies you, and teaches you the Book and wisdom, and teaches you what you did not know" (Al-Baqarah 2/151).

Hz. Muhammad (P.B.U.H) has left no gaps in education with the training style that he used. History testifies his success with the personalities that he raised, where they become from people that buried their own daughters alive to sensitive people that they would not harm even an ant (Bozali, 2014).

Hz. Muhammad (P.B.U.H) is the best person to be taken as exemplary in Islam. Having also the highest morality The Prophet Muhammad (P.B.U.H), he trained his people through the behaviors by living it, he was a proof of the highest morality living. To build a society of people with good virtuous, Hz. Muhammad (P.B.U.H) has lived an emphatic life, and has given the examples of empathy during his whole life (Çetin, 2010, p. 33).

If we examine the Hadith sources, we can find Hadith that speaks about particular period but also there are a lot of hadith that speak about empathy in general to whole humanity(people). In this context, the definition of Carl Rogers relevant to the three basic elements that constitute to empathy, would be the right place to give some examples of words, behavior's and applications from the life of Prophet Muhammad (P.B.U.H).

According to Dokmen; in definition of Rogers " Putting oneself instead of a person and looking through events from his perspective, understanding that persons feelings and thoughts correctly, feel it and convey this process to him" we will see that there are three main stages (Dökmen, 2001, p.135).

Firstly: If a person wants to understand his interlocutor, to detect events like him should put itself in his shoes and should look through things from his perspective (Dökmen, 2001, p. 135).

Signing at this point in a hadith Prophet Muhammad (P.B.U.H) associates empathy with the iman(faith), he says: "If one of you doesn't desire for his brother what he desires for himself would have not believed" (Budak and Çetinkaya, 2008, p. 81)

Describing the point of view and nature of Islam for this world, and to increase the positively the vitality of interpersonal communication emphasizes the need of thinking others. Here, it draws a portrait of individuals with good morals and sensitive that doesn't want for his brother what he doesn't want for himself, and asks for his brother what he asks for himself. As principle of this hadith, it includes a warning, it focuses attention to the negative effects that selfishness will do to a person's faith (Altun, 2006, p. 100-101).

Secondly: in order to be deemed to have empathy you should understand your partners thoughts and feelings correctly. Scientific and emotional, empathy has two basic components. It's not enough only to understand someone's feelings and thoughts. Understanding what your interlocutor think is qualified cognitive activity and feeling the same emotional is a sensing quality activity (Dökmen, 2001, p.136).

As in all religions, Islam also commands individual consciousness which includes respect to God, through making people conscious with the aid of commands and prohibitions. The prophet Muhammad (P.B.U.H) also explained the benefits and harms through persuasion and make people see the wisdom of the orders and as well as prohibitions.

While doing that empathy was used as an effective training method . Empathy can establish the right person , he does not like the fact that things will not be welcomed by others has shown that we can understand in practice (Çetin, 2010, p.34)

A teenager named Culeybib, one day the Messenger of Allah came , " allow me to commit adultery , because I will not be able to endure ," he said . The reaction was found there differently by the prophet.

The prophet as he is the embodiment of compassion and mercy let the young man sit down nearby him and listens to him very carefully. He was fascinated with the breath of the prophet smelling like heaven . The prophet asked the young man:

" Would you like such a thing done with your mother?

- May my father be sacrificed for you , Oh Messenger of Allah , I would not .

- No man does not want done such a thing to his mother .

- Would you like some one to make it to your daughter such a thing?

- I never would like such as thing, may my soul be sacrificed for you.

- No man does not want such a thing for their daughter.

- Would you like it with your aunt such a thing?

- No, I do not want .

- No one at home with her daughter , sisters , aunts , and wants to do adultery ... (Musnad , 5/ 256, 257)" (Çetin, 2010, p. 34-35).

Our Prophet (P.B.U.H) lets a young man speak even about unlawful things, later on, the prophet tries to convince him not to do this unlawful behavior. While he was listening to the young man, he was making think about the same situation, in case his beloved ones are in the same situation, therefore he was making him think about possible results through empathy. Very soon, he understands the feelings of the young man, then channelize him to close friend to solve his marriage problem, because with the help lawful way there is possibility to pleasure from life.

Third: Empathy is the way to understand the feelings of the person, then to give the message that you understand his feeling through words and behaviors. Even if you understand fully, but you did not explain it how you understand, the process is not finished yet (Dökmen, 2001, p.137).

Lack of empathy will cause self-centered lifestyle that is unwelcome in today's society, even it happened in the past. The prophet Muhammad (P.B.U.H) inspires the people how to be sensitive to the people around him and to teach them the responsibilities of togetherness and also living together.

The prophet Muhammad (P.B.U.H) said: " A neighbor sleeps with hunger, while you sleep with full stomach, that is not one of us." through which he admonishes the insentive people a bit harshly and the prophet makes awareness about hunger and puts responsibility on neighbourhood towards people in their situations (Altun, 2006, p. 103).

4. Conclusion

Empathy teaches the teachers, parents, and the other people the way how to feel the other people feel in the same fashion. Because, it is not possible to make people have same feelings and same experiences in the lives, but it is possible to put yourself in others' shoes to feel what they feel. Actually, putting yourself in on place is the behaviour human being not animals.

If teachers develop a better way how to feel the students feel, then they can teach better than before. If the people do not put themselves in somebody' s place, there is possibility for to be selfish for them.

Empathy contributes too much to education due to its positive results seen teaching and training activities in educational environment and told by many teachers and trainers. Teachers should find various ways to develop empathy for many reasons, so that they can make their students think about the others. It is not possible to put everything into practice but empathy makes itself felt everywhere.

Therefore, this study suggests that feeling is a best way for beginning to learn in many things. Especially, empathy is likely to work in classroom environment, since the teachers cannot take their respective students everywhere to teach, but through developing the way empathy the students put themselves in the place of other, and as a result they start learning.

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Legal and Institutional Framework on Training of Civil Servants in Albania - Developments over the Years

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Abstract

The civil service system is relatively new in Albania. Its normative origin dates back to 1996, when the civil service was for the first time established and regulated by law. This law aimed to regulate the work relations of the employees of the public administration, central and local, at the same time institutions that function based on an annual budgetary provided by the State. In 1998 was adopted the Constitution of the Republic of Albania, which includes a specific provision on civil servants. Following the entrance into force of the Constitution, a new law on civil servants was adopted in 1999, which guaranteed the protection of civil servants rights as employees of public administration from State institutions in the role of the employee the civil service law by establishing specific protection mechanisms. According to the Civil Service Law of 1999 the recruitment process is based totally on individual merits and is carried out through an open competition. Among the rights of civil servants is the right to be trained for the tasks they are expected to perform even when probation period. In addition, civil servants should be offered continuous and paid training activities in connection to their job position. The institution that offered such training and was responsible for the initial and continuous training of civil servants was TIPa, under the supervision of the Department of Public Administration. In June 2006, Albania signed in Luxemburg a Stabilization and Association Agreement (SAA) with the EU members. The co-operation between the EU and Albania in the framework of the SAA shall focus on the implementation of transparent and impartial procedures of recruitment, human resource management, and career development in the public service both in the central and local public administration. As part of the national plan for the implementation of the SAA in public administration a new civil service law was approved in May 2013, which became effective recently. The new law provides for a School of Public Administration which will provide better quality training to civil servants aiming at increasing the skills of civil servants of various categories. Thus, this paper will present an historical overview of developments in civil service in Albania by focusing on the training element of civil servants, its achievements over the years, but also problematic issues observed. The authors will analyze the legal, sub legal and institutional framework in place and will present their conclusions by making reference to regulation of training activities for civil servants in some European countries legislation with a longer legacy in civil service. Furthermore, the authors will present their opinion on how should the legal framework should be improved in this area.

Keywords: civil servant, training, Training Institute of Public Administration (TIPa), Albanian School of Public Administration (ASPA), civil service law, training curricula.

1. Introduction

The civil service system is relatively new in Albania. Its normative origin dates back to 1996, when the civil service was for the first time established and regulated by law.¹ This law aimed to regulate the work relations of the employees of the public administration, central and local, at the same time institutions that function based on an annual budgetary provided by the State. For the rest of work relations and categories of employees other than civil servants the Code of Labour of the Republic of Albania was applied. Based on the 1996 law the categories of civil service included the political office holders. In 1998 was adopted the Constitution of the Republic of Albania, which includes a specific provision on civil servants.² The terminology used in the Constitution differs from that of the law adopted in 1996. This is understandable given that the 1996 law on civil service was adopted at a time when no consolidated text named as Albanian

¹ Law no.8095, dated 21.03.1996, "On civil service in the Republic of Albania"

² Article 107, Law no.8417, dated 21.10.1998 "Constitution of the Republic of Albania"

Constitutional existed. Instead, several laws issued at different time periods were recognised as the Albanian Constitutional Package and in which civil servants were not mentioned at all.³ As a general rule of legislative technique, the terminology of the Constitution must be respected when laws and bylaws about specific areas are issued.

2. Training Institute for Public Administration

The previous Civil Service Law of 1999⁴ and also the new their respective job on a regular basis, at the expense of the State. For the purpose of offering training to civil servants it was established the Training Institute of Public Administration through a Council of Ministers Decision.⁵ The Training Institute of Public Administration (TIPA) has been created, as an institution under the supervision of the Council of Ministers. Its mission was to support the improvement and reform of a sustainable and professional civil service through qualitative and comprehensive training and development. The Institute ensures the professional training of the civil servants, which includes:

- a) Training during the probation period;
- b) Training for career development;
- c) Training for professional adaptation, in cases of changes in the job position criteria;
- d) Specialized training on performing specific duties (tailored training).

3. Vocational Training Planning at Central and Local Levels

The creation of training curricula and offering of qualifications are, on the one hand, a basic right of civil servants and, on the other, one of the obligations of the employer toward its employees. This important process should be carefully planned, based on different approaches that mirror the careful identification of training needs of these employees. It should be underlined that the proper performance appraisal could provide very useful and detailed input for planning and implementing training for each civil servant.

In a study of the Council of Europe in Albania it is noticed that several important actors are involved in the process of assessing training needs of civil servants. Their direct supervisors seem to play a dominant role, as the most active in the process, in 78% of districts and 61% of municipalities.⁶ According to the statistics of the Report of the CoE in Albania, the human resources units; 67% - districts and 33% - municipalities seem to cooperate closely with the respective civil servants and provide valuable input into training needs assessment. Despite the positive complementary efforts toward training needs assessment, again, according to this Report, the planning of training needs is poorly designed, because annual training plans are reported as being designed only in 33% of the regions and only in 27% of the municipalities. When it comes to the cooperation with the Training Institute for Public Administration (TIPA) the situation is reported to be even worse; only 16% of the municipalities and none of the regions resulted to have submitted the annual plan to the TIPA.⁷ A similar negative situation has been observed in budget planning for training. Thus, this Report, as overall evaluation of the vocational training for civil servants states:

"It is a segmented and chaotic process and the lack of formal planning and accompanying budget is evident."

³ Law no.7941, dated 29.04.1991, "On main Constitutional provisions", abrogated by Law no.8417, dated 21.10.1998 "Constitution of the Republic of Albania"

⁴ Article 20 of the Law no.8549, dated 11 November 1999 "On civil servant's status" and Article 38 of the Law no.152/2013 "On civil servant"

⁵ Council of Ministers' Decision no.315, dated 23 June 2000.

⁶ Report of the Council of Europe in Albania "The National Assessment of Local Government Units' Capacities to Implement the New Law "On Civil Servant", September 2013. This report is prepared by the Project on "Strengthening Local Government Structures and Cooperation of Local Elected Representatives in Albania - Phase II (2012-2015)", implemented by Council of Europe, with support of Swiss Agency for Development and Cooperation (SDC), pg.50

⁷ Ibid.

4. The Commitments of Albania in the Framework of the Stabilization Association Agreement with the European Union

In June 2006, Albania signed in Luxemburg a Stabilization and Association Agreement (SAA) with the EU members.⁸ This Agreement consists of four pillars: political dialogue and regional co-operation, trade provisions concerning the progressive liberalization of exchanges until a free trade zone is established between the parties, community freedoms, and finally, co-operation in fields of priority, especially in justice and internal affairs.

Article 111 of Chapter VIII of the SAA "Cooperation Policies" focuses on public administration. The objective of this article is to ensure the development of an effective and responsible public administration in the country, which would support the practical application of the rule of law. Thus, *the co-operation between the EU and Albania in the framework of the SAA shall focus on the implementation of transparent and impartial procedures of recruitment, human resource management, and career development in the public service both in the central and local public administration.*

The signing of the SAA is only the first step towards the reform of the public administration, so that Albanian public administration standards meet the requirements of the European Union. This process requires professional civil servants, who can guarantee independence, integrity, transparency, and the application of the principle of public services. These civil servants deserve at the same time to have their rights respected, protected and redressed by the relevant state bodies, when they are violated.

The Progress Reports on Albania⁹ over the years note, among others, that [*The Civil Service Law regulating public administration is in place, but it is not applied systematically. ... The absence of sound accountability mechanisms in public administration increases the opportunities for bypassing established procedures. ... Frequent replacements of civil servants are undermining the independence of the civil service and increase the opportunities for bribery of public officials. Overall, the public administration continues to stabilise, but the lack of transparency and accountability in appointments is endangering its independence.*] Thus, more commitment and concrete work is required by the Albanian State institutions so that the Albanian public administration be considered sustainable and professional which would count for recognizing Albania the status of the EU candidate country.

5. Establishment of the Albanian School of Public Administration Under a New Law on Civil Service

Until May 2013 there have been two previous unsuccessful attempts to amend the Civil Service Law of 1999, but due to the fact that this kind of law requires a qualified majority to be approved the proposed amendments remained only proposals. It has been foreseen under the short term priorities of Albania to amend the Civil Service Law of 1999 during the years 2005-2006.¹⁰ The third attempt for legal changes in the civil service field started in late 2010 and continued during the year 2011. A new draft law on civil service in Albania was prepared based on the legal assistance of SIGMA¹¹ and this draft has been submitted to the Parliament in September 2012 while the draft was passed in plenary session of the Parliament only on 30 May 2013, one month before the general election in Albania when wide consensus was reached among political parties represented in the Parliament.¹² When passed in the plenary session, upon proposal of the opposition forces of that time the 1st October 2013 was proposed to be the date for the entrance into force of this law, while the rest of the provisions were passed quickly without debate by the members of the Parliament. The approval of this law was called a success by all political parties represented in the Parliament as a step forward for the integration of the Albania into the European Union and as a fulfillment of one of the main priorities that European Union had imposed on Albania.

The new Civil Service Law of 2013 provides for the establishment of the Albanian School of Public Administration (ASPA). As a matter of fact, the previous Council of Ministers established this School in April 2013 through a Council of

⁸ Entire text of the SAA and more information on it can be found at www.mie.gov.al

⁹ For illustration purposes an excerpt of the 2008 Progress Report on Albania – chapter on "Public Administration"; Rapporteur for Albania Mr. Libor Rouček

¹⁰ "Plan of the Government of Albania for the Approximation of Legislation and Implementation of the Stabilisation and Association Agreement" approved by the Council of Ministers through Decision no. 314, dated 13.05.2005. It is related more specifically to the observation of Article 110 of the Stabilisation and Association Agreement

¹¹ SIGMA (Support for Improvement in Governance and Management) is a joint initiative of the European Union and the OECD.

¹² The new Law on Civil Service approved on 30 May 2013 was published in the Official Journal on 7 June 2013.

Ministers' Decision.¹³ Thus, currently this School exists, but comprises as personnel only the personnel inherited by its predecessor Training Institute of Public Administration (TIPA). The School has new premises, but it is in a stalemate due to the fact that the new civil service law has not been effective until 26 February 2014 when the Constitutional Court's Decision on the effectiveness of the new Civil Service Law of 2013 was published in the Official Journal and the necessary secondary legislation for the functioning of the School has only been approved by the current Council of Ministers in March 2014. Moreover, its training curricula should be revised and eventually approved in accordance with this School's mission and vision for various categories of civil servants. The establishment of the ASPA was listed among the objectives of the Cross-Cutting Strategy for the Public Administration Reform 2009-2013.¹⁴ Currently, it exists as a subordinate structure of the Minister of Interior as a central public institution, with headquarter in Tirana.¹⁵ In fact, following recent legal initiative of the Council of Ministers this structure is proposed to be a subordinate one to the newly created Ministry of Innovation and Public Administration. The ASPA will have administrative and academic autonomy and its aim is the vocational training of civil servants, as well as any other individual, national or international, who is not part of the civil service and that meets the required criteria. By vocational training is understood the in-depth training program of candidates for the category of the top-level management civil servants, members of the Top-level management Corps and the continuous vocational training program for civil servants, as well as any other individual outside the service.¹⁶ This School will have its own budget which will be determined as a separate budget line under the budget of the Ministry of Interior (if the Council of Ministers' initiative for legal amendments to the new CSL will be approved it will pass as a subordinate structure of the Ministry of Innovation and Public Administration). This School will have a director for leading its everyday activities and a governing board of 9 members. The Board will be composed of representatives and senior officials from line ministries, local government, DoPA, universities, civil society and business, as defined by the Decree of the Council of Ministers. The Council of Ministers made a change to the draft secondary legislation for the ASPA by reducing the number of its steering board members from 12 to 9, which means also a reduction of costs for the functioning of this School and by not including in this board a foreign expert, which was objected when the Department of Public Administration organized consultative meetings with stakeholders of public administration in December 2013 before submitting the final version of the secondary legislation to the Council of Ministers for final consideration and eventual approval.¹⁷

In determining the selection and vocational training policies, ASPA is obliged to co-operate with the DoPA. The ASPA's director should be appointed and dismissed in accordance with the criteria and rules established for members of the Top-Level Management Corps (TMC). By way of exception, ASPA's Director is appointed by the Council of Ministers, upon the proposal of the Minister of Interior, until the new CSL becomes effective. The ASPA has a duty to provide vocational training as follows:

- a) Thorough in-depth vocational training program, which trains the candidates for being members of TMC;
- b) Continuous vocational training program of civil servants of all categories, as well as any other individual outside this service. Its students will be selected from civil society, business, and individuals outside the civil service, are obliged to pay a fee to attend training programs of the ASPA.¹⁸

Meanwhile, the Council of Ministers during the month of March 2014 has approved a decision for the further regulation of the steering board of the ASPA.¹⁹ It has been published in the Official Journal, which means that it is effective from the publication date. It should be mentioned that the approved version of the Council of Ministers' Decision differs from the draft version which provided that the Albanian School of Public Administration (ASPA) should appoint two representatives to the National Permanent Commission for the selection of the employees to the Corps of High Level

¹³ Council of Ministers' Decision no.220, dated 13.02.2013, "On the establishment and functioning of the Albanian School of Public Administration and training of public administration employees"

¹⁴ Council of Ministers' Decision no. 1017, dated 18.9.2009, "On the approval of the Cross-cutting Strategy for the Public Administration Reform 2009-2013", in the framework of the National Strategy on Development and Integration"

¹⁵ Article 8, Law no. 152/2013, dated 30 May 2013, "On civil servant"

¹⁶ The Training Institute for Public Administration created by the Civil Service Law of 1999 did not have such a large mission; it offered training only for State administration employees, not outsiders from the private sector.

¹⁷ The authors have participated in the consultative meeting organized by the Department of Public Administration in December 2013 with the stakeholders of public administration and civil service.

¹⁸ Article 9, Law no.152/2013, dated 30 May 2013, "On civil servant"

¹⁹ Council of Ministers Decision no.138, dated 12 March 2014, "On the rules for the organization and functioning of the Albanian School of Public Administration and training of civil servants"

Civil Servants (TMC), and one of these persons is a foreign expert.²⁰ But this draft decision did not provide for the criteria the foreign expert selected by the ASPA should fulfill and one this should have been "good command of the Albanian language" and/or since this person is a foreign citizen, whether he has been provided with work permission in Albania. Moreover, the 2-year mandate of the National Permanent Commission might not match with the period of time the foreign expert stays in Albania, which would mean that the ASPA should appoint another foreign expert to this Commission. In addition, the ASPA might have been in difficulty to create a pool of foreign experts that qualify to become member of the National Permanent Commission for the selection of the employees to the Corps of High Level Civil Servants. What would happen if ASPA received no applications from foreign experts? These might have been some of the reasons why the approved and final version of the Council of Ministers Decision on the formation, duties and functioning of the ASPA does not foresees the participation of a foreign expert in the steering board of this School.

6. Training of Civil Servants in other European Countries

The continuous and qualitative training of civil servants is considered essential in the competitive European labour context. Since the private sector is much more flexible than the public one, where civil servants are employed, the former should be composed of structures that combine efficiency with the uniform and legalistic nature of hierarchical organizations.²¹ Civil servants need to be equipped with an enhanced access to IT information, qualification programmes, and become more performance oriented.²² Many European States with a former communist regime after political, economic and legal system changes have introduced the civil service in their respective public administration and have paid particular attention to the qualification of civil servants. Thus, Russia in 1995 through a Presidential Decree has established the Russian Academy of Civil Service with a wide network of regional branches, which offers training courses mainly for mid and top level civil servants. From 2004, funding from the State budget of civil servants' post entry training has been increasing with overall positive impact on the quality and results of training programmes.²³ Similarly, the Czech Republic established in June 2001, an Institute of Public Administration, as a structure affiliated to the Office of the Government in order to provide training for the employees of the central government agencies.²⁴ Training institutions or schools of public administration commonly and traditionally exist in many EU States such as in Italy – *Scuola Superiore della Pubblica Amministrazione* (Higher School of Public Administration)²⁵, in France – *Ecole nationale d'administration* ENA (National School of Administration) with the specific mission of providing qualified and tailored training to civil servants of different levels and categories.²⁶ Training of civil servants, in view of the human motivation theory of Maslow, helps them to reach self-fulfillment, capability and adequacy of being useful and necessary in the world.²⁷

7. Conclusions

The new civil service law aims at specifying some blurred provisions of the civil service law of 1999, such as the effects of a Civil Service Commission's decision and at differently regulating certain aspects of the civil service law of 1999 proven to be either costly for the State budgets such as one vacancy one competition procedure or subjective such as the selection of the winner of a competition procedure by the immediate superior of the future civil servant, not necessarily the first ranked in a competition procedure.

A positive novelty of the new civil service law is the establishment of the Albanian School of Public Administration, not only because by establishing this School the Albanian government fulfilled an objective of the Cross-cutting Strategy

²⁰ Point 2, letter 'b' of the draft Council of Ministers Decision for the establishment and functioning of the ASPA published for several months since December 2013 on the web page of the Department of Public Administration www.pad.gov.al under the link 'të reja' (news)

²¹ Pierre Peters, *Handbook of Public Administration*, 2nd edition, SAGE Publications, 2003, page 6

²² Christoph Demmke and Timo Moilanen, *Civil Services in the EU of 27 – Reform outcomes and the future of the civil service*, Peter Lang Publication, Frankfurt, 2010, page 248

²³ Alexander Kotchegura, *Civil Service Reform in Post-Communist Countries, The case of the Russian Federation and the Czech Republic*, Leiden University Press, 2008, ISBN 978 90 8728 0604, Page 66

²⁴ *Ibid.*, page 118

²⁵ Ed. Frits M. van der Meer, *Civil Service Systems in Western Europe*, 2nd edition, Edward Elgar Publishing, 2011, ISBN 978 1 84844 243 6, page 224

²⁶ *Ibid.*, page 193

²⁷ Jay M. Shafritz, Albert C. Hyde, *Public Administration Classic Readings, International Editions*, 7th edition, Wadsworth Cengage Learning, Printed in Canada, 2012, ISBN 978 1 111 34276 0, Page 110

for Reform in Public Administration (2009-2013), but because this School will offer short and long term training for civil servants of all categories and especially top level managers should first successfully complete this School in order to be appointed in high level civil service positions.

Albania is among those Balkan states that are on the path to integration into the large European family. Its efforts for the institutionalization of the co-operation with the EU were successfully accomplished in June 2006 when a Stabilization Association Agreement was signed in Luxembourg. This Agreement is of particular importance for Albania in order to attain the status of the candidate country. It entered into force on 1 April 2009, thus, after three years from its signature, which means that Albania should consider the acceleration of its efforts for its proper and full implementation.

The SAA agreement is based on the respect of democratic principles and of human rights, respect for the principles of the international law, rule of law, and the principles of the market economy as enshrined and proclaimed in some key international documents such as the Universal Declaration of Human Rights, European Convention of Human Rights and in the Helsinki Final Act.²⁸ Under Title VIII of the SAA "Policies of co-operation", the Article 111 is dedicated to the public administration.²⁹ This specific provision provides for the obligation of Albania to establish an effective and responsible public administration which seeks to implement the rule of law principles. Thus, the bilateral co-operation between the EU and Albania is based and focused on the transparent and impartial recruitment procedures, management of human resources, and career development in the public services sector both at the central and local administration levels.³⁰ In fact, the signature of the SAA is only the first step for the comprehensive reform of the Albanian public administration with the sole goal of attaining the standards set forth through the principles of the European administrative space. This implies the inclusion of professional civil servants, who guarantee the independence, integrity, transparency and the implementation of the principle of service toward the public. On the other, hand this obligation means that the Albanian State should strive and guarantee the rights of civil servants as stipulated in the relevant legislation, including the right to be trained, by putting in place the necessary mechanisms for the realization of such purpose. Proactively responding to the Article 111 of the SAA the Albanian Council of Ministers approved in 2008 the Cross Cutting Strategy for the Reform of Public Administration 2009-2013, as part of the National Strategy for Development and Integration.³¹ Currently, among the priorities of Albania is the strengthening of public administration and the civil service to be able to afford the integration challenges ahead by correctly implementing the legislation on public administration and civil service.³²

While the new civil service law was drafted with international support, it can unfortunately not be seen as a directly applicable piece of legislation, because most of the implementation of this new law will, to a considerable extent depends on the secondary legislation which has been drafted and approved as of 1 April 2014, including the secondary legislation for the functioning of the Albanian School of Public Administration. Since the secondary legislation for the organization and functioning of the Albanian School of Public Administration has been approved last month, the relevant steering structures should be swiftly established and the necessary personnel of this School should be again swiftly hired, the training curricula for various categories of civil servants should be drafted and approved so that this School starts to function as such as soon as possible. In addition, its proper functioning is also linked to the long term qualification of Corps of High Level Civil Servants (TMC), who should successfully pass the training at this School in order to preserve their job position as High Level Civil Servants. Therefore, it remains to be seen whether the new civil service law and the pertaining secondary legislation will prove to be more effective than the one of 1999, with regard also to the specialized and qualitative training provided to civil servants of various categories in the State administrative of central or local levels.

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²⁸ Article 2 of the SAA, accessible at <http://www.mie.gov.al/>

²⁹ Article 111 of the SAA

³⁰ *Ibid*

³¹ Accessible at <http://www.mie.gov.al/>

³² *Strategjia Kombëtare për Zhvillim dhe Integrim 2007-2013 (Cross-cutting Strategy for Development and Integration)*, page 16, accessible at <http://km.gov.al/?fq=brenda&m=shfaqart&aid=77>

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The Awareness of High School Teachers on their Instructional Leadership Roles¹

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Abstract

The aim of this study is to examine the level of high school teachers' awareness on instructional leadership roles according to their perceptions. The sample of this study was composed of high school teachers in Beylikduzu and Buyukcekmece districts in Istanbul. The participants were administered by 'Demographic Questionnaire' and 'The Instructional Leadership Roles of Teachers' questionnaire developed by the researcher. The data were analyzed by SPSS 20 program. The questionnaire were converted to a scale by verifying reliability and validity statistics. The results includes the frequencies, the percentages and the means of the teachers' awareness on instructional leadership roles. The variations of teachers' awareness on instructional leadership roles according to demographic variables were tested by independent samples t-test and ANOVA. The results shows that high school teachers' awareness on instructional leadership roles were high level in all sub dimensions.

KeyWords: Leadership, Teacher Leadership, Instructional Leadership Roles

1. Introduction

Leadership, which has appeared as a result of societies's need of people who will drag them in a certain direction, has gained more importance nowadays and it is being mentioned in all areas. As education is an important factor of changes and coping with the problems that arise in these cases, it has been inevitable that teachers exhibit leadership manners in this changing and constantly renewed social life (Can, 2007, p. 164-165). Teachers should be leaders who are enterprising, can renew and manage themselves, capable of taking decisions, internalize and comment on educational values and who are able to undertake the responsibility of this. As a matter of fact that the teacher has such characteristics of creativity, directivity, effectiveness, leadership and so on will carry today's students into the knowledge-based society of the future (Bostancı, 2011, p. 216).

1.1 Instructional Leadership

Instructional leadership is the competency of being able to plan and organize educational and instructional activities effectively and undertake active roles and develop them by performing leadership in the learning process and developing and sharing an educational vision. The main purpose of instructional leadership is the arrangement of the school environment as one which is productive and completely towards instruction (Erdoğan, 2004, p. 88). Teacher leadership is the skills and qualifications the teachers of the future should have (Urbanski and Nickolaou, 1997, p. 248; Hoyt, Price and Emrick, 2010, p. 404; Johnson and Snyder, 1986). A leader teacher is one who is perfect in his or her class, continuously learn as a student does, can also exhibit talent and performance outside the school, is involved at the center of changes to raise the quality of education and who possesses leadership skills. The main objective of the teacher leadership is to improve the quality of education (Hook, 2006, p. 13).

1.2 Teacher Leadership Roles

As a result of studies in the regarding literature, the teacher's instructional leadership roles are specified in the following ways (Bostancı, 2011; Can, 2006; Gökyer, 2004; Gümüşeli, 1996; Sümbül, 1996; Şişman, 2004) :

¹ This study has been constructed from the master degree thesis titled " A Study On High School Teachers For Their Instructional Leadership Roles And Their Approaches Toward The Restricting Factors Of Instructional Leadership" written by Bilal Aygun.

1. Defining, announcing and sharing the vision and mission of the school
2. Planning, implementing, supervising and evaluating the instruction
3. Creating a positive teaching-learning climate and classroom culture
4. Monitoring and rewarding students' development and success
5. Individual transformation and professional development of teachers
6. Supporting the development of other teachers and being a model
7. Adapting to environmental and social values
8. Providing support of the environment and society

1.3 Problem

What is the high school teachers' awareness of instructional leadership roles and the level of realizing such roles?

1.4 Purpose

The purpose of this study is to determine at which level do high school teachers in a certain environment perform instructional leadership roles.

1.5 Importance of the Research

Because of the adolescent characteristics, it is more suitable to conduct the research in high schools. As high school teachers perform leadership and are a role model for high school students, it is regarded as important that they be aware of instructional leadership roles and exhibit such roles.

It is expected that the research will contribute to any programs to be organized in terms of training and improving teachers through in-service training sessions and training qualified leader teachers.

2. Methods

2.1 Research Model

As this research is descriptive in nature, the general screening model was used. Screening models are the research approaches aiming to describe an existing situation in the past or present situation as it is (İslamoğlu, 2009, p. 85).

2.2 Procedure

415 teachers constitute the sample group who are chosen as conformity sampling among the teachers working in public and private high schools in Beylikdüzü and Büyükçekmece districts of the city of İstanbul, Turkey. Research findings have been collected by using a 5 point Likert-type questionnaire and a demographic variables form. After applying the factor analysis and validity and reliability studies, the questionnaire was turned into a scale named " Teachers' Instructional Leadership Roles " and the relevant assessments were made on this scale. In the factor analysis of variables related to instructional leadership roles, a strong factor structure is obtained, the obtained factor loadings explain 61.4% of the total variance in all the variables. The fact that factor loadings are high indicates that questions share a common variance with other questions (İslamoğlu, 2009). It was found out that the KMO value is 0.895 and Cronbach's coefficient alpha is 0.909. In the analysis of the collected data SPSS 20 software package was used.

3. Conclusion

Table 1: Demographic Variables

Demographic Variables		Frequency (N:415)	Percent (%)
Gender	Male	203	%48,9
	Female	212	%51,1
Graduation Degree	Associate degree	4	%1,0
	Bachelor	319	%76,9
	Master	87	%21,0
	Doctorate	5	%1,2
School Type	General high school	30	%7,2
	Anatolian high school	150	%36,1
	Science high school	20	%4,8
	Private high school	86	%20,7
	Religious high school	30	%7,2
	Vocational high school	99	%23,9
Professional Experience	1-5 years	72	%17,3
	6-10 years	73	%17,6
	11-15 years	118	%28,4
	16-20 years	83	%20,0
	21-25 years	43	%10,4
	26 and more	26	%6,3
Total		415	%100

Table 2: Teachers' Level of Implementing Instructional Leadership Roles

	Instructional Leadership Roles of Teachers	Average (\bar{x})	Standard Deviation (SD)	Implemented Level
1	Defining, announcing and sharing the School Vision and Mission Statement	3,87	0,91	High
2	Planning, implementing, supervising and evaluating the instruction	4,23	0,76	Very High
3	Creating a positive teaching-learning climate and classroom culture	4,41	0,65	Very High
4	Monitoring and rewarding students' development and success	4,2	0,8	Very High
5	Individual change and professional development of teachers	4,11	0,81	High
6	Supporting the development of other teachers and being a model	4,21	0,84	Very High
7	Adapting to environmental and social values	4,31	0,73	Very High
8	Providing support of the environment and society	2,49	1,26	Low
	Average	3,98	0,845	Very High

That teachers have higher awareness sizes in instructional leadership roles is consistent with the results of other research (Akbaşlı, 2011, p.75-90; Bostancı,2011; Armstrong,2013; Sümbül,1996, p.605; Şişman,2011, p.160).

When teachers' instructional leadership roles are evaluated in terms of demographic variables, in terms of "Gender" a significant difference was not observed. This may be interpreted in such a way that female and male teachers do not evaluate the issue of instructional leadership not on the basis of gender but on the basis of their professions. On the other hand, regarding the dimension of 'individual transformation and professional development of teachers', with the perceptions of male and female teachers, there were significant differences in favor of male teachers. It can be considered that this difference is associated with the negative impact of women's responsibilities at home on their professional progress .

When teachers are evaluated according to their " Graduation Degrees ", it has been found that they are aware of their instructional leadership roles and they perform the manners of these roles at high levels. In this study, it has been seen that five teachers who have the doctoral degrees appear to have a higher awareness, unlike the other teachers, in planning and implementation of education and instruction in the classroom and being compatible with the environment and society and taking support of the social environment.

That teachers who are engaged in academic study in their own fields and who did master's and doctorate studies have increased leadership skills and high awareness is also supported by a lot of researches in the literature.

When the evaluation of teachers is examined in terms of "Professional Experience", regarding the dimension of "Defining, announcing and sharing the vision and mission of the school" it is seen that teachers with 1-5 years of experience and teachers with 26 years and above experience have high level of awareness, whereas the rest groups have a medium level of awareness. The reason for the level differences can be considered to derive from the fact that in the early years of work teachers are dynamic and sensitive in making the requirements of teaching and from the self confidence which 26 years of professional experience has brought. Especially, thinking that this dimension is mostly the roles of principals may be another cause.

When teachers' evaluations are analyzed according to "School Type", it is observed that they are aware of their instructional leadership roles and perform the manners of these roles at a high level, but the dimension of "Monitoring and rewarding students' development and success " at a low level. Teachers' having classes more than enough and their formal class schedules' occupying all their time create time constraints, and the excess number of students in classes is a barrier to perform the role of monitoring and rewarding students' development and success (Ozdemir ve Yalin, 2000, p.185). When the school types and the size of the scale are compared separately by the ANOVA test, it is observed that Anatolian high school teachers exhibit significantly different manners from teachers in other institutions in one dimension (Professional transformation and development of teachers); private school teachers in two separate dimensions of ("Creating a positive teaching-learning climate and classroom culture" and "Providing support of the environment and society"), and the teachers of religious high school in the rest four different dimensions. This situation may be associated with differences in corporate structure and functioning of public and private high schools. It can be said that at private schools, school structure and functioning is more flexible and more focused on organizational development and effectiveness. These findings are consistent with the results of Beycioğlu and Aslan (2010) study. However, there is not enough work with the field literature regarding the religious high school teachers who make a positive difference in this study.

4. Implications

It can be suggested that teachers having high levels of awareness in eight different dimensions of leader teachership can be given the status of leader teacher and take an active role in major projects related to education in education units (Ministry, provincial, district and regional education directorates).

It can also be suggested that school administrators involve teachers in the decision-making process of defining the vision and mission of the school, identifying, sharing, developing and applying the aims of the school in an active.

When editing in-service training, Ministry of Education and local organizations can prepare programs which can develop instructional leadership by taking into account the needs of teachers and education and the the conclusions and implications of scientific research.

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Perception of Students about the Rights and Responsibilities of Citizens: The Case of Kosovo

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Abstract

Even in Kosovo, as in other countries, students are agents of change. They have good ideas to change the world around them. Therefore, we must make efforts to strengthen the students' ideas of rights and responsibilities to all people. Students, who are the part of the changes, first will change themselves and later they will change the area where they live. The main purpose of this paper is to present the students' perceptions regarding the rights and responsibilities of citizens. This study will be based on the results of a survey which was carried out in lower secondary schools in Kosovo. The research was performed in rural and urban schools. In the research were involved eighth grade students. Students are selected randomly. In this study were used qualitative and quantitative methods. Questionnaires have been the main instrument of research. Besides questionnaires, were made interviews with teachers. Since students are important agents who affect social change, then the outcomes of this research are very important and these will contribute to create a clear picture regarding the beliefs and attitudes of students to the rights and responsibilities of citizens. This study will assist in the promotion of justice and equality between different groups in our society. Also, to create clear ideas of students and increase their awareness of the importance of rights and responsibilities of citizens in our democratic society an important role has some other factors. In this regard, an important contribution can also provide schools, teachers, parents, textbooks and curricula. Finally, we must mention that Kosovo's schools are being a serious effort to educate young people about the rights and responsibilities of different groups in society. Fostering and developing civic understandings, skills, values, and participation have always been important goals for the schools. Schools reach almost all children and young people.

Keywords: Students; Citizens; Rights; Responsibilities; Schools.

1. Introduction

Kosovo is undergoing deep transformation in the education system. To assist transformation in the system of education should be solved the goals to focus on. Taylor and Fratto (2012) have concluded that the goals you choose to focus on should help you transform your learning environment for your students and restore, if necessary your passion for teaching. You owe in to your students and to yourself (p. 32). One of the reasons to transform the education system is because demands of the new millennium for the purpose of preparation young people are different from those who lived in the past.

According to Taylor and Fratto (2012) "We also use the shift to 21st century learning environments as the example for change taking place in your classroom and school (p.30). We are living in a unique time in education, and we need to progress from what we know and are comfortable doing to leading 21st century skills in our classrooms. You may choose to focus on creating new communication methods for yourself, your students, and their parents. Another possibility could be creating collaboration methods for students that allow them to not only work together within the class, but also branch out to the community and students across the world (p. 32)".

To fulfill all these requirements which help transformations in education, priority issue for Kosovo society is to educate young people about the rights and responsibilities. However, first of all, students should first learn what democracy is and then understand what are their rights and responsibilities and how they should participate critically and contribute in the democratic society. Christenson et al. (2001) has expressed their beliefs by saying that: "democracy is more than a way to elect government officials or demand rights and services. Learning about democracy involves more than rote memory of government structures. It requires both the development of skills and a change in consciousness that comes from practical experience and theoretical reflection. The public work approach recognizes self-interest as a powerful motive to participation. With self-interest come the controversy, differences, and need for compromise that citizens bring to the public arena (p.96)". Equality, social justice and liberty are closely related to each other. As the Barber (1993) says: "There will be no liberty, no equality, no social justice without democracy, and there will be no

democracy without citizens and the schools that forge civic identity and democratic responsibility." There is only one road to democracy: education (America Skips School, Harper's Magazine, p. 46).

Therefore, the Kosovo education system is essential to ensure Citizens education. However, the question is: How to reach this goal? Who are the key actors that help in this regard (matter)?

How might students in the educative institutions best learn to understand and participate in this regard? What should the schools teach and what must teachers know in order to teach these rights and responsibilities in effective and responsible ways?

Through this paper an attempt is made to answer these questions and other questions, too. This will be carried out based on the outcomes of the research performed in primary schools in Kosovo. Survey has been organized within the project "The concepts of citizenship among primary school students in Kosovo".

The "The concepts of citizenship among primary school students in Kosovo", has been conducted jointly by the three institutions, Kosovo Education Center (KEC), University of Zurich (Switzerland) on Teachers' Education and the Faculty of Education of the University of Pristina.

The paper "Perception of students rights and responsibilities of citizens: the case of Kosovo ", aims to inform everyone regarding the attitudes and beliefs of students about their rights and responsibilities. This paper is important due to its outcomes. The research results indicate a serious effort to institutions and other persons who are responsible for the education of young citizens in Kosovo on the spirit of democratic principles. In future, also the results of this research will serve teachers to focus seriously on raising students ' awareness of the importance of education on their rights and responsibilities. The paper will also serve young researchers to make comparative studies in the field of civic education in general, as well as provide them education about their own rights and responsibilities in particular.

2. Education on Rights and Responsibilities

Education for civil rights and responsibilities helps the overall development of a democratic society. Therefore, it is in the interest of the individual and society that these rights and responsibilities be understood and well developed. Otherwise, where no social restraint exists, anarchy reigns. That is not freedom; it is a jungle without rules or ethics. Civilization demands both freedom and responsibilities.

As in many countries in the world as well as here in Kosovo, human rights are guaranteed by law. According to the Constitution of Kosovo, Article 21 [General Principles] rights and fundamental freedoms are indivisible, inalienable and inviolable and are the basis of the legal order of the Republic of Kosovo. Republic of Kosovo protects and guarantees the rights and freedoms stipulated in this Constitution. Everyone has the obligation to respect human rights and fundamental freedoms of others. Article 7 [values] constitutional order of the Republic of Kosovo is based on the principles of freedom, peace, democracy, equality, respect for human rights and fundamental freedoms and the rule of law, non-discrimination, property rights, environmental protection, social justice, pluralism, separation of state powers and the trade economy.

Besides the Constitution of Kosovo, in the recent years in Kosovo, in this regard, substantial assistance provided documents derived from responsible institutions of Kosovo education, i.e. Curriculum Framework of Kosovo, administrative guidelines, education development strategic plan, etc. Through all these documents and many others continuous efforts are being made to raise awareness about the role and importance of education on rights and responsibilities of citizens. According to these documents, the schools, the teachers but also other relevant factors, whether parents or civil society in general, must be engaged in educating young people in the democratic spirit. Also, content of civic education gives a specific contribution to educating young people about the rights and responsibilities. This course provides ample knowledge and informs us (notify) with the essential requirements of effective citizenship.

To meet the challenges facing the new education system, the roles of teachers in Kosovo are being reconnected. If lawyers of civic education see the application of its principles as a hopeful way to reach all schoolchildren, then teachers have one obligation to investigate what civic education has to offer them. Teachers should be supported and be prepared to make changes that are necessary to understand the role of civic education and its aim to understand the needs of developing competencies that represent the essence of fulfilling the roles of educators in general.

Becoming a reflective educator and realizing where we started and where we have come, why we learn to develop and improve our profession and trying to improve quality and efficiency in preparing our young people, teachers are the main key to making the necessary transformations in education. First of all, students need to learn what democracy is and then understand what are their rights and responsibilities and how they should participate critically and to contribute in the democratic society.

According to Christenson et al. (2001) "democracy is more than a way to elect government officials or demand

rights and services. Learning about democracy involves more than rote memory of government structures. It requires both the development of skills and a change in consciousness that comes from practical experience and theoretical reflection. The public work approach recognizes self-interest as a powerful motive to participation. With self-interest come the controversy, differences, and need for compromise that citizens bring to the public arena (p.96)".

Education and training of young people to respect the human rights besides being closely linked to the education system, it also depends on the level of a society's culture. Education is not a private matter. There is always a cultural context. There can be no definition and development of self apart from culture. The broader the context of enculturation is, the better the prospects for education and for a self capability to participate comprehensively in the human conversations. So, the dilemma for education as the hope for sustaining a balance between individuality and civics (devotion to civic interest and causes) is its very nature.

We can finally say that a society can be free only when the rights of its citizens are respected. Rights always go together with responsibilities. "Strengthening rights is dependent on strengthening the connections, conceptually and behaviorally, between rights and responsibilities." (Dyck A. J. 2005). When we have rights, we will also have responsibilities. Responsibilities are the things we should do because they are right or necessary.

3. Research Methods

For the realization of the research are used mixed, qualitative and quantitative methods. This combination of methods was made taking into account the objectives of the research. Also for the realization of this study we have used the appropriate literature.

The instruments used in this research were questionnaires for students and questionnaires for teachers. The questionnaire was developed in 2009 when its pilot was conducted in four elementary schools of Pristina city. This is done in the first phase of research. Besides eighth grade students, at this phase of the research are included some teachers of civic education. Teachers who answered the questionnaires have been selected at random, regardless of age and gender. In the second phase a field research was done. The research included 1700 students belonging to different nationalities (Albanian, Serbian, Roma, Ashkali, Bosnian and Turkish). The study included eighth grade students from a total of 142 primary schools of Kosovo, urban areas (49.4%) and rural (50.6%).

The research reflects the perceptions of students regarding the concepts of citizenship. The students have given their opinions on various issues relating to the rights of ethnic groups, respect for gender equality, school, teachers, friends, etc.. After completion of the field work a data base is established. Later, for data analysis was used the SPSS program. Statistical data is also presented in graphics.

For the realization of this paper, we have singled out only some of the responses that students have shown in certain sections of the questionnaire. Questions and answers of the students which are analyzed and presented in this paper are directly related to the topic of this paper. The questionnaire includes a total of 12 sections. We are mainly focused on the detailed analysis of data arising from section: rights and responsibilities. However, besides that, some questions of other sections are analyzed: citizens and society; school curriculum; class. (See Tab. 1.)

(Tab.1) Table of sections and questions

Section	Title of Section	Nr. of questions	Questions (Q)
F	Rights and responsibilities	1	Q (F1) Men and women should have equal opportunities to participate in government.
		2	Q (F2) All ethnic groups should have an equal opportunity for proper education in Kosovo.
		3	Q (F3) Children of poor families should have an equal opportunity for proper education in Kosovo.
		10	Q (F10) Members of all ethnic groups should be encouraged to compete in elections, in order to win political posts.
A	Citizens and society	1	Q (A1) Everyone should always have the right to express his opinion freely.
		8	Q (A8) All people should respect the social and political rights.
		10	Q (A10) All ethnic groups living in the same country must be tolerant to each other.
		17	Q (A17) Young people must commit to participate in activities which benefit the community.
J	School curricula	1	Q (J1) In school I have learned to understand people who have different opinions.
M	Classroom	5	Q (M5) The teachers encourage the students to discuss issues with people who have different opinions.

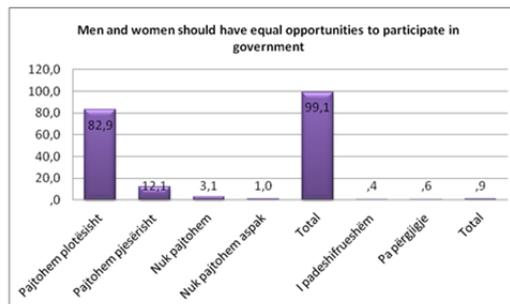
4. Analysis Result

This section will reflect the data received from the students' responses to the questionnaire. These data presents perception of students regarding the rights and responsibilities of different groups in society and the main factors affecting the education of rights and responsibilities of citizens. From the section titled: The rights and responsibilities, we will analyze the responses from students and their perception emerges for: equality between men and women, the right to proper education for all ethnic groups living in Kosovo; the rights for education of children of poor families, as well as to encourage members of different ethnic groups to participate in elections and win the competition for political positions.

To understand the students' perception regarding equal opportunities between men and women to participate in government, students who have been surveyed in Q (F1) gave the following answers: most of the students 82.9% said "completely agree" 12.1% said "partly agree" 3.1% of them "do not agree" while only 1.0% of students said "strongly disagree". If we consider the responses of respondents in general, then we can conclude that students have a perception, belief and positive attitudes towards gender equality. However, despite these results derived from this research, gender inequalities are evident in Kosovo society. Recently, the researches done in this regard provide the indicating data that the rate and percentage of girls' enrollment at lower levels of education does not differ much from that of men. However gender differences go alongside increasing the level of education. As we go further towards the education levels, the number of male students increases and the number of female students reduces.

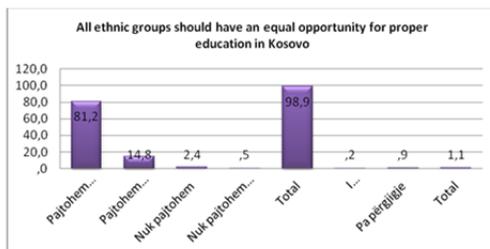
This data requires a serious commitment of institutions and competent persons. As a society we need to focus on public awareness regarding the importance of educating girls in order to achieve gender equality. On the contrary, equal participation of men and women in government, in our opinion cannot be productive. Only women and men with authentic education can establish a government and lead a country that will ensure political equal opportunities for women as well as men. Education for gender equality should achieve through school programs, textbooks and courses that create a broad cultural background, so that young people will have sufficient knowledge about the role and importance of gender equality. This means that schools, curriculum and teachers are important factors that contribute in eliminating gender differences. (See Chart No.)

Chart No.1. Data from Q (F1)



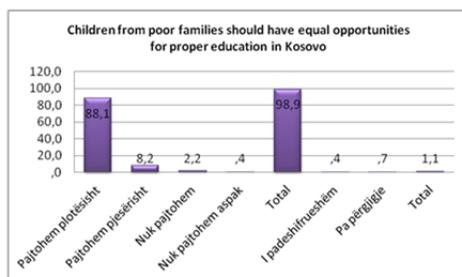
Data from Q (F2) is: 81.2% of students said "totally agree" 14.8% said "partly agree" 2.4% of them "do not agree" while only 0.5% of the students have said "strongly disagree". From analysis' results are observed perceptions of students for the opportunities that should be provided to all ethnic groups living in Kosovo for proper education. The availability of young students for support to ethnic groups is clearly noticed. In this regard, it is certain that the subject of civic education has played a significant role, which is taught in schools of different levels in Kosovo. According to Musai, B (2003) "Preparation of a democratic society citizens who think critically and are able to solve problems, from those of closest environment, in local, national and global levels, are aware of today's education process "(p. 9). The process of education and the construction of a European society require that national citizenship be supplemented by European citizenship so that students feel themselves as European and world citizens. Due to this reason, our citizens must respect the rights of all ethnic groups living on its territory. (See Chart No. 2.).

Chart No. 2. Data from Q (F2)



Results emerged from Q (F3) are as follows: 88.1% of respondents said they "completely agree", 8.2% said "partly agree", 2.2% of them "do not agree", while only 0.4% of students said "strongly disagree". If we consider these results as positive from the field, then we can conclude that the young people of Kosovo are being prepared to be direct participants in the development of true democracy in the country where they belong. A fact should be noted, if a democratic state does not care for its' poor people, then it is not such a state. Where there is no care for the poor, it can be talked about aristocracy, but in no way could be talked about democracy. Democracy means that the state cares for the poor precisely. Children of poor families should be provided with proper education because it is one of the basic conditions of democracy. (See Chart No. 3.)

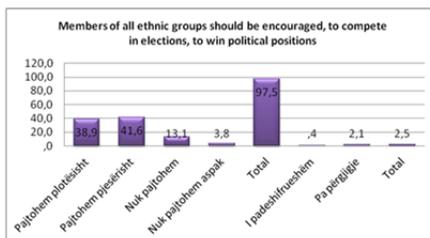
Chart No. 3. Data from Q (F3)



Data from Q (F10) are as follows: 38.9% of respondents said "completely agree", 41.6% of them "partly agree", while 13.1% of them "disagree" about the idea that members of ethnic groups should be encouraged, to compete in elections, to win political positions, whereas only 3.8% of respondents said they "strongly disagree".

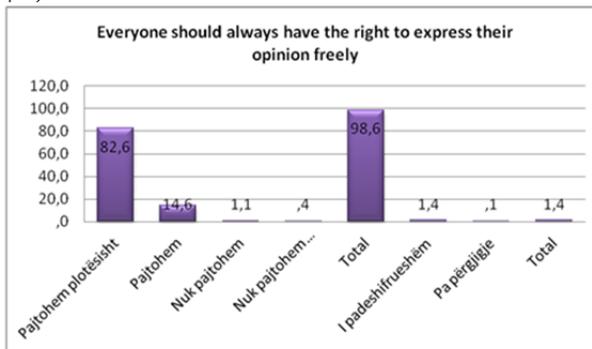
As Chapin J. R. (2006) says, many organizations and various institutions should improve civic education in the schools. Among their concerns is the number of young people who do not vote and who are disengaged from civic and political institutions. In addition, some young people are not informed or do not understand how to participate fully in their democratic society. On the positive side, more young people believe in helping others through community services and volunteering (p. 213). (See Chart No. 4)

Chart No. 4. Data from Q (F10)



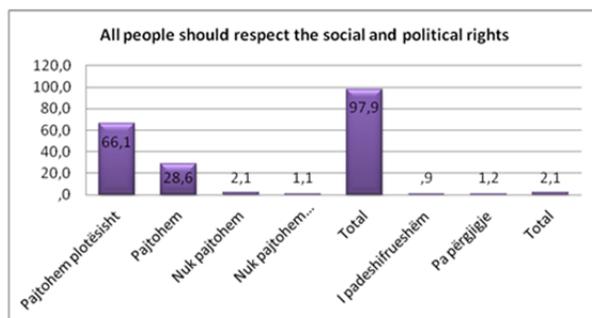
The results from the Q (A1) are also very interesting. The majority of respondents are aware that in a democratic society everyone should have the right to express his opinion freely. By the respondents 82.6% said they "completely agree", while 14.6% of them stated "I agree", 1.1% of them said "disagree", whereas only 0.4% of students said "strongly disagree". (See Chart No. 5)

Chart No. 5. Data from Q (A1)



The results from the Q (A8) are as follows: 66.1% of respondents said "totally agree", while 28.6% of them stated "agree", 2.1% of them said "disagree", while only 1.1 % of students said "strongly disagree". (See Chart No. 6). According to Nelson et al. (2004) Dewey recognized social conditions constantly change and schools always have to adjust to new demands placed on communities. When social problems overwhelm community resources, schools are expected to lend strength and assistance (p.468).

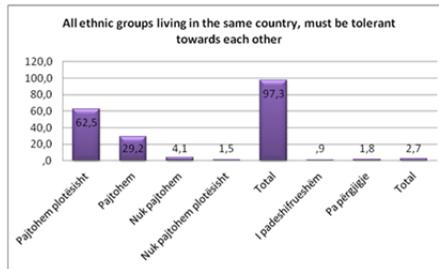
Chart No. 6. Data from Q (A8)



The results arising Q (A10) are as follows: 62.5% of respondents said "strongly agree", while 29.2% of them stated "agree", 4.1% of them said "disagree", while only 1.5% of the students said "strongly disagree".

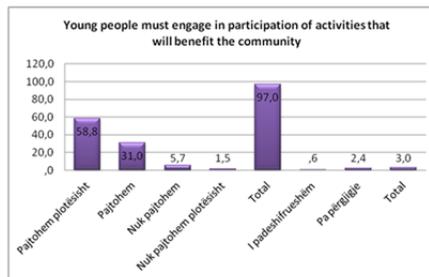
Tolerance should be taught in the classroom. The classroom environment must celebrate tolerance, diversity, honor human rights, teach multiple perspectives, develop interconnectedness and interdependence, practice co-responsibility, and experience the global society. According to Brown, S. and Kysilka, M. (2002) as the world is brought into the classroom, the students must go out into the world. All ethnic groups living in a same country and in other countries in the world must be tolerant of each other if they want live together. Teachers have a responsibility to help their students prepare for the world in as many ways as possible. Part of this responsibility is to help students be actors rather than spectators in their world. Projects that involve change in local conditions, for instance, are ways to give students voices outside the classroom (p. 20). (See Chart No.7)

Chart No. 7. Data from Q (A10)



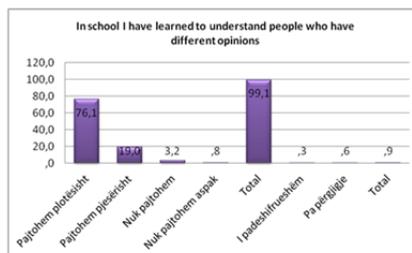
The values of the outcomes of Q (A17) are as follows: 58.8% of respondents said "strongly agree", while 31.0% of them stated "agree", 5.7% of them said "disagree", while only 1.5 % of students said "strongly disagree". A good schools and curricula can contribute to producing good citizens. We should believe in the vital importance of schools and curricula instruction, both to prepare students to become responsible, thoughtful, participating citizens and to provide students with the basic skills that they need to function in our society. (See Chart No. 8)

Chart No. 8. Data from Q (A17)



Results arising from Q (J1) are as follows: 76.1% of respondents said "strongly agree", while 19.0% of them said "partly agree", 3.2% of them said "disagree", while only 0.8% of the students said "strongly disagree". These results have shown us that the schools have learned their students to understand people who have different opinions. The idea of connecting school learning with involvement in the wider community is not new. Increasingly, teachers have come to appreciate the inherent value of student involvement in the wider community as a planned part of the larger social studies curriculum. In recent years, national, state, and local efforts to involve students in various service activities in schools and communities and related community agencies have been founded by federal and state monies (Allen and Stevens (1998, p. 91). (See Chart No. 9)

Chart No. 9. Data from Q (J1)

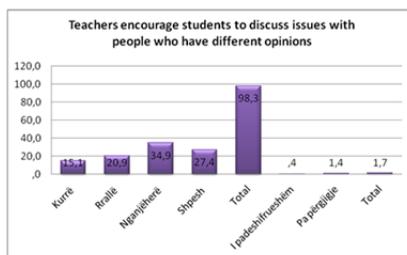


Results arising from Q (M5) are as follows: 15.1% of respondents said "never", while 20.9% of them said "rarely", 34.9% of them said "sometimes", while 27.4% of students said "often". These results have shown us that students should be

encouraged more by teachers to discuss with people who have different opinions. Teachers need to encourage students to discuss relevant issues with people and they should ask them to reflect on those discussions.

According to Banks, J. A. (1994 b). "Teachers help their students to become "social critics who can make reflective decisions and implement their decisions in effective personal, social, political and economic action" (p. 152). Also, Brown and Kysilka (2002) believe that: "As informed citizens of the classroom, school, local community, or world, students then work for personal and societal change. Students are thus empowered to make curriculum decisions, to work out of the curriculum, and to go beyond it. The curriculum becomes the process, progress, and product of making a better world for all. (p. 117). (See Chart No. 10)

Chart No. 10. Data from Q (M5)



5. Conclusion

Kosovar society aims to be a democratic society. To achieve this goal it requires civic education of young people. Only a proper education, will directly impact on democratic civic education of students in our country. By education, people should be helped towards development to the extent where they realize that human rights are important and should be respected and protected by law. Also, citizens of Kosovo, whose purpose is the development of a democratic society should recognize and respect the rights and responsibilities of different social groups.

This research done in the field and analysis of various data derived from this research are evidence indicating that our schools have already acquired a good experience in this regard. This fact raised some hope about student's civic education in Kosovo. In other hand, the good thing is that teachers and students possess enough books which contain human rights knowledge and activities, where a special, long-term and professional contribution has been given by local bodies as well as international ones. Students through civic education must learn to integrate principles for civics in their daily lives. They must learn to be tolerant and to change the way by which they should evaluate the various social problems.

In the end we can say that we hope that this paper will help teachers to find ways of teaching powerful civic education that teachers and their students will find enjoyable, rewarding, and meaningful. Civic education can be taught creatively and thoughtfully. As a result of teachers' efforts, students may find that civic education is their favorite subject. More important, through their civic education instruction, the students will acquire the necessary knowledge, skills, and values to participate as active citizens in their society and the global community.

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Task-Based Video Use for the Improvement of English Stress and Intonation in a Stress-Free Environment

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Abstract

The current study aims at examining the effects of videos on the development of English stress and intonation of first grade EFL learners in an ELT Department at a public university in Turkey. 44 EFL learners were participated in the study on the voluntary basis. 24 learners, who are assigned as the test group, were given a list of videos and an online tutoring program and related assignments as a supplement to a 3-hour Listening and Pronunciation course each week. 20 learners, the participants of the control group, were requested to attend only the classes and do the regular assignments. The study conducted through eleven weeks during the fall semester at the department. The total number of the hours that all the participants attended the course was 33. As for the test group, the studying hours, including the class hours, was calculated as approximately 110 hours during the term. The participants' development in spoken English was compared with the control group. Comparison was realized through two ways. First, the participants were pre-and post-tested by two experienced raters of pronunciation. Then they were given a questionnaire to investigate their pronunciation learning experiences and attitudes towards the development of pronunciation through videos (featured films, short films etc.) and the online program. The findings of the study indicate that videos were much more effective in improving the EFL learners' ability to produce and perceive different stress and intonation patterns in words, phrases and sentences than through the online tutoring programs. The findings also reveal that the students feel more comfortable themselves in a self-study for the improvement of intonation and stress in English.

1. Introduction

A number of resources on ESL/EFL pronunciation promote teaching nonnative speakers (NNSs) suprasegmentals to improve the intelligibility of their speech. Thus, that suprasegmentals play a crucial role in communication and proper intonation provides a high percentage of speech intelligibility. As language learners, we may expose a native speaker (NS) speaking English with perfectly intelligible consonants and vowels and with standard grammatical forms; and yet we may have the greatest of difficulty in understanding because the intonational patterns were entirely unnatural and strange to us and completely misinterpret the person's speaking. Related research show us that 'giving priority to the suprasegmental aspects of English not only improves learners' comprehensibility but is also less frustrating for students because greater change can be effected' (Mecnerney and Mendelson, 1992: p.120). Similarly, Morley (1991), Brown (1995), Clennell (1996), and Celce-Murcia, Brinton, and Goodwin (1996) provide theoretical evidence about pronunciation instruction. Although these resources base their statements on a theoretical understanding of prosody in discourse, they offer little, empirical evidence to support their claims about how suprasegmentals affect the intelligibility of nonnative speech. A close look to related research shows that either there have been very few studies so far which test the effectiveness of computer-assisted pronunciation training or the studies which provide empirical evidence about the use of videos in language classroom mostly focus on the development of reading and listening skills other than pronunciation (Seferoğlu, 2005; Garza, 2008). Therefore, the teaching aspect of pronunciation, including stress and intonation has frequently fallen behind that of the four basic skills in English. The importance of the issue is apparent that phonological competence is also one of the sub-categories of linguistic competence which is seen as a pre-requisite for language mastery according to Common European Framework of Reference (CEFR) for languages (Council of Europe, 2011). In other words, an EFL teacher is supposed to be able to help herself and her students respectively with both the perception and production of the target sounds and sound system. However, especially in teacher education, pronunciation training seems to be one of the neglected area among the competency development of teacher trainees

Therefore, the current study aims at investigating the development of English word stress patterns and intonation of EFL learners- junior ELT trainees- through videos. The significance of the study could be handled in a triangulative manner. One is related to its empirical nature since the field is lacking empirical evidence to support the importance of pronunciation instruction. Secondly, the participants of the study hold the great importance since they are teacher trainees who would be unique sources of the target language in a NNS environment. As a third consideration, the

research design of the current study is partly action research which is mostly neglected type of research in teacher education studies.

The research questions of the study as follows:

1. Are videos effective in improving the pronunciation skills, namely intonation and stress, of EFL learners?
2. How does the videos help improve the pronunciation skills of EFL learners?
3. How do the students feel about the improvement (or not) of their pronunciation?
4. Does the students' pronunciation improve after using the videos?
5. Does the students' pronunciation improve after using the online tutoring program?
6. Is there any difference between the groups (who watch videos and who do not) in their development of pronunciation skills?

2. Literature Review

Among suprasegmental features, intonation and stress are the crucial elements for language acquisition and learning. In the related domain, 'intonation' is defined as the variation of pitch when speaking, the 'music' of a language and the important element of a good accent. In other words, English has a number of intonation patterns which add conventionalized meanings to the utterance: statement, question, surprise, sarcasm and teasing. 'Stress' is also referred to as a relative emphasis that may be given to certain syllables in a word and the similar patterns of phonetic prominence inside syllables. In many languages, changing the stressed syllable can also change the meaning of a word; in English, it is also realized to change the types of words (i.e. noun-verb pairs). Besides the aforementioned linguistic definitions, with a sociolinguistic point of view, they are seen as a set of phonological features that "seem to be crucial as safeguards of mutual intelligibility in interlanguage talk" (Jenkins, 2002, p. 96).

In related research, it is clear that many non-native speakers of English from different linguistic backgrounds have difficulty mastering the intonation and stress in English (Pennington and Ellis, 2000, Jenkins 2000 and Jenkins 2002). They experience two major problems with intonation and stress: misplacing and putting them everywhere in spoken discourse. In both cases, the EFL learners violate the communicative procedures and misinterpret the message and are, thus, misinterpreted too. Since such suprasegmentals play a crucial role in communication, their instruction should be involved in almost all educational curriculum of EFL settings. When we examined the related research, especially psycholinguistic literature, we show that NNSs frequently violate the appropriate use of intonation and stress in the target language and this affect the processing and comprehension of the listener. This also causes the NSs negative evaluations as stated in Pennington (1994, p.8): "...as a basis for deciding which features to teach, research is needed to identify those phonological features to which native listeners attend most and react most strongly".

In order to become competent in these phonological features, there are many ways of instruction (Levis and Grant, 2003). These are ranged from self-study and teacher instruction to the use of audios/videos and online tutoring programs. As well known, using videos in the classroom is widely recognized as an important resource for language teaching. Garza (2008) draws our attention to increasing number of foreign language programs beginning to integrate video materials into their curricula to optimize the student's comprehension of several features of the target language. In the literature, there is also a consensus that videos are more intrinsically motivating than audios made for EFL/ESL teaching since they embody the notion that "a film with a story that wants to be told rather than a lesson that needs to be taught" (Ward & Lepeintre, 1996, p.28). Stempleski (2000) states that the realism of movies provides a wealth of contextualized linguistic, paralinguistic and authentic cross-cultural information, classroom listening comprehension and fluency practice. Through films, using longer pieces of discourse to allow students to practice stress and intonation is also beneficial, since most pronunciation books provide short, limited contexts for practicing the suprasegmental features. As a consequence, videos provide opportunity of being exposed to different native speaker voices, slang, reduced speeches, stress, accents, and dialects and they offer endless opportunities for pedagogically sound activities for developing fluency.

3. Method

The present study, basically a qualitative case study, adopted an action research approach. Action research which is systematic enquiry done by teachers (or other individuals in the teaching/learning environment) to gather information about-and subsequently improve-how they teach, and how well their students learn (Mills, 2003). Recently, action research, which is mostly used in basic EFL classes, has gained popularity in the field of teacher education. Over time,

traditional teacher education, which did not emphasize student-centered classrooms, started to lose its value and something was felt to be missing. Burns (2005) notes that educational development is to do with the intention of improving the instructor's classroom practice. It is also added that carrying out an action research project contributes much to a lecturer's understanding of her students' and their achievement as a result of changing his/her conceptions of teaching. This change is defined as "a change essential for sustained pedagogical development" (p.58). This study also hold a task based language learning approach (TBLL) since the learners are given tasks to complete upon the videos they watched (Pica, Kang, and Sauro, 2006). As mentioned earlier, videos may yield other types of activities and actions that can be incorporated into the classroom setting, here TBLL is integrated with the use of movies for more beneficial practices in the language classroom. While carrying out this action research study, the researcher employed pre-tests and post-tests, semi-structured interviews, open-ended questionnaires, diaries and observation techniques to monitor the outcomes and evaluate the learners' progress. Based on Hashemi's (2012) study reflecting on mixing methods in applied linguistic research, the current research attempts to employ "...concurrent embedded design' (QUAL data are collected within the QUAN design, between pretests and posttests, and interpretations are based on...QUAL data)" (p.207).

4. Participants

After randomly selecting the participants from the population, a pre-test data elicited from all the subjects in the study before assigning them to groups. This step allowed the researcher to make sure that learners in the groups are at roughly the same level of language development to begin with. 44 EFL learners participated in the study on the voluntary basis. Their ages ranged from 19-24. 32 of them were female and 12 were male. They were at their first year at an ELT department in a Turkish state university. Forty four students were randomly divided into two groups. Of the participants, 20 learners, assigned as the participants of the control group, were requested to attend only the classes and do the regular assignments. 23 learners, who are assigned as the test group, were given a list of videos and online tutoring programs and related tasks as a supplement to a 3-hour Listening and Pronunciation course each week. One learner could not be involved in the study due to some personal reasons. As for the comparison, both of the groups participated in the pre-test and post-test process throughout the study. The informed consent form was taken from all of the participants for the ethical considerations of the study.

As for the researcher part, there were two more participants of the study: Phil and Arosa¹. They were involved as outsiders for negotiation in the research process during two phases: the selection of videos as consultants and the data analysis section as raters. In the data analysis, the raters and the researcher analyzed the performances according to the checklist prepared beforehand. The checklists consisted of information related to the learners' performances on the intonation and stress patterns of words, phrases, sentences used in the given videos and tasks.

5. Procedures

As for the selection of videos, the researcher consulted two qualified EFL teachers, Phil and Arosa who are native speakers of English. Choosing the right film for a particular level of students is the prerequisite to make use of the merits of viewing the videos. Since then, mostly content films are selected both to motivate the learners and to be able to reflect on their real life situations (see Appendix A). While selecting the films, the edited and customized authentic videos were preferred as they consist of more appropriate suprasegmental features. The appropriateness of content and the comfort level of students were taken into account in the selection process. The comprehensibility is the other criterion of selection of the videos for the purposes of the current research. Because it is important to choose videos that balance dialog with a high degree of visual support, appropriate speech delivery, clear picture and sound, and standard accent. Moreover, the words, *videos* and *films*, were used interchangeably throughout the study as both address the focus of the study.

Before getting into video viewing and the task part, all of the participants involved in pre-test procedures. A *perception* task, a *paragraph reading* task and a *talk* task were administered both at the beginning and at the end of the course. In the perception task, the participants were given a series of underlined words in sentences and contextualized sentences, and asked to choose the common stress and intonation patterns in them. In the paragraph reading tasks, same contextualized sentences were used. As for talk task, the participants were asked to watch a video '*Love in the Past*' and, in pairs, they were requested to discuss on what they had listened and video-record it. The video is chosen as it consists of different intonation and stress patterns produced by the characters in the film. For the video-recording, all

² The pseudonyms of the raters as outsiders-with ethical considerations

the equipments were provided by the researcher. The records were handed to the researcher in a DVD format and kept by her till the end of the data collection procedure. According to their performance on the pre-test, the participants were approximately placed in the same level. The procedures in this study were simplified and modified forms of those used by Kuo (2004). The modifications and changes were done according to the status of participants of the current study as they are adult learners in an EFL context.

After conducting the pre-test, the participants, who were in the test group, were then given a list of movies with additional series of tasks. In pairs, the participants were then asked to do the following:

1. Watch each film segment at least twice on the basis of the schedule given by the researcher and identify the difficulties experienced in relation to pronunciation features in the diaries.
2. Watch the last film on the schedule and act it out in pairs and video-record it and hand it to the instructor.
3. Use the online tutoring program² where is needed. Completing the task procedures, the participants were given an open-ended questionnaire evaluating the process they were involved in. After then, 10 of the participants in the test group were interviewed. As for the analysis, first, following the content analysis of the responses to each given statement, the units of analysis emerged from the data were identified. Second, under those main categories, the researchers formed the sub-categories on the basis of the clusters of recurrent themes in the data.

6. Findings and Discussion

Many of the anxiety-provoking factors reported by the participants involved in similar studies appeared to be generated by various speaking activities normally encountered in a language class. With an effort to use videos as both a self study and a supplement to the given course, the study also attempts to overcome the anxiety level of EFL learners. Learners in EFL classes frequently report a feeling overwhelmed and anxious when speaking, perhaps due to either immature vocabulary and grammar or inadequate and immature pronunciation and, thus, these feelings result in failure. Therefore, the current study aims at improving the pronunciation skills of EFL learners in an anxiety-free way.

Throughout the study, all of the participants were gone through the tasks which are requested according to the groups they are involved in. The overall performance across the tasks produced between two groups of students were analyzed and reported (Table 1). Then, learners' attitudes towards intonation and stress learning through videos were analyzed.

	<u>Perception Task</u>	<u>Paragraph Reading</u>	<u>Talk</u>	<u>Average</u>
Pre-Test				
Control Group	70%	65%	55%	65%
Test Group	70%	61%	57%	63%
Post-Test				
Control Group	75%	70%	65%	70%
Test Group	87%	78%	78%	81%

Table 1. Comparison of Overall Performance across the groups (Pre and Post Tests)

As can be clearly seen from *Table 1*, the average scores for the three tasks for *the control group* increased slightly from the pre-test to post-test, from 65 percent to 70 percent. On the other hand, the mean scores of *the test group* performance through the tasks considerably increased from 63 percent to 81 percent. In other words, the data of the questionnaire mean us that there are not a large amount of difference between the test group and experimental group in the pre-test. They seem to be approximately in the same level at the beginning of the treatment period. It also shows that the tasks limited to classroom assignments and the practice within the class hours seem not sufficient in improving the important components of language skills such as intonation and stress. On the other hand, as it seems always valid, much time devoted to language learning seems to be benefited in all aspects of it. It is especially significant where language learners should concentrate on the requirements of phonological competency. Moreover, the findings of the post-test across the groups seem to be in line with the findings of the similar studies that search for the better ways of pronunciation instruction (Jenkins, 2002; Garza 2008, Chen, 2012). When individual analysis was applied across the tasks given to the participants as pre- and post-test procedures, it is clear that the learners in the experiment group have gained much progress in the 'talk' task (from 57 to 78 per cent). It may result from the fact that each film in the task file

² <http://www.sounds.bl.uk>

has different examples of interaction from diverse contexts.

The results obtained from the questionnaire data also revealed that the participants in the test group believe the importance of using films as audio-visual materials while learning the suprasegmental features of the target language such as intonation and stress patterns. Unfortunately, the small size of the test group made it difficult to draw statistically significant conclusions. However, it seems to show how powerful the videos on the improvement of intonation and stress patterns which Chun (1998) diagnoses as the neglected areas on the way to communicative competence. Qualitatively, the interview data also support the findings of the post-test and the questionnaire. Throughout the interviews, participants assert the effectiveness of the use of films to enhance their pronunciation skills both in general and with specific emphasis to intonation and stress system in English. Anecdotes driven from the most striking interview data state that:

"...through the weeks... I realized my errors, the stress on the wrong place...the stress on suffixes precedes a long pause..I was terrible, however I did not know it..."

"...-ical, -ate, ion, for instance technological, I really say that as technological, in the wrong run...First, I realize it in the film 'Student Power', when I am comparing my pronunciation...now I have the ability to recognize different accents...[such as] a Bulgarian accent"

"I sound Turkish when I am speaking English...it is apparent in the video-recordings...in the last task...even not like my partners' intonation in the questions...at last I understood why I sound strange to my Erasmus-mate."

As it is stated earlier, suprasegmentals also contribute to sociolinguistic competence. Chun (1998) suggests that intonation contributes to our interpretations of utterances as polite or impolite and that it marks the role of the participants' relationships in a conversation. The findings from the questionnaire support this idea as follows:

"I had the opportunity to compare my speech at the beginning and at the end...it is really developed. Especially, when I ask a question, I really ask a question...not like a casual statement. Thereafter I am deliberately kind while I am requesting something in English"

"...years later in my English career [!], I feel how I sound to the NSs, ...sure they laugh at me when I use my Turkish-like intonation and stress in my speech...the most powerful moment is to see how I can reach the limits of native-like speech...it is not hard at all, I am gonna continue...listen, diagnose and speak..."

Through self study, the films were advocated by the participants since they decrease the anxiety level and increase the level of motivation of NNSs in perception and production level (83%; n.19). This finding is in line with the findings in Wörde's (2003) study where the researcher investigated the perspectives of students' foreign language anxiety. Interviewees draw our attention to the motivating quality of the videos by mentioning as:

"...films at home, it was amazing...no stress...there is stress but on words not on me..., no anxiety both while listening and speaking...I felt safe while producing the [suprasegmental] features..."

"...I feel frustrated when I speak in front of the audience...watching films and [performing] the tasks beforehand...later feeling safe and comfortable in classroom production."

When the students were asked about the effectiveness of the online tutoring programs, most of them (74%; n.17) claim that they did not find it very useful but artificial when compared to films studied. They also indicate that films serve real and authentic language and consist of much more interaction in them, and thus motivating as it is in the studies of Clenel, 1996; Jenkins, 2002; Levis and Grant, 2003 and Garza, 2008. A few of the participants (26%, n.6) found it very beneficial as long as studied regularly. When the individual results of these learners are examined, it is clearly seen that they've utilized the programs only once or twice during the term.

7. Conclusion

The current trends, as the standardization of English language, like 'English as a lingua franca' and 'English as an international language', compel the policy makers, material writers and accordingly EFL/ESL teachers to produce an environment for standard English. As for standard English that is understandable by everyone, teaching suprasegmental features would be one of the priorities of the language teaching curriculum. Studies similar to that of the current one exploring other linguistic variables such as intonation, word stress, and various segmental features would also help us to more fully understand internationalization of the language and be ready for its implementation. Such insights can enhance our understanding of prosodic features in English, help us set pedagogical priorities, and provide guidelines for helping teachers and other EFL/ESL learners achieve intercultural communicative competence in English. Thus, the

learners, with global perspective, will have the chance to 'share' their messages without misinterpretations and communication failures in intercultural dialogues throughout the world. This could also provide them to embrace 'diversity' in international settings as both learners and language teachers.

Broadly speaking, pronunciation is not solely the only key to effectiveness of language perception and production. However, a broad perspective that acknowledges the various roles that pronunciation features play in providing meaning in discourse would enhance both the quality and the number of the studies, programs and materials in the related domain. The current study aimed at increasing the perception and production of pronunciation features through films in order to have a high degree of communicative competence by EFL teacher trainees. It also provided evidence that the use of videos in the form of controlled self-study contributes significantly to the development of intonation and stress patterns in English, and it strengthened the broadly stated claims in the pedagogical literature on ESL/EFL pronunciation. Consequently, "making the most of movies in language classrooms" should be adopted as a motto for teachers who defend the merits of films as a powerful tool for language acquisition. This motto also refers to the utilization of real life captures through films in the language classrooms. In other words, teachers need to make the most of learning opportunities by means of films to justify the use of edited and customized authentic films in combination with the kind of communicative and interactive tasks. Thus, those kind of interactive combinations which may work well in EFL classrooms seems to serve as a rationale for further relevant research.

Certainly, there would be number of limitations that need to be acknowledged and addressed regarding the present study. The basic limitation for the study is the number of the participants since they are not truly representative of the population of EFL students in Turkey and could not represent the actual picture of using films for better pronunciation although it is not an issue of generalizability. The other limitation of the study might be the time limitation that individual analysis of the participants takes longer time by the raters since it requires both watching and listening the extracts repeatedly. Therefore, individual in-depth analysis of the participants' improvements on the research issue and even the comments made by the raters as native speakers would be evaluated as the topic for further research.

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Appendix A

Timetable: Films/videos Used in the Treatment Procedure

Time	Videos	Focus Area (I: intonation; S: stress)
1 st week	'Love in the Past' given by the researcher in a DVD format and Video-recording	None
2 nd week	http://learnenglish.britishcouncil.org/en/word-street/indoor-sports	I: conventionalized meanings to the utterance: fear, trial, surprise, question and S
3 rd week	http://learnenglish.britishcouncil.org/en/big-city-small-world/series-1-episode-1-meeting-friends	I & S: words, idioms, questions
4 th week	http://learnenglish.britishcouncil.org/en/film1	I & S: presentations
5 th week	http://learnenglish.britishcouncil.org/en/film2	I & S: presentations
6 th week	http://learnenglish.britishcouncil.org/en/overcooked/election-breakfast http://film-english.com/2012/11/28/a-thousand-words/	I & S: daily language, high frequency words and statements about likes and dislikes
7 th week	http://learnenglish.britishcouncil.org/en/magazine-articles/student-power	I & S: Extensive reading and narratives
8 th week	http://film-english.com/1328	S: advanced level vocabulary check
9 th week	http://vimeo.com/24302498 http://film-english.com/2012/09/26/the-pleasure-of/	Priority in sounding I & S
10 th week	Video-recording	None

Reflection on Doing Qualitative Research: Interviewing Silent Women

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Abstract

Work-family balance has become one of the most researched topics in the work and family literature. Deemed as an emotion-laden topic, investigation of the issue poses challenges and obstacles. This paper describes the challenges the researcher experienced in collecting data for her doctoral dissertation on work-family balance experience of professional Omani women, in the Sultanate of Oman. Situated in a culture where women were historically described as 'the silent one', getting them to open up about their experience poses an additional challenge. Ethnographic open-ended interview had been used as primary data collection tool.

Keywords: Work-family Balance; Interview; Women

1. Introduction

It has been well-argued that work-family balance is an emotion-laden issue. It is potentially sensitive and not easily spoken about (Shaffer *et al.*, 2011). It is also dynamic and complex thus cannot be gauged by quantitative instrument (Carlson *et al.*, 2009). Qualitative approach therefore begins to take dominant place due to its strength in soliciting women's perspective and understanding experience in context (Chang *et al.*, 2010; Gilgun, 2012). The approach however does not promise a painless research process.

2. Ethnographic Interview

Ethnographic interview is one of the prominent data collection tools in the qualitative study of work-family interface. It was chosen to be the data collection tool in the study of work-family interface experience of professional Omani women. The choice was due to the objective to understand the experience as situated in Omani culture. Culture provides system of meaning that constructs social arrangement (Bradley and Kor, 1993).

There are some features that distinguish ethnographic interview from the non-ethnographic ones. First, it is often conducted as a product of established rapport (O'Reilly, 2009). This rapport allows interviews to be informal and open-ended, which happen rather naturally than being imposed on them. Second, the informality also implies that there is substantial investment of time, since the researcher cannot always delve straight into the topic and leave, like formal, pre-arranged interviews (*ibid*, p.127). Duration of an ethnographic interview therefore may vary which can be as short as few minutes or as long as hours. Time is invested not only to build rapport, but also to maintain the relationship. This is important especially when there is always need to return to the interviewees as for in-depth investigation. Third, the informal nature of the interview easily turns it into conversation where exchange of views is enabled (*ibid*, p.126). This encourages reflexivity on both the researcher and the researched where both have time to delve more deeply, to express their feelings, to reflect, and even to expose their ambivalences. In the light of constructive interpretive ethnographic interview, the interview tends to elicit strong emotions. Fourth, it is normally in-depth and minimally structured so much so that the interviewees are empowered to shape the interview's direction and content (Fielding, 2006). This creates space for the interviewee to focus and elaborate intimate details, recall events, and discuss things that would not be discussed in other circumstances. This feature is distinct as in this type of interview both questions and answers are indeed 'discovered' by the interviewees (Westby, 1990).

3. Work-family Balance and the Spousal Support

Strain in work-family interface has been identified as due to several factors. Increasing material aspiration for higher quality goods and service have either forced or aspired women to work (Blair-Loy, 2010; Clarkberg, 2010). The new global economy that leads to fierce competition in various industries also has resulted increase of long work-hours

(Bailyn *et al.*, 2001) and permeability of boundary between work and family domains (Wajcman *et al.*, 2008; Beninger, 2010). Although both men and women suffer from the strain, substantial number of studies suggests that women bear heavier brunt than men (Fuwa, 2004; Tan, 2008; Blair-Loy, 2010).

Women are known with their strategies to achieve balance. Many choose to limit the number of children in order to return to work when the last child gets to school age (Hakim, 2000). Some continue working while having children, but limit their commitment to work. Women also tend to, - or socialized to choose motherhood-friendly professions in order to integrate work and mother roles (Hakim, 2006). However, albeit the trade-off, balance cannot be achieved single-handedly. Support and cooperation, be it at work or at home are very much needed to alleviate the work-family stress, as well as to enhance work-family balance.

Studies on support at home name spouse/husband, parents, friends, domestic helpers, and neighbours as sources. However, substantial number of literature focuses on spousal or husband's support considering him as what is termed as 'the significant other' (Abendroth and den Dulk, 2011). Several studies show that while women may have various sources of support, spousal support frequently emerged as the critical support in reducing family to work conflict (Aycan and Eskin, 2005).

Literature on work and family conceptualized two types of support: emotional and instrumental. Emotional support refers to caring behaviour towards the wife's experience in her work-family interface (Nasuridin and Hsia, 2008). This kind of support is expressed by showing concern, by listening to grudges and complaints, and by giving advice, thoughts and guidance. A woman who feels emotionally supported perceives the presence of care and concern from her husband as she shares her experiences and feelings (Burke, 2006). Instrumental support refers to the actual doing that eases the work-family tension. It is the tangible support that a woman receives from her husband like help in household chores and childcare, financial assistance, and when the husband takes leave to attend to their sick child or when she herself falls ill. Instrumental support eases the burden of family demands and enables people to focus at work, whereas emotional support enhances feelings of self-efficacy both at home and at work (Parasuraman *et al.*, 1996). Women who receive spousal support have been found having low family to work negative spill-over, thus lower work-family conflict than those who do not (Nasuridin and Hsia, 2008). Those who have spousal support also have better psychological well-being and higher marital satisfaction (Parasuraman *et al.*, 1992).

4. Omani Women and Spousal Support

Studies revealed that culture shapes the way people manifest their support, or support is actually manifested differently according to societies. In individualist societies like Sweden (Forsberg, 2009) and UK (Lu *et al.*, 2010; Sümer *et al.*, 2008), where gender egalitarianism is high, it appears that spousal support is manifested through sharing domestic chores. Both husband and wife run the household together where each of them can and do prepare meals, attend to their children, prepare them and take them to school. Childcare task and statutory leave are shared between husband and wife.

In collective society like Omani, gender-based identity is well-defined where husbands are the bread-winners while women are the homemakers (Al-Barwani and Albeely, 2007). This division is partly traditional as women always have other female relatives living in the same household. To date it is not uncommon to find a household with three generations living under the same roof. To women this is an advantage as they can help each other in domestic chores like cleaning, cooking, and childcare. Although men do take part in childcare and household tasks, it is done more in their past time thus their share is relatively minimal. Many fathers for example do not feel the need to take to take paternity leave as there are other family members attending to the wife and the new born. However as more and more women work away from their family, husbands' support becomes vital. While there are men adjusting to the situation, some are reluctant to review the boundary of gender role division. A columnist in a local newspaper (Oman Daily Observer, 7th May, 2013) warned:

If you have allowed the women to have the wings and go to where they have never been, then the men will have to do the house works and should not care if they are called lesser men or 'inferior'. (p.31)

Husband doing house works therefore implies various interpretations. While it is definitely a cherished instrumental support to working women, to others, it is a threat to male supremacy.

5. Interviewing the Silent Women

In general, Oman offers a conducive atmosphere for women to success in many aspects. It has always been liberal in its attitude towards women. It is one of the early Gulf States which encourage women to participate in politics when in 1991, the Sultan nominated the first two women as members of the newly reformed council called Oman Consultative Council (OCC). Then, although Kuwait and Bahrain had already had such council, formed in 1963 and 1973 respectively, neither of them had women member. Oman was also the first Gulf state granting its women the right to vote and stand for public office (Al-Haj, 1996). Omani women enjoy more freedom than other Arab sisters in the region. Women behind wheels are typical. They can have license and drive cars. There are women taxi drivers and heavy vehicle instructors. 'Abaya - the black dress is the customary dress, but women can wear other outfits as long as they are socially appropriate.

In spite of these, the country is conservative at heart. J.E.Peterson, Arabian Peninsula and Gulf expert wrote in 2011, that 'Omani society is perhaps the least changed of all the GCC states' (p.105). Tribalism governs local lifestyles where men have the upper hand than women and no major decisions are taken unless after consulting others. Men are considered guardians of women thus many decisions concerning women's lives should be upon the consent of their husbands, or fathers or male relatives (Al-Talei, 2010). In many occasions, there are still many women who seldom leave their houses unescorted by male kin.

In Arab culture, especially in the Gulf region, social visits are heavy (Al-Lamki, 2010). Weekends are especially dedicated to visit parents, relatives and friends. Visits can be of different reasons and occasions; wedding, birth, funeral, people who are coming from or going for long journey, and people who are ill. Looking at this social practice, it appears that there is high level of social transparency where people share their feelings and thoughts. However in reality, unless they know each other well conversations are kept plain and superficial.

Omani women have been described as 'the silent one' by travellers in Oman in the past. Wendell Phillips (1971) who made several trips into the Oman Peninsula and South Arabia between 1953 and 1963 noted that the women always outnumbered the men in terms of population but their existence was mainly domestic. Eickelman (1993), who visited Oman several times between 1979 and 1988, observed that postpartum period (*murabbiya*) was the heaviest time where women would gather and meet. They however, would neither speak of the birth experience nor the child. In fact, the conversations would casually be on something else like 'a new machine embroidery stitch for pantaloons, a visit to the recently opened Qaboos university in the capital area, even some mild joking or teasing about who is pregnant' (*ibid*, p.662).

One may criticise that this is peculiar only to foreign eyes, and that these accounts are outdated. However current literature indicates that this silence culture prevails and it has become subject of criticism even by the locals especially the young and educated ones. One of them, Zainab Mohamed Jabur (2008) in her doctorate thesis on Omani women's experience writing in English articulated:

In the Middle East, women, relative to men, have few avenues to express their ideas, and their voices are typically not heard. When Arab women generally, and Omani women specifically, start writing, they have to consider the power of control in its different forms as they choose each idea they cover and each expression they use. (p.1)

Selecting what and what not to say is typical behaviour in collective society. People in collectivist cultures in general are expected to exercise self-discipline, control their emotions, and remain calm and collected even at distress (Hofstede, 1997). Citing from another example, women in collective societies are expected to refrain themselves from expressing grievances even if the disfavoured situations occur frequently (Haj-Yahia and Sadan, 2008). Complaints are considered emotional thus ungrounded, challenging the authority and defying stability. The ultimate objective of the silence is to preserve the stability and the cohesiveness of the society.

6. Challenges

This cultural trait has posed challenges in the research process, particularly in the data collection process. In the study of work-family interface among professional Omani women specifically, the researcher found that the silence are attributed by four main factors.

- a) First, safeguarding family's dignity or good name is an obligation. Although it is expected of from every social member, the expectation is heavily imposed on women (Al-Talei, 2010). Because of this it is particularly challenging to record their issues of support from family members and spouse. It is a virtue to acknowledge family's support, and even to exaggerate it, but only those with strong personality have the courage to talk about it openly. Women who discuss issues which involve family members can easily be perceived as

- gossiping or back-biting – or worst of all, disclosing ‘family secret’ (Haj-Yahia and Sadan, 2008).
- b) Second, which is related to the first, many of them are married to their cousins. Consanguineous marriages, especially amongst the first cousins are typical in this society even among the educated and professionals (Peterson, 2011; Islam, 2012). It is preferred and respected due to its social and economic advantages. Socially, the marriage simplifies pre-marital negotiations, strengthens family ties, promotes family stability, and offers greater compatibility. Economically, the marriage reduces dowry and preserves property within families (Islam, 2012). In the researcher’s study, majority (8 out of 10) of the interviewees are married to their cousins through family arrangements. They did have choice whether or not to agree to the arrangement but many chose to accept it for variety of reasons. Some felt it was better to marry people they knew or people they grew up with than to marry people they did not know at all, or have little knowledge about, even though the cousins are less educated, and earn less than them. Some accepted the arrangement as the cousins are compatible with them – professional and high educated. Being married to cousins or close relatives lead to either two scenarios. First, when they were inquired about their spousal support, they felt hesitant to talk about it as they would actually be talking about their kin who they grew up with. It would be the same case if they were inquired about their parent in-laws, who are actually their uncles and aunts. Talking about them especially if they were perceived as unsupportive would certainly make them ill at ease. Second, it could be that due to the close relationship the participants knew that their spouses were raised in household where boys are not allowed to do women’s work. As such, although they reported feeling stressed, they neither showed any wish nor expectation for spousal contribution in domestic chores. They knew from the beginning that they would have to arrange for other sources of support when they need one.
- c) Third, in collective societies especially, women are naturally raised to tribute success to others, but blame their own selves for failure (Haj-Yahia and Sadan, 2008). From interviews, the researcher found that women who perceived having difficulties managing work-family interface tend to take it as their personal failures – their inability to manage, their lack of parenting skill, and their fatigue; while those who are satisfied attribute their work-family facilitation to support from others – young healthy parents, and/or supportive husbands (who prepare breakfast, help children in studies, put children to sleep etc.). Women readily acknowledged support from their spouses but hesitant to admit experiencing issues due to lack of support from spouses. Instead they tended to blame themselves and express it as their ‘incapability to manage’. Some professional women in the study perceived that expectations of domestic duties from their spouses as unacceptable and none of them ever blame the spouses for not taking part in domestic chores. Women also do not expect spouses to help them in domestic chores as they are perceived as women’s and not men’s jobs.
- d) The fourth challenge was the issue of consent and gatekeeper. There were potential participants who initially eager to take part in the study and agreed to be interviewed but later had second thought and eventually withdrew from the study. None of them explained the reason of the withdrawal and the researcher did not persist out of respect to their decision. Later the researcher learnt that actually they had been ‘advised’ not to participate in the study either by their colleagues or spouses.
- There were two cases where women were approached through their spouses who were acquaintances to the researcher’s spouse. This happened when the researcher tried to enrich data by gathering them from those of different professional backgrounds. Perhaps, due to the unestablished rapport both attempts failed. One insisted that her participation should not be more than ticking answers in questionnaire sheet while the other put condition for the interview not to be tape-recorded as to ‘avoid potential repercussions’.

7. Recommendations

Based on the notes gathered throughout the data collection process, few rules of thumb can be used for future guidelines especially to women researchers who plan to embark in the same research topic applying qualitative interview.

- a) Build rapport. Rapport is extremely important, and this must be established by the researcher personally. The researcher found that those who have known the researcher for some time were the most open participants. Work-family interface issues can be very personal that realities cannot be uncovered if the researcher was a stranger.
- b) Also, in attempt to gain participants from different professional backgrounds the researcher had asked her husband to introduce her to his acquaintances’ wives. This did not turn out well. It was found that those who were recommended by him hesitated and refused to be interviewed lest what was shared would leak to the

- males.
- c) Take time and give time. First of all, time is very important as rapport takes time to establish (O'Reilly, 2009). Due to this, rapport with potential participants is best established long before the data collection endeavour, and the task becomes much easier with those who have known the researcher for some time. Second, while Omanis are friendly and approachable, being working and having heavy social obligations may limit their time for long interviews. It is important for researchers not to hustle the participants to fit into their frame.
 - d) Informed consent is important. It is crucial for researchers to be transparent about their research objectives and technique, as well as policy on confidentiality. In this silent culture people rather withdraw from the collaboration than asking for clarification or express their suspicion. It is important for researchers therefore to thoroughly explain their research motives. Westby (1990) advised those who use ethnographic interview to remind the interviewee of the intention and objective of an interview from time to time. This would assure the interviewees that their participation is valuable and their information is confidential.
 - e) Explain the motive of questions. Compared to paper-and-pencil questionnaire, in-depth open-ended interview is a less popular research activity, as it can be intimidating. However, the researcher found that the participants felt more involved and grew more understanding when the researcher informed the motive of a question. For example, 'Does your husband mind changing your baby's diaper? I am asking this because if he does not, I suppose you can focus on your work at home, or at least you can relax when you are tired'. Without the explanation, the participants may easily feel the interview as interrogation session. Not every question needs to be explained, though. However, after knowing some of them, the participants would understand that every question was genuinely academic.

8. Conclusion

Interviewing is a culture-embedded process. To ensure the success of a research endeavour, a researcher must be sensitive to the cultural background of the interviewees and the cultural aspects of the study especially when the researcher is a foreigner. Researching an issue in foreign context demands a researcher to equip herself not only with the literature on the study but the culture per se as well. As daunting as it might be, it is the only means for rewarding journey.

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Laboratory Classes in Chemistry Texts of Secondary Level and Issues of their Quality Improvement

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Abstract

It is well known that the acquisition of knowledge in natural sciences in school is closely related to the training of practical capabilities of the students. Even chemistry, as a natural science discipline is related to this factor. The 9th year Albanian scholar system, during the teaching process, encounters a wide range of problems of different nature. Their evidentation, as well as the difficulties that are met during the training of practical capabilities of the students, is the main goal of this paper. A whole study of the altertexts demonstrates the difficulties encountered by the students during the laboratory classes. The wide variety of chemicals in laboratory works mentioned in different textbooks makes it very necessary the standardization process. Another issue for the authores is if the experiments and the suggenstions presented in each text book are the most representative for each topic. The organization way of laboratory classes/works is another issue to be considered when studing altertexts. Taking in consideration the time of experiment development, the number of the students present in class, as well as the time to complete the results and discussion for each experiment, this paper propounds some ideas in order to improve this important teaching component. Based on the experience of foreing contries, that the experimental work should not be limited only during the class time, it is suggested that giving experimental taks for homework would serve not only for the enforcement of the practical capabilities of the students, but also for the better assimilation of chemical knowledge. Focusing on specific topics, it is clearly evident that not all the teaching themes can be illustrated experimentally. The impossibility of experimental realization of chemical knowledge, as a consequence of the lack of the materials, makes it necessary the use of better experiences. Using of internet or computer confrontes the implementers with a variety of difficulties which will also be analized in this paper.

Keywords: Chemicals, experiment, teacher, curricula, student, visualization

1. Hyrje

Në formimin e nxënësve në sistemin 9 vjeçar një rol të rëndësishëm luan edhe edukimi shkencor. Njohja e rrugëve dhe metodologjive, si dhe synimi drejt një përvetësimi sa më të mirë të njohurive të fituara në këto shkenca, përbën një objektiv të vazhdueshëm të të gjithë kohrave. Në morinë e disiplinave natyrore që zhvillohen në këtë cikël, edhe kimia ka rolin e saj. Në sistemin 9 vjeçar ajo zhvillohet nga klasa e shtatë deri në të nëntën, me një ngarkesë që ndryshon nga 35 orë në klasat e shtatë dhe tetë, në 70 orë në klasën e nëntë.

Si çdo shkencë natyrore, gjykuar edhe nga specifikat e saj shkencore, gjatë mësimdhënies së saj, në realitetin e sotëm nuk mund të mendohet si një disiplinë mësimore pa komponentin praktik laboratorik. Edukimi praktik në këtë disiplinë nuk lidhet vetëm me përvetësimin më të mirë të dijeve teorike që do të fitohen, por edhe me aspekte të tjera që krahas aftësisimit praktik të nxënësit lidhen edhe me edukimin e dëshirën drejt profesioneve të shkencave të natyrës dhe atyre teknike pak të vlerësuara në realitetin tonë të sotëm shqiptar.

Qëllimi kryesor i këtij punimi është evidentimi i vështirësive për aftësimin praktik të nxënësve gjatë procesit të mësimdhënies. Ky qëllim realizohet nëpërmjet një analize të detajuar të karakteristikave kryesore të mësimdhënies në lëndën e kimit në nivelin 9-vjeçar. Kjo analizë shoqërohet edhe me evidentimin e vështirësive praktike të këtij procesi, fokusuar në vështirësi të mësimdhënies nga ana e mësuesit, sikurse edhe në vështirësitë në përvetësimin e njohurive kimike nga ana e nxënësit. Analiza e hollësishme e teksteve të kimit dhe problemeve në mësimdhënien konkludon në dhënien e sugjerimeve të rëndësishme për rritjen e efektivitetit në këtë proces si dhe të aftësive praktike të nxënësve.

2. Karakteristika të Përgjithshme të Mësimdhënies së Kimisë

Zhvillimet e sotme të shoqërisë dhe teknikës nxjerrin në pah rëndësinë e teknikës dhe karakterit aplikativ të çdo shkence në përgatitjen e gjeneratave të reja në përballimin e sfidave të së ardhmes. Në fund të fundit, kjo përbën dhe thelbin e edukimit në përgjithësi. Duke e parë problemin e rritjes së nivelit të përvetësimit të njohurive të nxënësve, është e qartë se përvetësimi i njohurive mësimore është i lidhur me bashkërendimin e të gjithë faktorëve që lidhen me këtë proces. Në këtë realitet domosdoshmëria e aftësimit praktik laboratorik merr një rëndësi të dorës së parë pasi plotëson një detyrim. Disa prej veçorive që karakterizojnë këtë mardhënie në realitetin tonë mësimor:

1. Karakteri eksperimental i kësaj disipline. Si cdo disipline natyrore, kimia konsiderohet si një shkencë e mirëfilltë eksperimentale. Në një shkencë eksperimentale eksperimenti duhet të zërë vendin që i takon. Nxitja e punës eksperimentale qartëson kuptimin e temave mësimore dhe zhduk pasivitetin që krijon një orë mësimore, ku gjithçka lidhet vetëm me fjalën. Kur flasim për eksperimentin kimik në sistemin nëntë vjeçar duhet të kemi parasysh si eksperimentin masiv, ashtu dhe atë demonstrativ. Shtjellimi i koncepteve nëpërmjet eksperimentit, i vetive të përbërjeve në shqyrtim, nxit dëshirën e nxënësve në drejtim të kësaj lënde. (Gjatë zhvillimit të eksperimentit demonstrativ në kimië e klasës së tetë, u vërejt se përvetësimi i njohurive të reja në klasë u rrit rreth 17-25%).
2. Baza materiale dhe laboratorike. Gjykuar në karakterin eksperimental të kësaj shkence, nuk mund të mendohet eksperimenti kimik pa një bazë materiale dhe laboratorike që të mundësojë ilustrimin eksperimental të materialit teorik nëpërmjet eksperimentit demonstrativ, si dhe të bërit e procesit mësimor sa më aktiv. Ballafaqar me realitetin tonë shkollor, konstatohen mangësi në sigurimin e bazës materiale dhe laboratorike. Pavarësisht arritjeve në kohët e fundit, realiteti shkollor veçanërisht në shkollat publike, ka nevojë për plotësime të mëtejshme. Mungesa e bazës materiale mësimore në orën e kimisë, shpesh në mjaft shkolla, veçanërisht në ato të zonave rurale, e shkëput këtë disiplinë shkollore nga karakteri eksperimental dhe e bën në mjaft raste të vështirë në përvetësim.
3. Altertekstet, literatura ndihmëse dhe mësimdhënia së kimisë. Dihet që realiteti i sotëm shkollor karakterizohet nga diversiteti i teksteve, ku shumëllojshmëria e ofruar duhej të krijonte mundësi për një konkurrencë ç'ka do të çonte drejt përmirësimit të cilësisë. Numri jo i vogël i këtyre teksteve, pavarësisht dokumentit bazë miratuar nga ministria sjell vështirësi që lidhen me sigurimin e bazës së nevojshme material dhe zgjedhjen e eksperimenteve më përfaqësuese. Gjithashtu, literatura ndihmëse për mësuesin është e pamjaftueshme për formimin profesional praktik eksperimental. Në këto kushte, forumet profesionale mësimore në realitetin tonë, do të bënin të mundur shkëmbimin e ideve, mendimeve në realitetin tonë ku botimet në ndihmë të shkollës dhe mësuesve të kimisë janë të pakta.
4. Vendi i punëve laboratorike në mësimdhënien e kimisë. Duke u ndalur në punët laboratorike të paraqitura në disa prej teksteve të kimisë që zhvillohen në sistemin nëntë vjeçar, dallohet një numër i vogël i orëve të karakterit laboratorik në to. Një shkencë eksperimentale nuk mund të ndërtojë veprimtarinë e saj të mbështetur kryesisht në materialin teorik, por elementet teorikë duhet natyrshëm të jenë produkt i përfundimeve të nxjera nga praktika eksperimentale.

3. Problemet dhe Vështirësitë në Mësimdhënien e Kimisë

Duke u ndalur në veçoritë e sipërpërmendura, plotësimi i të cilave do të rriste cilësinë e mësimdhënies, ndeshemi me një sërë vështirësish të cilat bëhen faktor pengues në drejtim në realizimin e suksesshëm të objektivave mësimore dhe edukative. Njohja këtyre vështirësive ndihmon jo vetëm në fokusimin e tyre, por në të njëjtën kohë edhe në minimizimin e atyre shkaqeve që realisht mund të konsiderohen të pashmangshëm në realitetin e sotëm mësimor gjatë zhvillimit të kësaj lënde. Duke bërë klasifikimin këtyre vështirësive me të cilat ballafaqohemi, në këtë lëndë veçojmë:

1. Eksperimenti kimik dhe nevojë për unifikim, nevojë për njohje dhe llogaritje shpenzimesh. Jemi një vend i vogël me mangësi të mëdha të trashëguara të bazës materiale. Shpërndarja e shumtë e shkollave të sistemit 9-vjeçar dhe në mjaft raste, mungesa e infrastrukturës, si laboratorë apo mjedise pune, shkakton vështirësi. Pavarësisht përpjekjeve pozitive, veçanërisht në kohët e fundit, është pothuajse e pamundur plotësimi tërësor i këtyre nevojave. Në aspektin didaktik nuk mund të ketë mësim të kimisë pa eksperimentin kimik. Standardizimi i eksperimenteve bazë do të bënte të mundur menaxhimin më të lehtë të nevojave të çdo shkolle, dhe gjykuar nga numri i nxënësve, fiksimit e shpenzimeve optimale për zhvillimin e aktivitetit laboratorik.

2. Kërkimi i rugëve të reja të aplikimit të eksperimentit kimik në shkollë. Duke u ndalur në këtë komponent konstatohet që eksperimenti kimik zhvillohet në formën e tij demonstrative apo në formën e tij masive. Mbështetur në përvojat e vendeve të tjera, eksperimenti kimik mund të kryhet edhe në kushtet e shtëpisë, ku me mjete të jetës së përditshme, lehtësisht mund të zhvillohen një seri eksperimentesh që do të lehtësonin edhe punën e mësuesit dhe realizimin e kuptimit të temës së dhënë. Nga ana tjetër, shfrytëzimi i përvojave të shkollave të tjera do të mundësonte pasurimin me materiale audiovizive rreth eksperimentit kimik në shkollë. Sigurimi i këtyre materialeve do të ndihmonte mësuesit për arritjen e objektivave rreth temës së dhënë, dhe njëkohësisht do të ndihmonte dhe nxënësit drejt një përvetësimi më të mirë të njohurive për temën e dhënë. Nëpërmjet tyre, mund të përshkruhen më me lehtësi, tema koncepte, modele, mekanizma ilustrime, pse jo dhe eksperimente gjatë mësimdhënies së problematikave të caktuara në këtë disiplinë.
3. Metodologjia e eksperimentit kimik në shkollë. Realiteti i sotëm kërkon dhe efektivitetin e zhvillimit praktik të orës së laboratorit. Kjo përfshin edhe shkollat publike ku klasat janë me rreth 40 nxënës dhe mjediset laboratorike për kryerjen e punëve të laboratorit janë përgjithësisht të vogla. Në një mjedis afërsisht në përmasat e një klase, për një periudhë prej 45 minutash kërkohet që nxënësit të zhvillojnë me sukses një punë të caktuar laboratorike. Gjatë realizimit të kësaj detyre ai përballet me vështirësi që lidhen me ushtrimin e kontrollit mbi klasën, me shpjegimin e rregullave të sigurimit teknik për punën, me probleme të organizimit më të mirë të saj, me probleme të daljes në pah të rezultatit të eksperimentit, me përfundimet dhe paraqitjen në fletore. Gjithçka duhet të realizohet në një periudhë prej 45 minutash. Shfrytëzimi i materialeve ndër vite, si dhe i mirëmbajtjes së materialeve mësimore në institucionet tona shkollore, nuk përbën vetëm një punë me vlerë të historisë apo mësimdhënies në një institucion të dhënë, por edhe burim mjetesh për një orë mësimore efektive.

4. Faktorët Ndërveprues në Mësimdhënien e Kimisë

Mësimdhënia sot, përfshirë dhe atë të kimisë përbën një proces kompleks ku ndërthuren mjaft faktorë. Ajo është një proces bashkëveprimi ku qendra e gravitetit është shkëputur nga mësuesi duke u zhvendosur për tek nxënësit. Analiza e faktorëve veprues dhe bashkëlidhja midis tyre e bën pothuajse të pamundur shqyrtimin tërësor të problematikës në diskutim. Duke mos u ndalur në tërësinë e faktorëve që veprojnë në këtë proces, po paraqesim lidhjen e eksperimentit kimik me tre faktorët bazë: me kurrikulën shkollore në lëndën e kimisë, me mësuesin dhe nxënësin.

1. Kurrikula. Kurrikula e kimisë paraqet metodikisht përmbajtjen dhe përcakton etapat në të cilat duhet të eci procesi i përvetësimit të njohurive të kimisë. Miratimi i saj realizohet nga Ministria e Arsimit dhe Shkencës, por në të ekzistojnë hapësira që brenda kornizës kurrikulare të veprohet në mënyrë më të pavarur. Mbështetur në këtë kurrikul ndërtohen tekstet mësimore të kësaj discipline. Shqyrtimi i disa prej altertekteve në këtë lëndë tregon për pamjaftueshmëri të zhvillimit të eksperimenteve më përfaqësues në kapituj, si dhe për ndryshime që në shumicën e rasteve kushtëzohen nga mjete dhe paisje që janë të vështira për t'u siguruar. Në lidhje me aftësimin praktik apo përgatitjen e materialeve në ndihmë të zhvillimit të suksesëshëm të laboratorëve kurrikula ofron shumë pak. Për këtë arsye, gjykojmë që teksti mësimor duhet të bashkëshoqërohet me të tjera materiale ndihmuese veçanërisht për laboratorin. Shfrytëzimi i përvojave të vendeve të zhvilluara, si në hartimin e kurrikulës, ashtu dhe në përdorimin e suksesëshëm të eksperimentit në kimi do të përbënte një hap pozitiv në zhvillimin e kësaj discipline mësimore.
2. Mësuesi. Mësuesi përfaqëson një pikë të rëndësishme në procesin e aftësimit praktik të nxënësve dhe aktivizimit të tyre drejt zhvillimit të eksperimentit. Ai përbën "dirigjentin" e procesit mësimor. Duke u përqëndruar në objektin që diskutohet, vihen re një sërë problemesh që e bëjnë këtë figurë jo të plotësuar në këtë proces. Mbështetur në testime të bëra me mësues të kimisë kanë dalë në pah një sërë vështirësish, një pjesë e të cilave lidhen me faktorë objektivë të cilat po i renditim si më poshtë:
 - a. *Zhvillimi i eksperimentit nga vetë mësuesi.* Një përqindje mjaft e lartë e mësuesve të sotëm i takojnë 25 viteve të fundit të përfundimit të shkollës së lartë, periudhë që lidhet për fat të keq me vështirësitë e tranzicionit shqiptar dhe mangësi në fushën e formimit shkencor të tyre. Në kushtet kur vetë mësuesit kanë mangësi në formimin e tyre shkencor, nuk mund të jenë bindës në trajtimin teorik apo eksperimental të njohurive të tyre. Kualifikimi i mësuesit, si nevojë e kohës, nuk duhet të kufizohet vetëm me elemente teorikë, aq më tepër në shkenca të karakterit praktik dhe eksperimental aq të nevojshme edhe për lëndën e kimisë.
 - b. *Organizimi i eksperimentit masiv dhe atij demonstrative në klasë.* Për arsyet e sipërpërmendura, mësuesi

i kimisë ballafaqohet me vështirësi gjatë zhvillimit të një pune praktike në këtë lëndë. Për një eksperiment masiv me tërë klasën, mësuesi duhet të ketë ide të qarta rreth tij; përse duhet të shërbejë si eksperiment, sa do të zgjojë interesin e nxënësve, sa e ushqen materialin e ri apo ilustron materialin teorik të mësuar më parë, sa i ndërlëkuar është dhe si është përshtatshmëria e tij me moshën dhe formimin e nxënësit, cila është shkalla e rezikshmërisë së tij, sa kimikate harxhohen në zhvillimin tërësor të tij, cila është koha që do t'i kushtohet komponenteve të veçanta të ndërtimit të punës eksperimentale me eksperimentin masiv.

- c. *Zgjedhja e eksperimenteve më përfaqësues.* Mbështetur në intervista me mjaft prej mësuesve të kimisë konstatohet fakti që mjaft nga eksperimentet e zhvilluara, qoftë edhe për mungesë të bazës material, nuk janë ata që lidhen me një tematikë të caktuar apo në funksion të zbrërthimit të materialit teorik. Është detyra e mësuesit që mbështetur në bazën materiale laboratorike të disponueshme të zgjedhë eksperimentin që lidhet me tematikën duke ndihmuar përvetësimin e materialit teorik.
 - d. *Pamundësia e mbulimit me eksperimentin kimik të kapitujve kryesorë të lëndës.* Duke u ndalur në përvojë në drejtim të aftësimit praktik të nxënësve lehtësisht vihet re që në internet ofrohen një numër shumë i madh eksperimentesh, të cilat mund të kryhen praktikisht pa ndonjë vështirësi të madhe. Pamundësia e realizimit të eksperimenteve nga nxënësit apo dhe nga mësuesi në mënyrë të drejtpërdrejtë në punë të ndryshme laboratorike, bën që me efikasitet mund të kërkohen rrugë të reja të aftësimit praktik, si dhe të përdoren këto materiale metodiko-eksperimentale alternative. Zhvillimi i pasazheve në eksperimente të caktuara kimike në përputhje me programin dhe pasurimi në kohë i tyre do të krijonte paketa mësimore eksperimentale të vlefshme për nxënësit dhe mësuesit. Përgatitja e tyre në të njëjtën kohë nga institucionet që përgatisin mësues do të ishte një kontribut i pëlqyeshëm në këtë aspekt. Vizualizimi i reaksioneve të huazuara sërish nga interneti do të ndihmonte në njohjen më të plotë të mekanizmit të zhvillimit të tyre.
 - e. *Njohja e shpenzimeve dhe gjetja e rrugëve më të përshtatshme.* Gjatë shqyrtimit të të kësaj pike në takime të zhvilluara me mësues në 25 shkolla 9 vjeçare dhe të mesme në prefekturën e Elbasanit, asnjë prej tyre nuk kishte informacion në lidhje me sasinë e nevojshme të materialeve si dhe të shpenzimit të kimikateve për njësi nxënësi për të nxjerë në pah edhe koston reale. Në pyetjet se "*ç'mendonin për të ardhmen në lidhje me sigurimin e bazës material*", të gjithë ankeheshin dhe kërkonin, por nuk dinin konkretisht se çfarë dhe sa të kërkonin. Në kushtet e mungesës së fondeve sigurimi i materialeve nga jeta e përditëshme krijon mundësi për zhvillim më cilësor të eksperimenteve në klasë dhe jashtë saj.
3. Nxënësi. Nxënësi përfaqëson pjesën më të rëndësishme të procesit mësimor, ndaj dhe angazhimi i tij në eksperimente dhe punë praktike do të shërbente në rritjen e cilësisë së mësimdhënies. Familjarizimi tërësor i tyre arrihet kur gjithsecili kryen, prek dhe zhvillon vetë eksperimentin. Gjatë zhvillimit të një pyetësoi kryer me 562 nxënës, vetëm 79 kishin zhvilluar eksperimente kimie në shkollë. Ndër ta 327 nuk kishin bërë asnjëherë laborator dhe 143 nuk njihnin se çfarë ishte një erlenmajer. Të pyetur se "*përse nuk kishin zhvilluar eksperimente në lëndën e kimisë*", ata përgjigjen e gjenin në mungesën e laboratorit dhe bazës materiale. Pyetjes se "*a është kryer ndonjë eksperiment argëtues në shkollë*", 502 nxënës u shprehën negativisht, ndërsa pjesa tjetër dyzonte në përgjigje. Duke marrë shkas nga testimi i mësipërm, gjykojmë që fokusimi në bashkëpunim me mësuesit në përgatitjen e eksperimenteve funksionalë apo dhe argëtues, do të nxishte angazhimin e mëtejshëm të tyre për të ardhmen dhe do të përbënte një stimul për ta përvetësuar apo dhe pëlqyer këtë shkencë më tepër.

5. Përfundime dhe Sugjerime

Në bazë të analizës së mësipërme, vihet re sa ka një lidhje të ngushtë ndërmjet mësuesit dhe nxënësit, për një përvetësim sa më të mirë dhe aktiv të kimisë në shkollat e nivelit 9-vjeçar në përputhje edhe me kurrikulën shkollore. Nuk ka më dyshim që përdorimi laboratorit dhe eksperimentit ndihmojnë drejt një përvetësimi më të mirë të njohurive shkencore në disiplinën mësimore të kimisë. Por asnjëherë nuk mund të konsiderohet si i vetmi faktor drejt një përvetësimi optimal të njohurive shkollore. I bashkëlidhur dhe i ndërthurur me faktorë të tjerë dhe veçanërisht me punën konkrete të mësuesit këta faktorë përbëjnë një mjet të dobishëm dhe ndihmues duke i dhënë rëndësi përvetësimit aktiv të njohurive kimike jo vetëm në klasë, por dhe jashtë saj. Kuptohet, që sado receta të jepen, përshtatja me kushtet dhe specifikat e klasës apo temës së dhënë si dhe faktorëve të shumtë do të përbënte një armë të fuqishme drejt përdorimit sa më efikas drejt një përvetësimi më të mirë të njohurive shkencore.

Mbështetur në analizën e mësipërme rreth përdorimit të eksperimentit kimik në sistemin nëntë vjeçar në

mësimdhënien e kësaj lënde sugjerojmë sa më poshtë:

1. Rishikimi i kurrikulës duke i lënë më shumë hapësirë eksperimentit kimik në shkollë. Nëpërmjet rishikimit të saj sigurohet krijimi i mundësive për më tepër hapësirë për eksperimentin kimik. Mbi bazën e këtyre materialeve mund të rishikohen edhe tekstat ekzistuese nën frymën e kurrikulës së re. Në të mund të përcaktohen eksperimentet bazë që lidhen si me atë masiv, ashtu dhe me eksperimentin demonstrativ. Gjykojmë që ky përcaktim do të ndihmonte më pas edhe shkollat në përgatitjen e materialeve kryesore për zhvillimin e punës eksperimentale. Në kuadrin e këtij rishikimi, eksperimente të kimike mund të lihen edhe si detyra shtëpie që mund të zhvillohen me material të jetës së përditshme. Në kuadrin e dokumenteve të përgatitura mund të përgatiten dokumente ndihmues për zbërthimin e kurrikulës ku t'i kushtohet edhe rëndësi organizimit të zhvillimit të punëve të laboratorit në lëndën e kimisë.
2. Ngritja e laboratorëve të kimisë aty ku ato nuk ekzistojnë dhe pasurimi i tyre. Gjykuar nga rëndësia e laboratorit kimik në përvetësimin e njohurive kimike, domosdoshmërisht duhet të punohet në ngritjet e laboratorëve të kimisë nëpër shkolla. Për këtë arsye, mund të përgatitet një dokumenti tip që lidhet me kriteret që duhet të plotësojë një laborator në një shkollë në një nivel të caktuar dhe mbi bazën e këtij dokumenti të synohet më pas me etapa plotësimi i tyre deri në arritjen e një standardi. Nuk mund të ketë nivel në shkollë pa përgatitjen me nivel në shkencë të natyrës. Nuk mund të ketë nivel të shkencave të natyrës pa laborator dhe bazë materiale. Gjithashtu, pasurimi i laboratorëve në përgjithësi dhe atyre të kimisë në veçanti duhet të jetë angazhim i gjithkohshëm.
3. Aftësimi që në shkollë dhe pas saj në drejtim të njohjes dhe përdorimit të teknikave të eksperimentit kimik në shkollë. Realizimi i detyrave të mësipërme kërkon mësues të aftë me përkushtim ndaj profesionit dhe që sakrifikojnë për të. Përgatitja e tyre fillon që në bankat e shkollës. Dihet që mësues përgatiten pothuajse në të gjithë universitetet e vendit tonë. Duke u ndalur në programet mësimore të tyre, veçanërisht në ato të formimit profesional, futja e disiplinave të tilla mësimore si "Eksperimenti kimik në shkollë" ndihmon në shmangien e mangësive të shfaqura tek mësuesit e sotëm.
4. Kualifikimi i mësuesve në vazhdimësi ku pjesë e tij duhet të jenë dhe teknikat e eksperimentit kimik në shkollë. Mbështetja në këtë pikë do të bënte të mundur përmirësimin e cilësisë të mësuesve dhe për rrjedhojë dhe rritjen e aftësitimit praktik të nxënësve.
5. Përgatitja e eksperimenteve standarte në ndihmë të shkollës. Sikurse edukimi mbështetet mbi standard, edhe në disiplinën e kimisë duhet të përgatiten eksperimentet standart përfaqësues, në mënyrë që të shërbejnë në ilustrimin apo kuptimin e materialit të ri teorik. Mbi bazën e caktimit të këtyre eksperimenteve, mund të përgatiten paketat nëpërmjet të cilave të krijohen mundësi për zhvillimin normal të këtyre eksperimenteve duke shmangur vështirësi gjatë ndryshimit të teksteve dhe duke ulur koston.
6. Përgatitja e materialeve në ndihmë të eksperimentit kimik në shkollë. Edukimi në përgjithësi ka nevojë të mbështetet me materiale ndihmëse. Kërkimi i këtyre materialeve nuk duhet pritur gjithmonë nga ministria apo strukturat e saj. Grumbullimi i përvojave, shfrytëzimi i tyre dhe pasurimi i tyre në vazhdimësi do të çojë në një vlerë të shtuar për çdo shkollë. Tashmë në internet në forumet e mësuesve mund të gjenden materiale pa fund. Grumbullimi pasurimi është një investim i mirë që mund të marrë mbivlerë me kalimin e kohës

Assessment Aspects in the Master of Second Level in Foreign Language Teaching

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Abstract

The purpose of this study is to investigate the effect of assessment practices in students' final grade in the course Teaching Methodology, a subject in the Master of Second Level (MSL) program in foreign language teaching in the Faculty of Foreign Languages at Tirana University, more specifically in English and Italian branch (N = 247). The sample was chosen based on convenience. In order to judge on the impact of: lecture attendance, seminar attendance, portfolio assignments, course assignment and final examination, was kept rigorous evidence of the points collected from students for each of the above aspects of assessment throughout the first semester of the academic year 2010-2011. By processing and analyzing the data, it resulted that from the statistical point of view, these assessment components exhibit significant positive relationship with the final grade in this subject, namely: lecture attendance (.53), seminar attendance (.72), portfolio assignments (.72), course assignment (.67) and final exam (.70). Likewise, these variables positively predict the final grade of the course. In particular, lecture attendance (R2 = 21.2 %), and the course assignment (R2 = 9.1 %) proved to be predictive of the final grade. Furthermore, portfolio assessment (R2 = 9.7 %) affects positively the final achievements because it is a way of inviting students to learn systematically and practically and an opportunity for the lecturer to assess students based on their output.

Keywords: students' assessment, assessment techniques, portfolio assignments, students' autonomy, students output

1. Introduction

Only if we expand and reformulate our view of what counts as human intellect will we be able to devise more appropriate ways of assessing it and more effective ways of educating it.
Howard Gardner¹

Education in Albania has undergone many changes over the last two decades. In our country, as in many developed countries constructivist models are gaining ground and are facing the traditional methods of transmitting information. Constructivism is a theory that explains how people learn (Musai, 2005). This theory has attracted considerable attention in the field of education, as it is considered a natural, relevant and effective way of learning. The term constructivism is quoted by Marlowe and Page (2005, p. 7) as: a) a process and result of questions, interpretation and analyses of information; b) the use the information to develop thinking, understanding concepts and ideas through their construction; c) combination of current experiences with previous ones and what we know about the subject.

Although constructivism is regarded as a theory of teaching and learning, it has its impact on student evaluation as well. My study focuses on several aspects of constructivist assessment. The constructivist learning goal is to build understanding by developing critical thinking skills and not by learning facts by heart. In a constructivist auditorium the purpose of assessment is to help the lecturer understand the level of students' mastery of concepts and skills when students' progress is monitored throughout the process of teaching. For this reason, assessment of student progress in audiences where is used a teaching methodology based on constructivism, requires the development of a range of assessment techniques in order to enable thinking and knowledge building rather than evaluate the student at the end using a standardized test where the later will demonstrate what is the level of factual knowledge learned. (Biggs & Tang, 2007).

Jonassen (1991, p. 28-33) presents ten points associated with accurate assessment in the constructivist theory:

1. Technology will advance the constructivist issue.
2. Student's evaluation will need to be based on the score and have the student at the center.

¹ Cited from Davies, A.; Le Mahieu, P. *Assessment for learning: reconsidering portfolios and research evidence*. In M. Segers, F. Dochy; E. Cascaller (Eds.), *Innovation and Change in Professional Education: Optimising Neë Modes of Assessment: In Search of Qualities and Standards* (p. 141-169). Dordrecht: Kluëer Academic Publishers. Page 1.

3. Assessment techniques should be developed in order to reflect learning outcomes.
4. "Grades" should be used only when they are needed.
5. Portfolio assignments should be available.
6. Self-assessment and peer-assessment should be used as well as the assessment by the instructor.
7. Performance standards should be developed.
8. The assessment system should be developed in a way that can provide meaningful information
9. Students should record and collect their work as part of their portfolio.
10. The focus should be on the originality rather than on the repair, as it is important to assess learning by constructing knowledge rather than focusing on the product.

However, we should not forget that it is essential to identify meaningful, acceptable and clear criteria for building knowledge.

2. Active Participation in the Learning Process

One of the characteristics of constructivist learning is collaborative learning. Learning in this way not only reinforces social skills that prospective teachers really need, but at the same time maximizes the opportunity to learn as a result of using synergy (Musai, 2008). Working time in the auditorium is very precious and should be appreciated as such. In the teaching methodology of this course was programmed the use of group work and other interactive learning techniques. For this reason in this study practice special attention was given not only to active seminar attendance (a tradition in our university system where seminar attendance is considered more important than lecture attendance) but also to lecture attendance.

3. Portfolio Assessment

One of the techniques used in the continuous assessment of students, that is based on the theory of "learning by doing" is Portfolio assessment. This assessment technique is a process that combines reflection and documentation of learning (Musai, 2003). Portfolio assignments help students to be engaged in a continuous reflective and collaborative analysis of learning. It focuses on results that aim to improve not only learning, but also the assessment of learning. The portfolio, enables the documented evaluation of course objectives, gaining experience in applying the knowledge acquired, making the student independent, giving him/her the opportunity to take over the responsibility for his/her learning, developing creative skills and preparing him/her for a future career (Zubizarreta, 2004) .

On the other hand, in order to be truly effective, this assessment technique requires a detailed academic planning from the instructor that has to be done in advance. We can mention here the planning for the assignments that will be included in the portfolio based on the objectives that are expected to be fulfilled by each assignment, the time for the realization of outputs, the format type, the method of work, the criteria for assessing each of them, as well as the assessment weight not only of one assignment but of the portfolio as a whole in the final assessment (Biggs & Tang, 2011).

Portfolio assessment also known as learning portfolio can be used in almost all disciplines, bearing in mind that it should be modeled to suit the needs of different outputs and different formats (Zubizarreta, 2004).

4. Course Assignment

Course assignment is primarily conceived as a summary of the skills and abilities acquired by the student during the course. It aims to encourage the student not only to implement the knowledge obtained, but above all to reason and structure creatively and to be able to transfer information. (Biggs & Tang, 2007)

5. The Purpose of the Study

The purpose of this study is: a) to investigate the relationship that exists between variables such as: lecture attendance, seminar attendance, portfolio assignments, course assignment and final grade; b) the impact (weight) of the following variables: lecture attendance, seminar attendance, portfolio assignments and course assignment, in the final exam score and in the final grade.

6. Methodology

6.1 Sample

The sample of this study was selected from the first-year students of the Faculty of Foreign Languages attending the Master of Second Level in foreign language teaching. They were students of English and Italian branch (N = 247) that were selected based on convenience. The subject selected for the realization of the study was 'Teaching methodology'. This course consists of two modules, namely: Critical Thinking and Teaching Methodology. This is a course with a specific practical character, where students are expected to acquire the skills and abilities that will help them to enhance their performance as future teachers, preparing them for effective teaching. In order to judge on the impact of some assessment forms such as: lecture attendance, seminar attendance, portfolio assignments and course assignment, was kept rigorous evidence of the points students had taken in each of the above aspects for 8 groups in total. 5 groups belonged to the English language branch (N = 169) and 3 groups to the Italian one (N = 78). In total N = 247 out of which 85 % were female (f / 211) and 14 % male (m/36).

The study was conducted during the period November - March of the academic year 2010 -2011.

6.2 Assessment Procedure and Data Collection

The method of assessing students throughout the semester was programmed in advance, based on the six levels of knowledge in Bloom's taxonomy (Bloom, 1956) as you can see further on:

Table 1. The weight for each assessment component

Type of assessment	Percentages %	The level of knowledge, skills and abilities					
		N 1	N 2	N 3	N 4	N 5	N 6
Active participation in lectures ²	10%	√	√	√	√		
Active participation in seminars ³	10%		√	√	√	√	
Portfolio	20%			√	√	√	√
Course assignment	10%			√	√	√	√
Final exam	50%	√	√	√	√	√	√

6.3 Lecture and Seminar Attendance

Lecture attendance was given 0.16 points for every class attended, since students had to attend 60 seminar classes throughout the 15 weeks. Seminar attendance was given 0.33 points for every class attended, since students had to attend 30 seminar classes throughout the 15 weeks.

6.4 Portfolio Assessment

Furthermore, the content of the assignments that would be part of the portfolio was programmed based on course objectives. The students had to hand in 10 assignments based on the topics that would be covered during 15 weeks. On the first page of the portfolio were attached the course objectives and for each assignment that was completed the students had to mark the course objectives that it met.

The portfolio is completed with the instructor's assessment at the end of the semester (before the exam students are acquainted with the portfolio assessment).

6.5 Course Assignment Assessment

² In the course has also been included group work not only to practise teaching methods, but also to practise critical thinking skills during the lecture. Thus we are not talking only about mere participation, but for group work in which each student has a role and a personal responsibility in front of the group.

³ In the course has also been included group work not only to practise teaching methods, but also to practise critical thinking skills during the seminar. Thus we are not talking only about mere participation, but for group work in which each student has a role and a personal responsibility in front of the group.

For the course assignment were followed these evaluation criteria:

- For the correct formulation of objectives of a lesson and for making up no less than three questions that develop critical thinking, 2 points.
- For building the structure of a lesson, 2 points.
- For the logical reasoning of the structure that was built, 2 points.
- For reasoning related to critical thinking skills that the student can develop in this class based on a text chosen by the student himself, 2 points.
- For the coherence between the objectives, methods selected in the structure and methods of assessment, 2 points.

6.6 For the Final Exam

The final exam had a total of 50 points which were divided proportionally according to the modules as follows:

Table 2. Number of questions and points according to the levels of thinking

	Weight in assessment	Nr. of questions and points	The levels of knowledge, skills and abilities					
			N 1	N 2	N 3	N 4	N 5	N 6
Module: Methodology	50%	q 1 10p			√	√		
		q 2 5p	√	√	√			
		q 3 10p			√	√	√	√
Module: Critical thinking	50%	q 1 5p		√	√	√		
		q 2 10p			√	√	√	
		q 3 10p				√	√	√

6.7 Analysis of Data

The data collected throughout the first semester for each of the variables planned for assessing students, were processed with the SPSS statistical program. For the analysis of data were used elements of descriptive and inferential statistics. For all the cases of assessment variables (lecture attendance, seminar attendance, portfolio assignments, course assignment, final grade) scores were grouped into five categories of unrepeatable intervals. To determine the relationship between the assessment components; lecture attendance, seminar attendance, portfolio assignments, course assignment, final exam with the final grade, cross tabulations were used. To determine the strength of the relationship between assessment components, achievement in the final exam and final grade were used correlation coefficients by Davis⁴ (1971). Whereas to determine the impact of assessment components in the final exam score but also in the final grade of the course *Teaching methodology* and *Critical Thinking*, regression analyzes were performed using Enter method. In this paper are reported those results that were statistically reliable.

7. Results

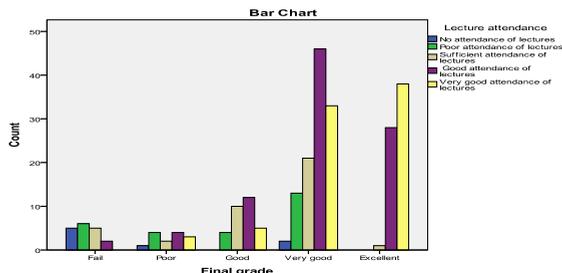
7.1 Assessment Variables and the Final Exam in this Course

7.1.1 Participation in the Lecture

Descriptive analysis of cross tabulation showed that there was a relationship between students' academic achievement and the assessment variable of lecture attendance, which means that students who have managed to collect points as a result of active participation in lectures, have had a better final mark compared to the other students who have not participated actively in lectures. More specifically, students who have not attended lectures have had lower scores. 62.5 % of the failing students, belong to those who have not attended the lectures at all. Out of 27 students with poor attendance of lectures, 22.2 % have failed the course, 14.8 % scored 'poor' and 14.8 % scored 'good'. Out of the 39

⁴ The meaning of values of the correlation coefficient according to Davis (1971) is: .70 and higher indicates very strong correlation; .50 - .69 indicates substantial connection (significant); .30 - .49 indicates a moderate correlation (average); .10 - .29 shows a weak correlation; .00 - .09 shows insignificant correlation.

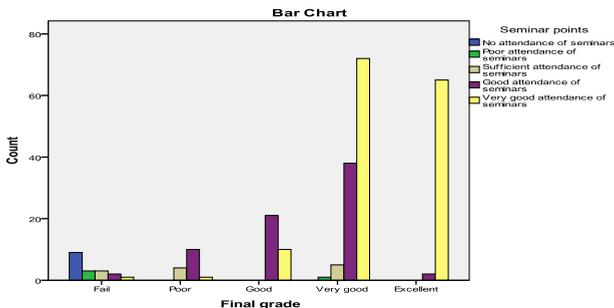
students with a sufficient attendance of lectures, 12.8 % have failed, 5.1 % scored 'poor', and 25.6 % scored 'good'. Out of 92 students with good attendance of lectures, 30.4 % of them scored 'excellent' 50 % scored 'very good' and 13 % scored 'good'. Only 2.2 % of students with good attendance have failed the course. Out of 79 students with good attendance of lectures 48.1 % scored 'excellent', 41 % scored 'very good' and 6.3 % scored 'good'. We notice there are not any failing students. Graph 1 clarifies the results analyzed above.



Graph 1. Lecture attendance and the final grade

7.1.2 Seminar Attendance

The descriptive analysis of cross tabulation between seminar attendance variable and final course grade variable indicated that the final achievement expressed in the form of the grade has a very positive relationship with the frequency of seminar attendance by students. As you can see from data analysis, all students who have not attended seminars have failed; the same was true for 75 % of students with poor seminar attendance, also for 25 % of students with a sufficient seminar attendance. Concerning the students with a very good attendance in seminars it was noticed that they also have scored 'very good' in the final assessment. For example; 52.1 % of students scored 'very good' and 28.8 % scored 'good'. For more see Chart 2.

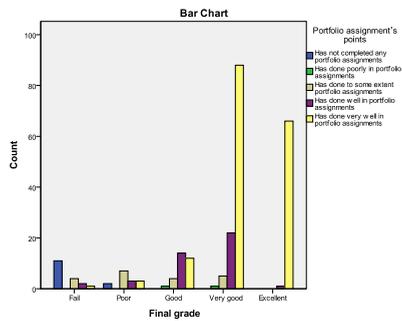


Graph 2 . Seminar attendance and the final grade

7.2 Portfolio Assignments

Descriptive analysis of cross tabulation through frequency and percentages indicated that there is a positive relationship between the students' points from portfolio assignments and final assessment with a grade. If it is compared with the variable of seminar attendance, it becomes clear from the frequencies and percentages that the accumulation of more points in portfolio assignments, results in higher scores in students grades.

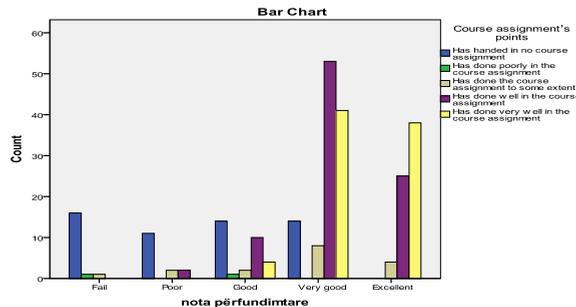
The data showed that 84 % of students that failed the course had no assignment in their portfolio. Whereas out of the students who had done very well in portfolio assignments, 38.8 % have achieved 'excellent' in the final grade, and 51 % have achieved 'very good'. Out of students who had done well in portfolio assignments, 52.4 % have achieved 'very good' in the final grade and 33.3 % have achieved 'good'. A clearer perspective of these results can be seen in graph 3.



Graph 3. Students' points from portfolio assignments and the final grade

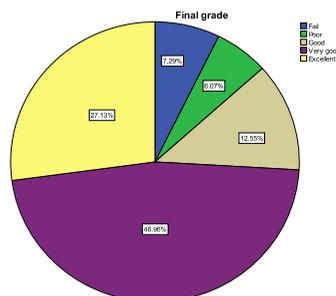
7.3 Course Assignment

From the statistical analysis was noticed a positive relationship between the students' points in the course assignment and the final result expressed in grade. From frequencies and percentages obtained by the cross tabulation of these two variables we can say that out of 55 students who have handed in no course assignment, 29 % have failed the course, 20 % scored 'sufficient', 25 % scored 'good', 25 % scored 'very well', and there was no student who scored 'excellent'. On the other hand, out of the students who have done very well in the course assignment, 45.8 % scored 'excellent' even in the final assessment, and 49.4 % scored 'very good'. Out of students who have done well in the course assignment, 27.8 % have scored 'excellent' in the final assessment and 58.9 % of them have scored 'very good'.



Graph 4. Course assignment's points and the final grade

Descriptive analysis showed that nearly one in four students have managed to score 'excellent' and almost one in two students have managed to score 'very well'. Thus, nearly three-quarters of the students have achieved high scores. Only 7.29 % of students have failed the course. This satisfactory result that was achieved is related to the advance planning of the course, but also to the assessment criteria that was communicated to students at the beginning of the course.



Graph 5. Distribution of values according to students' results in the final grades

In order to study the strength of relationships between assessment and achievement variables in the final exam and the final grade of the course were conducted correlation analyzes between these variables. The data showed the existence of positive relationships in all the cases. The assessment components showed weak to moderate correlation to the final exam and a stronger correlation (from substantial to strong) to the final grade. More specifically, the analysis showed a weak correlation between final exam and lecture attendance ($r = 0.24$) as well as between final exam points and portfolio assessment ($r = 0.23$), but they were statistically significant. Furthermore, the correlation between the final grade and lecture attendance was substantial ($r = 0.53$) whereas the correlation between final exam points and portfolio assessment resulted strong ($r = 0.23$).

The final grade resulted to have moderate correlation with seminar attendance ($r = 0.30$) and course assignment ($r = 0.32$) meanwhile the relationship resulted to be strong between the final grade and seminar attendance ($r = 0.72$) and substantial between the final grade and course assignment ($r = 0.67$).

Table 3. The relationship between the assessment criteria, final exam points and final grade

The assessment variables		Final exam points	Final grade
1.	Lecture attendance	0.24*	0.53**
2.	Seminar points	0.30*	0.72***
3.	Portfolio assignment's points	0.23*	0.72***
4.	Course assignment's points	0.32*	0.67***
5.	Final exam points		0.70***

Note: * $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$

To study the influence of the following variables: lecture attendance, seminar attendance, portfolio assignments and course assignment in the final exam points 4 regression analyzes were conducted using the Enter method. In the first block was included lecture attendance (1 = lecture attendance), in the second block was included seminar attendance (2 = seminar attendance), in the third block was included portfolio assignments (3 = portfolio assignments), and in the fourth one, the course assignment (4 = course assignment). The data processing showed that lecture attendance positively affects the final exam points $\beta = 22$, $t = 15.05$, $p < .001$, $R^2 = 28\%$, β seminar points = 19, $t = 3.06$, $p < .01$, $R^2 = 26\%$, portfolio assignments points $\beta = 29$, $t = 5.02$, $p < .001$, $R^2 = 7.2\%$, course assignment points $\beta = 35$, $t = 7.74$, $p < .001$, $R^2 = 7.7\%$.

Table 4. Regression analysis to predict the final exam points from the other assessment components

Predicting variables	Final exam points	
	β	t
1. Lecture attendance	.22***	5.15
2. Seminar points	.19**	3.06
3. Portfolio assignment's points	.29***	5.02
4. Course assignment's points	.35***	7.74

Note: * $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$.

To study the influence of the following variables: lecture attendance, seminar attendance, portfolio assignments, course assignment and final exam points in the final grade a total of 5 regression analyzes were conducted using the Enter method. In the first block was included lecture attendance (1 = lecture attendance), in the second block was included seminar attendance (2 = seminar attendance), in the third block was included portfolio assignments (3 = portfolio assignments), in the fourth block was included the course assignment (4 = course assignment) and in the fifth one, the final exam points (5= final exam points). It was found that lecture attendance affects positively the course final grade $\beta = 16$, $t = 5.35$, $p < .001$, $R^2 = 21.2\%$, the points from the portfolio assignments $\beta = 32$, $t = 8.82$, $p < .001$, $R^2 = 9.7\%$, the points from the course assignment $\beta = 25$, $t = 7.7$, $p < .001$, $R^2 = 9.1\%$ and the final exam points $\beta = 50$, $t = 17.92$, $p < .001$, $R^2 = 21.2\%$.

Table 5. Regression analysis to predict the final grade from the other assessment components

Predicting variables	Final exam points	
	β	t
1. Lecture attendance	.16***	5.35
2. Seminar points	.07	1.85
3. Portfolio assignment's points	.32***	8.82
4. Course assignment's points	.25***	7.7
5. Final exam points	.50***	17.92

Note: * $p < 0,05$. ** $p < 0,01$. *** $p < 0,001$.

8. Discussion

Based on the findings it results that assessment is an activity that must be addressed and planned very carefully. Every detail of assessment must be planned carefully since the beginning of the course so that everything is measured correctly enabling not only the achievement of course academic objectives but also the maximization of each student's learning. As expressed by Halpern (2003, p 38) "We should always keep in mind that we are lecturing for the future, when we will not be present - and we are preparing our students to analyze the real world that is unpredictable and not simply for the traditional final exams."

In this study, the assessment of student achievement was planned by using five different assessment variables so that knowledge, skills and competences planned in the course objectives could be achieved at a high level by most of the students. Results showed that three-quarters of the students achieved high scores in the course final assessment, which was expressed in grade. Only a small percentage of students failed the course. Researchers who are dedicated to the study of qualitative teaching have concluded that the use of as many variables in assessing students increases the chances to improve the quality of learning but also the possibility of being as near as possible to a fair assessment of students (Biggs and Tang 2011).

The study also found that the achievement of students in the final examination, which was a summary of all the knowledge, skills and abilities planned, where the questions were categorized and designed according to the levels of thinking in Bloom taxonomy (1956) correlates positively with variables planned for student assessment, starting from weak correlations with lecture attendance and portfolio assignments to moderate correlations with variables like seminars attendance and course assignment. Regarding the correlation of the above assessment variables with the final grade of the course it was noticed that the strength of their relationship varied from substantial for lecture attendance and course assignment to strong correlation in the case of seminar attendance, portfolio assignments and final exam. It means that the more students attend auditoriums and the more they try to meet obligations as in the case of portfolio assignments and course assignment, the higher will be their achievements in the final exam as well as in the final course grade.

Findings from the analysis of cross tabulation clarified in more detail some facts relating to the assessment variables taken into consideration in this study such as: 62.5 % of the students that failed, had not attended lectures. Similarly, 22 % of the students scored 'poor'. On the other hand, 48.1 % of students with a very good attendance of lectures have scored 'excellent'.

Seminar attendance also resulted significant and positively associated with students' final achievement. For example, all the students who have not attended seminars have failed the course, the same can be said about 75 % of students with a poor attendance of seminars whereas 52.1 % of students who scored 'excellent' had a very good attendance of seminars. It is important to take into consideration the fact that during the seminars were discussed various issues of literature and group work was used to meet the course objectives. Also, students consulted the lecturer and their peers about the assignments that would be part of the portfolio. This has enabled students to exchange their experiences, to make a critical analysis of their work, which was followed by student reflection on the improvement of their output.

Portfolio assignment resulted to have a significant and positive relationship with the final grade. More specifically 84 % of students who failed to take the course had not handed in any assignment for their portfolio whereas 85.7 % of students who had done 'well' and 'very well' in portfolio assignments, have also scored 'excellent' in the final assessment. These results show the importance of the students' work throughout the semester, with the aim to realize their output in the portfolio and the impact that these outputs have had in their final results expressed in grade. While concerning course assignment, 29 % of students who had handed in no course assignment resulted to have failed the course. Also students who had done 'very well' in the course assignment constitute 49.4 % of students who scored 'very

good' in the final assessment.

The impact of these assessment variables is significant in predicting the final grade of the course, particularly, lecture attendance ($R^2 = 21.2\%$). Furthermore, portfolio assessment ($R^2 = 9.7\%$) and course assignment ($R^2 = 9.1\%$) proved to be predictive of the final grade. In pedagogical practice at universities, special attention is paid to active participation. In all study programs is clearly specified the necessity of students' attendance in the lesson process by setting the threshold of absences up to 25%. The same importance is given to course assignment, which in many programs constitutes a requirement for students' admission in the final exam. More specifically, this paper has tried to point out the weight and importance of the organization of assessment forms, such as portfolio assignments, which is not often encountered in assessment practices Bachelor programs, Master of First Level programs or Master of second Level programs. Portfolio assignments affect positively the final achievement, since it is a way of inviting students to learn systematically and practically as well and an opportunity for the lecturers to assess students based on their products. One of the reasons of portfolio assignments impact can also be the students' continuous metacognition in their work with the portfolio, which helps them to define more clearly what they have learned and what they still do not know or cannot do properly concerning their progress in the relevant field.

9. Conclusions

Students' achievements in a particular course are associated with many factors, some of which are not up to the instructor, but the way the course is planned, forms of teaching and techniques selected for their evaluation and their clarification for the students at the beginning of the course increase students' chance of success. The study revealed that portfolio assignments have a significant impact on students' academic achievements and this empirical evidence may serve to recommend to instructors at university level to use this technique for assessing students. Even the researchers Biggs and Tang (2011) estimate that portfolio assignments constitutes a great opportunity to help students become more systematic in their learning, to take more responsibility for their progress, to enable them understand their strengths and weaknesses, to help them define the challenges and the work they must do in the future in order to minimize weaknesses, and most importantly, continuous research enables their increase of autonomy in learning.

In Albania, to the author's knowledge, there have been conducted no studies of the quantitative aspect related to the assessment components of teaching in universities. Even in the world literature such studies are very rare. Data from this study will be useful for students to create a clear idea of the work ahead, enabling them to predict results based on empirical data, but also to their lecturers who based on these findings will be more careful in the assessment of each variable they will use for student's evaluation. This study, however, has several limitations. Firstly, the sample was selected based on the researcher opportunities for realizing the aims of the study. For that reason we would recommend similar studies conducted methodologically. Secondly, being peculiar from the methodological point of view, the findings of this study cannot be compared with previous studies in the field of assessment of student achievements.

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Teaching a Foreign Language in a Multicultural Context

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Abstract

Today, teaching a foreign language in a multicultural classroom is a real challenge for the teachers. They have to cope with many obstacles and difficulties while facing an increasing number of diverse multicultural classes. This study aims to examine the language teaching strategies that a teacher should take into consideration while interacting in a multicultural context. Certainly there is a need to enhance the quality of teaching in such environments. In doing so, a teacher should know and understand very well the cultural diversity and recognize the differences among the various cultural and ethnic groups. Affective intercultural communication helps creating and maintaining an environment that encourages good interpersonal relations in class. The article will also consider the influence of native languages in learning a foreign language. The cultural diversity causes differences in perception and ways of learning a foreign language. Since everyone has the right to get equal education, it is very important that teachers should avoid discrimination on the basis of cultural background, language, and ethnicity. Instead, they should foster tolerance and mutual respect in the class.

Keywords: Foreign language, Cultural diversity, Ethnicity, Intercultural, Native language, Multicultural, Interact.

1. Introduction

Today, the population of the world is changing rapidly. The movements of the population from one place to another and interracial marriages have contributed in creating a mixed culture society. The large urban areas are becoming more cosmopolitan and smaller ones are also welcoming different ethnicities. This has undoubtedly influenced the education process. In many places, it is very rare to find homogenous classes. Since the major goal of public education is to enable all children to reach their full potential, (Bennett 2001, p.172) it is the duty and the responsibility of the teachers to enhance the quality of teaching. It means that all students should be subject to equal opportunities in education process. Teachers should be well prepared and trained to meet the educational needs of their students.

As Bennett (2001, p.172) underlines that cultural socialization and sense of ethnic identity influence the teaching and learning process, one should accept the differences in races, cultures, religions, and gender in order to overcome communication barriers. In order to improve or draw new programs one should know his audience (Kuri&Zekaj 2011, p.108).

According to Bennett (2001, p. 173) culture refers to a society's shared beliefs, social values, world-views, and preferred standards of behaving. It is their democratic right to maintain and preserve such values. So it is the duty of teachers to understand and appreciate human diversity while teaching in a multicultural context. During the history there have been many struggles to protect the rights of various ethnic groups regarding education. One of them is the United Negro Improvement Association (UNIA) which still has the largest membership of any African American political organizations (Chapman 2004, p.424). They protested against segregated districts, asked for the same privileges and advantages in education system and for the need of change in curricula (Chapman 2004, p.428).

In her study Capella-Santana (2003, P.188) suggests that multicultural attitudes and knowledge can be changed positively during a teacher preparation program. So if we plan a well -designed multicultural education course in which teachers from different cultural backgrounds share multicultural issues, it would bring positive changes in multicultural attitudes and knowledge of the teachers (Capella-Santana 2003, P.188) .

2. Strategies Employed by Teachers

As we know ethnically mixed classes provide a real challenge for the teacher. Gregory & Jones (2009, p. 776) highlighted the main concern resulting from the internationalization of higher education to be the balancing of professional capability with the requirements of a heterogeneous class. To overcome this concern lecturers use several

strategies. According to Gregory & Jones (2009, p. 776) there are four main strategies employed by the teachers:

- 1) Distancing. It is ideas- focused and structured. In this strategy lecturers tend not to adapt the student needs but instead they keep the focus on ideas in a structured, non-flexible approach.
- 2) Adapting. It is both ideas-focused and flexible. Lecturers tend to be flexible and change some of their methods and strategies in order to be more inclusive.
- 3) Clarifying. It is both people -focused and structured. Lecturers tend to make the subject as clear as possible so that students with various needs are fully aware of what is required of them.
- 4) Relating. It is both people-focused and flexible. Lectures tend to take into consideration the differing needs of individuals and groups and the emphasis is on the development of teacher-student and student-student relationships.
- 5) Source (Gregory & Jones (2009, p. 776)

In various situations lecturers can choose the strategy which best can suit the circumstances and context of the class.

3. Reviewing Multicultural Literature

When choosing a multicultural text teachers should avoid discrimination on the basis of cultural background, language, and ethnicity. Instead, they should try to be as inclusive as they can. Yoon & Simpson & Haag (2010, p.116) have set several important criteria when reviewing multicultural literature. The main three of them are:

1. Ideology through inferred messages
2. Representation of all people
3. Promotion of critical pedagogy

Figure 1: Shows the suggested criteria and guided questions needed to take into consideration when reviewing multicultural literature. (Yoon & Simpson & Haag 2010, p.116)

Criteria for Selecting Multicultural Texts
Criterion Guiding questions
<p>Ideology through inferred messages How does the text ensure that the central character(s) maintain identity in the native culture?</p> <p>How does the text support the native culture in the resolution of the story?</p>
<p>Representation of all people, How does the text provide readers from valuing each culture both the dominant and the native cultures with opportunities to see the values of both cultures?</p>
<p>Promotion of critical pedagogy, How does the text challenge the traditions of challenging the status quo the dominant culture rather than assimilation into the dominant culture?</p>

The course selection is very important when teaching in multicultural classes. Teachers should be as much inclusive as they can. Text-books should include a wide variety of text. They should include books that promote cultural pluralism or even go beyond the messages coming from the books.

4. Native Language

Native language influences the way how we learn a foreign language. Languages may have similar or different grammatical structure. They might have common or completely different vocabulary. In addition, the nonverbal communication among diverse cultural groups may also be different.

We associate the meaning of a word with our experience and traditions, so the same word might be perceived differently among members of different cultural groups. According to Wade, S.E.&Fauseke, J.R.& Thompson,A. (2008, p.405) we construct situated meanings for words from word associations, which become part of our value-laden theories of the world, or cultural models. All conceptions of cultural value systems share the premise that different cultures propose many distinct answers to essentially the same questions posed by the generalities of the human situation

(Bachmann 2006, p. 724). By using the same language people become members and representative of their communities. Thus language promotes identity and membership of an individual.

There should be a distinction between spoken and written language when considering the influence of native language in learning a foreign language. This is mainly because of their particular characteristics. There are some languages, such as Arabic language which in their written form are completely different from many other languages. So, there should be paid greater attention to such language diversities. As Rodrigues (2002, p. 1017) highlighted, there is a resistance of teachers to learning to teach for diversity. He categorized this resistance into two types: resistance to pedagogical change and resistance to ideological change (Rodrigues 2002, p. 1017).

5. Conclusion

As the world is heading evermore towards globalization, there is a greater need for multicultural education in today's society. In order to fulfill the obligation for equity in education, the teachers should be well aware of the needs and cultural background of their students. It is the teacher's duty to enhance the quality of teaching and to serve his/her students unbiased. To achieve that one should understand very well the cultural diversity.

An ideal multicultural classroom appreciates different cultures, ethnicities, languages, religions and values. Teachers should employ various strategies in order to overcome barriers regarding these issues. They should promote intercultural communication among students and between students and teachers. Selection of the text books should be inclusive to all cultures and avoid discrimination of minority groups. Multicultural programs should be designed to help teachers from diverse ethnicities share their beliefs and opinions.

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The Impact of Risk Behaviors on Violence among High School Students

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Abstract

Current research suggests that the knowledge of the associations between adolescent risk behaviour and delinquent behaviours such as fighting at school or violence among peers is conceptually and empirically inadequate to substantially provide a base of assessment of adolescent health and risk. The aim of this paper is to contribute towards the knowledge and findings about the relationships between adolescent risk behaviours and violent behaviours among adolescents in an educational setting. From a developmental perspective, links between such behaviors in adolescence are discussed and investigated in light of a psychosocial stress model. This report summarizes results from Youth Risk Behavior Survey (YRBS), the 2011 national survey, conducted among students aged 12-18 in grades 9-12. A total of 15,364 students completed the national survey in 2011 where (N = 7656, 49.6%) were male and (N = 7708, 50%) were female students. Bivariate and multivariate logistic regression analyses showed that the odds of fighting at school are increasingly greater as children's frequency of carrying weapon at school ($\beta = 1.77$, $SE = .08$), playing videogame and watching TV scores separately increase among different races. When all four predictor variables were considered together, they significantly predicted whether or not a student would fight at school, ($\chi^2 = 478.67$, $df = 5$, $N = 14059$, $p < .001$). Finally, conclusions for future research, behavioral interventions and educational policies on adolescent health are provided.

Keywords: YRBS study, risk behaviors, violence, adolescent

1. Introduction

Adolescence is a transition period characterized by a rapid development when young people acquire new knowledge and skills and are faced with many new situations (Boyce et al., 2008; and Hurrelmann & Richter, 2006). As adolescents go through many physical and emotional changes, they are faced with many pressures and challenges as well, including disadvantages of using technology, the social media, peers using weapons, and academic and behavioral problems. Some risk behaviors such as spending extended hours on watching TV, playing videogame for many hours and carrying weapons or guns at school, established during adolescence can influence the adolescents' social relationships with the others at school. Such adverse behaviours create the roots of a behavioral pattern that might have long-lasting effects at a high cost to the health of young people.

School is such an important social and learning environment influencing not only educational outcomes but also social and behavioral ones. Research shows that children who are not engaged with learning or who have established poor relationships with peers and teachers, are more likely to get involved in socially disruptive and conduct behaviors (Bond, Butler, Thomas, Carlin, Glover, Bowes, & Patton, 2007). Those children who stay more isolated and more engaged with the social media and technology or those who get involved with behaviors such as holding weapons at school are more likely to develop adverse behaviors that may influence others' health as well. Risk behaviour is considered any behaviour that might have undesirable consequences which increase the probability of harm and loss (Cairns and Cairns, 1994). Although there is a vagueness in the literature about the concepts related to risk behaviour, there is a consensus that such behaviours are directly or indirectly related to health, adverse behaviours and inadequate psychosocial adjustment (Hurrelmann & Richter, 2006).

Children from different races may show interest on risk-taking behaviors and violent ones at school. Most of the young children, who get involved with the juvenile justice system, usually come from low income single-parent homes found in poor neighborhoods and have high rates of learning problems, mental health issues, and behavior problems. The juvenile justice system reports that one child every 21 seconds is arrested in the US. Children of color ages 10-17 represent only 16 percent of the overall child population ages 10-17, but make up 34 percent of children arrested, 38 percent of children adjudicated, and 68 percent of children in residential placement (Children's Defense Fund, 2014). Incarcerated youth are at increased risk of physical abuse, sexual assault and suicide. There are better choices than

incarceration that work for children, keep communities safe, and are more cost-effective. Diversion programs, treatment programs, after-school reporting programs, and family support programs help keep children out of trouble.

Adolescents show a tendency to become either more dependent or independent on various factors and peers. Interactions with peers who show deviant behaviors or who are more socially isolated might result in adolescents getting more involved with risk behaviors during this period.

This work is built on the theoretical basis of social control theory (Gottfredson & Hirschi, 1990). This theory claims that problem behaviors in adolescence are attributed to developed conduct problems early in life. Gottfredson & Hirschi (1990) characterize delinquents who are predisposed to become as such in childhood as those lacking self-control, or being more impulsive, insensitive and risk-taking. They claim that low self-control can result in criminal behavior only when such an opportunity is present. The lack or the presence of self-control is found in childhood and that is where the problem behaviors first emerge. From a developmental perspective, links between such behaviors in adolescence are discussed and investigated in light of a psychosocial stress model (Cohen & Wills, 1985). Evidence suggests that psychosocial stress may increase risk for psychosis, especially in the case of cumulative exposure. A heuristically useful framework to study the underlying mechanisms is the concept of "behavioral sensitization" that stipulates that exposure to psychosocial stress-such as life events, childhood trauma, or discriminatory experiences may progressively increase the behavioral and biological response to subsequent exposures (van Winkel, Stefanis & Germeys, 2008). This study focuses on understanding young people's risk behaviors and their impact on developing problem behaviors such as violence. This work seeks to identify and discuss the extent of these habits or risk behaviors and highlight the need for preventive action to "turn this vulnerable age into an age of opportunity". The aim of this work is to (a) examine the various linkages between risk behaviors and violence in adolescence; and (b) conclude with intervention and policy implications of the findings.

2. Method

2.1 Sampling Procedure and Sample

The Youth Risk Behavior Surveillance System (YRBSS) is conducted by the Center for Disease Control and Prevention and it monitors six categories of priority health-risk behaviors among youth and young adults: 1) behaviors that contribute to unintentional injuries and violence; 2) tobacco use; 3) alcohol and other drug use; 4) sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) infection; 5) unhealthy dietary behaviors; and 6) physical inactivity. In addition, YRBSS monitors the prevalence of obesity and asthma. YRBSS includes a national school-based Youth Risk Behavior Survey (YRBS) conducted by CDC and state and large urban school district school-based YRBSSs conducted by state and local education and health agencies. This report summarizes results from the 2011 national survey, 43 state surveys, and 21 large urban school district surveys conducted among students aged 12-18 in grades 9-12. A total of 15,364 students completed the national survey in 2011 where ($N = 7656$, 49.6%) were male and ($N = 7708$, 50%) were female students.

Measures

2.2 Predictor variables: Carrying weapon.

The respondents reported their weapon carrying during the past 30 days. Weapon carrying was assessed by asking respondents if they had carried a weapon such as a gun, knife, or club during the past 30 days (from 1 = 0 days to 6 = 6 or more days), this variable was collapsed into a dummy variable (1 = yes, 5.1%; 0 = no, 94.9%). *Watching television.* The respondents reported the number of hours they watched television on an average school day (from 1 = no watching television to 7 = 5 or more hours per day), this variable was collapsed into three categories (1 = no television, 27.9%; 2 = 1-2 hrs/day, 36.4% and 3 = 3 or more hrs/day, 35.7%). *Playing videogames.* The respondents reported on the number of hours they spent playing video or computer games or used the computer for something that was not school-related (from 1 = no playing video or computer game to 7 = 5 or more hours per day), this variable was collapsed into a dummy variable (1 = once or more, 66.8%; 0 = never, 33.2%). *Race/Ethnicity.* The respondents reported their race or ethnicity by selecting one option out of five categories. This variable was collapsed as well into a dummy variable (1 = white, 40.8%; 0 = other, 59.2%).

Dependent variable. Fighting at school. Fighting was assessed by asking respondents how often they had been in a physical fight during the last 12 months (from 1 = 0 times to 8 = 12 or more times) and this variable was collapsed as

well into a dummy variable (1 = *once or more*, 12.1%; 0 = *never*, 86.3%).

2.3 Data Analytic Strategy

We used SPSS 20.0 to analyze the data. Bivariate and multivariate logistic regression analyses were conducted to investigate if there is a relationship between youth risk behaviors and race on violence at school. Firstly, we collapsed both predictor and outcome variables to meet the assumption for the logistic regression analyses which predicts a dichotomous dependent variable when the independent variables are either dichotomous or normal/scale. We also checked for multicollinearity. Because tolerance and VIF scores are not available through the logistic regression command, linear regression analyses were conducted and the results showed that all the variables were approximately .87, with an adjusted R^2 of .042, so there was no multicollinearity.

3. Results

Results from the bivariate logistic regression are presented in Table 1 which shows the crude odds ratios (CORs), and 95% Confidence Intervals (CIs). The results showed that when each predictor variable was entered alone in the model, it significantly predicted whether or not a student fought at school.: 'carrying weapon at school' ($\beta = 1.77$, SE =.08), 'watching television (1)' ($\beta = .07$, SE =.07), 'watching television (2)' ($\beta = .25$, SE =.07) 'playing videogame' ($\beta = .11$, SE =.06), and 'race/ethnicity' ($\beta = .45$, SE =.06). Table 1 presents the crude odds ratios for each predictor variable which suggest that the odds of fighting at school are increasingly greater as children's frequency of carrying weapon at school ($\beta = 1.77$, SE =.08), playing videogame and watching TV scores separately increase among different races. Results showed also that youth who watched television for 3 or more hours a day had an increased risk for fighting at school compared to those youth who had not watched television, but there was no increased risk for those who watched television for 1-2 hours/day compared to non-television watchers.

Table 1: Bivariate Logistic Regression Predicting Who Will Fight at School

Variable	B	SE	CORs	p
Carrying weapon	1.77	.08	5.81	< .001
Watching TV (1)	-.07	.07	.68	< .001
Watching TV (2)	.25	.07	.74	< .001
Playing videogame	.11	.06	1.19	0.001
Race	-.45	.06	.62	< .001

Results of multivariate logistic regression analyses shown in Table 2, report that when all four predictor variables were considered together, they significantly predicted whether or not a student would fight at school, ($\chi^2 = 478.67$, $df = 5$, $N = 14059$, $p < .001$). The odds of fighting at school were increasingly greater as children's frequency of carrying weapon at school, playing videogame and watching TV scores together increase while controlling for races.

Table 2: Adjusted Odds Ratios (AORs) and 95% Confidence Interval (CIs) for Predicting Violence at School -United States, YRBS, 2011

Variable	Fighting at school	
	AORs	CIs
Carrying weapon	5,88	4,98 6,93
Watching TV (1)	1,07	.93 1,23
Watching TV (2)	1,28	1,12 1,47
Playing videogame	1,11	.99 1,25
Race	1,57	1,44 1,78

4. Discussion

Data from a nationally representative sample of 12-18 year old boys and girls indicated that fighting at school are increasingly greater as children's frequency of carrying weapon at school, playing videogame and watching TV scores separately and together increase among different races. Evidence gathered over the last two decades shows that disadvantaged social environment and habits are associated with increased behavior risks. Understanding the nature and the function of risk behaviours and their link with violent behaviors helps at developing intervention programs that could provide alternative behaviors which are healthier and fulfill similar needs of adolescents. YRBS study findings show how young people's health changes as they move from childhood into adolescence and their impact on various social and behavioral outcomes. They can be used to monitor young people's behaviors and determine effective behavior improvement interventions.

In fact young people are often neglected as a population group in health statistics, being either aggregated with younger children or with young adults. Little attention has been paid to social environment and habits related to violent behaviors in this group. Adverse behaviours and health experience during this critical period has short and long-term implications for individuals and society. Life-course approaches to behaviour interventions highlight adolescence as critical in determining adult behaviour in relation to issues such as substance use, carrying weapons, playing videogame for extended hours and so on.

This work has been developed to increase knowledge and understanding around violent behaviors in adolescence from the perspective of risk behaviors allowing researchers, policy-makers and practitioners to convene to analyse data, review policies and interventions and formulate lessons learnt. Specific objectives are to document, analyse and increase knowledge and understanding by: (i) translating research on young people's behaviors into policies and action within and beyond the health and education sector; (ii) scaling up intersectoral policies and interventions to promote young people's health; and involving young people in the design, implementation and evaluation of policies and interventions. The findings presented in this study can contribute to different organizations' upcoming strategies for Europe, Health 2020, which is being developed through a participatory process involving Member States and other partners, including the European Union and its institutions, public health associations, networks and civil society. The objective is to ensure an evidence-based and coherent policy framework capable of addressing the present and forecasting future challenges to young people's behaviors.

Young people's behavior choices, including technology dependent habits, engagement with the social media, substance use and weapon use, change during adolescence. Risk behaviors emerge or worsen during this developmental phase and translate into continuing social and behaviour problems

Besides the strengths of this study, there are limitations as well. The data used from the YRBS study included only students who were at school, excluding those who were not in school, we cannot generalize the results to youth who did not attend the school. Another limitation of this study is that the findings do not draw any causality between youth risk behaviors and delinquency, only indicating that as youth displays more risk behaviors they are more likely to be involved with fighting and violent behaviors at school.

Future research is needed to investigate further why some risk behaviors such as carrying weapons at school, watching TV or playing videogame among youth put them at risk for delinquency. These findings have important implications for the timing of behavior interventions and reinforce the idea that investment in young people must be sustained to consolidate the achievements of early childhood interventions. This is vital for individuals as they grow but is also important as a means of maximizing return on programmes focused on investment in the early years and reducing the economic effects of behaviour problems.

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Common Cultural Turkish words in Albanian and Greek languages

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Abstract

The Balkans has a very important place in human civilization. In history, the Balkans has been the cradle of many cultures and hosted many nations. Greeks and Albanians living in these lands are oldest nations. Then, by the arrival of the Turks, these three nations became neighbors in the Balkans. Turkish, Greek and Albanian nations were influenced by each other. This interaction is to be seen mostly in cultural area. This interaction was more effective in the field of language, especially during the Ottoman period. Many words were transferred from Turkish to Greek and Albanian during this period. Some Greek words were also transferred to Turkish and Albanian. Many words are commonly used, particularly in cultural areas and they are still used. Common words used in these areas Kitchen, tailoring, shipping, customs, weddings and other cultural aspects are indicators of a common culture. In our study, Turkish, Albanian and Greek common Turkish words which reflect the common cultural elements will be handled. We will also discuss the words which reflect the common cultural elements.

Keywords: Turkish, Albanian, Greek, common words, culture

1. Introduction

Language is one of the most important features that separate man from other assets. Human beings as thinking give names to objects and some concepts and created the language. The language is occurred by the agreement. It has been the most powerful means of communication between people. Since very ancient times, researchers made many different definitions about the language. One of these definitions is sufficient. According to Ergin, "The language is a natural tool of understanding among the people. It has its own rules and develops in these rules. Its base was established unknown periods of history. It is a secret agreement which occurred from sounds. It is also a social institution. (Ergin, 2008:3)

Culture encompasses everything from the food, drink, dress, style of living up to moral values. It was the most important elements that make up society since the first human being. In general, culture which is considered as the main identity of a nation's has been incorporated with the language. According to the definition of UNESCO; "that in its widest sense, culture may now be said to be the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group. It includes not only the arts and letters, but also modes of life, the fundamental rights of the human being, value systems, traditions and beliefs". (UNESCO, 1982:2)

Many disciplines interest in culture from language to literature, anthropology, history etc. Because every branches of science that are interesting in human being evaluated their own culture which developed in it. Gökalp who is referring to this fact says about the culture:

"Culture is a compatible collection of religion, morality, law, mind, aesthetics, language, economics and philosophy about only one nation life. On the other hand, civilization is the sum of a common social life of many nations which are the same level of development. (Gökalp, 1997:25)

In time, people form their own cultural world according to the conditions of their culture, the rights and freedoms, geographical, physical and spiritual conditions. What are they more engaged in their region these cultural items keep in the place in their culture. There are a lot of cultural differences between nomadic society and sedentary society. Human beings have needed making a name each new object or notion. This nomenclature is sometimes taken from one language to another, sometimes the folks made it into their own language.

In generally, all material and moral elements that are into the culture of a nation are reflected in their languages. In this respect, there are some words that show each elements of the culture and provide information about this culture. This also means that culture has influence upon the language and language is the main elements which reflect cultural

elements.

Since the time immemorial, the relationship between language and culture has attracted the attention of sociologists and linguists as well. Language and culture, studies on the relationship between language and society has given rise to a new discipline called ethno linguistic. Sapir who is considered the founder of the "Ethnic linguistics" rejected the idea of transferability of the cultural characteristics one culture to another independently from the people. Sapir focused on the correlation between the individual's perception and cognitive faculties in order to explain that people who have the different behaviors, language and cultural background. (Moore, 2004, p.89-90 in Oğuz, 2011:134).

According to Kaplan who said that in a very tight relationship between language and culture: "Every nation creates language and culture for centuries. In the meantime, it flows like a river that passes through land takes some of the elements from the earth. Every civilized nation's spoken and written language has many words and phrases that were transferred from encountered civilizations. In this regard, the language of every nation is almost a summary of the history of the nation lived through the ages." (Kaplan, 2011:152).

According to Aksan who said "Language contains all the elements of culture": "If one foreigner who doesn't know Turkish and has been in neither Anatolia nor other Turkic countries learns Turkish in anywhere all over the world can acquire a lot of information on the Turkish culture and is able to recognize that culture by just studying Turkish vocabulary. (Aksan, 2011:21)

"Through all its verbal and non-verbal aspects, language embodies cultural reality." "Language is a system of signs that is seen as having itself a cultural value. Speakers identify themselves and others through their use of language; they view their language as a symbol of their social identity. The prohibition of its use is often perceived by its speakers as a rejection of their social group and their culture. Thus we can say that language symbolizes cultural reality." (Kramsch, 2003:3).

In this study, we will focus on Turkish linguistic elements in Greek and Albanian languages. These works have been used in the determination of Turkish words in Greek:

- *Common Turkish and Greek Idioms and Proverbs (Türkçe Ve Yunancadaki Ortak Deyim Ve Atasözleri)* written by Herkül Milas,
- *The dictionary of Turkish Words That Transferred Other Languages(Türkçe Verintiler Sözlüğü)* written by Günay Karaağaç,
- *Turkish Cultural Words in Balkan Languages (Balkan Dillerindeki Türkçe Kültür Kelimeleri)* written by Hatice Aksel
- *The Evaluation Of The Joint Vocabulary In Turkish And Greek In Point Of The Cross-Cultural Interaction (Kültürlerarası Etkileşim Bağlamında Türkçe ve Yunancadaki Ortak Sözcüğünün Değerlendirilmesi)* written by Mustafa Yağbasan

In the Albanian, in order to identify the determination of Turkish words into Greek and Albanian languages we benefited from these works:

- *Dictionary of Orientalistic Words in Albanian (Fjalor i Orientalizmave Në Gjuhën Shqipe)* written by Tahir N. Dizdari
- *Turkish Words In Albanian Language And Comparing Them With Other Balkan Languages (Mbi Huazimet Turke Në Gjuhën Shqipe Krahasuar Me Gjuhët E Tjera Të Ballkanit)* written by Lindita Latifi xhanari
- *The Evaluation Of The Joint Vocabulary In Turkish And Greek In Point Of The Cross-Cultural Interaction (Kültürlerarası Etkileşim Bağlamında Türkçe ve Yunancadaki Ortak Sözcüğünün Değerlendirilmesi)* written by Mustafa Yağbasan
- *The Sound Changes in Turkish Words in Albanian Language (Türkçeden Arnavutçaya Geçen Kelimelerdeki Ses Değişmeleri)* written by Adem Balaban

In this study, we firstly determined which cultural titles shall be and which words shall be collected under these titles. In the distinction made by the fields of cultural elements, the linguistic elements are listed in alphabetical order under these titles. When we are choosing the words, we preferred them which are used in daily language.

One language's influence on other language is not to be only their own linguistic elements. Sometimes linguistic element is transferred to other language as a meaning; sometimes new indicators are produced in that language according to affecting language. In such cases, linguistic elements can be changed but cultural indicators are not changed. In this study, we tried to show examples of Turkish linguistic indicators in Albanian and Greek languages.

When we show examples in these three languages, tried to give in Greek, Albanian and Turkish forms due to phonetics and morphologic changes in these words. Furthermore, English forms of these words are also given to the source of other researchers.

2. The Relationships between Turkish, Greek and Albanian

Turks migrated from the steppes of Central Asia into Europe during the emigration of the nations. At the end of this migration, Turks who settled in Europe, including the Balkans interacted with other nations living there in many areas. The interaction which started at this period rose to the highest level during the Ottoman period. This interaction has been most effectively on language and culture fields. Especially during the Ottoman period, Turkish and Turkish culture has influenced many Balkan languages and cultures. This interaction occurred mostly in Serbian, Bosnian, Albanian and Greek. In particular, Serbian, Greek and Albanian transferred many words from Turkish.

Karaağaç explains that there are approximately 3000 Turkish words in Greek at his study of "*Dictionary of Turkish Words in Other Languages (Türkçe Verintiler Sözlüğü)*". (Karaağaç, 2008:LXIV). According to the researchers working on the Turkish words in Greek, these numbers ranged from 1500-3000. According to Karaağaç, the presence of Turkish words in Greek is 3000 in the study of Kukkidis in 1960. This number is 1968 in the study of Georgidas in 1974. There are Turkish words in "Etymological Dictionary of Giagkoullis" in 1994. (Karaağaç, 2008:LXIV)

Exchanging the word was not unilateral. At the same time, Turkish also transferred Greek words. According to Karaağaç, the number of these words are 900 in Konstantinos's study in 1960 and this number is 597 in Tzitzilis's book published in 1987. (Karaağaç, 2008:LXIII)

There are also many Turkish words in Albanian which affected by Turkish. According to Dizdari, the number of these words is 4406. (Dizdari, 2005:4)

As it is seen, to be used very common word shows that these three nations affected each other in terms of culture. Language which is a carrier of culture transferred cultural values from one society to another due to these cultural words. This cultural transfer and approaches are observed not only the linguistic level but also many areas such as lifestyle, social life etc. "In Turkish and Greek communities, the conclusions can be obtained from the common linguistic indicators as well as behavior is reflected in the social and cultural factors. (Yağbasan, 2010:369)

Any foreign word in a language carries marks its cultural layer. According to Aksan, "The word related catering, cuisine and nutrition shows the layout of feeding in a community. The foreign names within the one language's vocabulary bring out the effects of other culture." (Aksan 1998:66)

In the history, the Turks, Albanians and Greeks lived together as neighbors a long time. As a result of these relationships languages and cultures influenced each other. According to Aksan, sharing the same geography plays linguistically an important role in this interaction. Aksan expresses it like this:

"As a conclusion of the sharing of the same geography by different communities, the continuity of the words exchange is observed in the historical process. Moreover, it may be witnessing that the situation that are explained above changes the face of the languages." (Aksan, 1998:139).

According to Yağbasan who is referring to this issue, "The neighborhood is an undeniable fact that the effect of the existence of the relationship. Geographical and theological neighborhood and proximity makes exchange between the languages natural." (Yağbasan, 2010:371)

3. Cultural Items

Every nation lived in a system of customs, their faith, morals, law, education etc. in the historical process. This lifestyle and worldview provided that every nation has its own culture. Culture which contains a number of items in their own culture influenced them as well as they have developed through life style and philosophy of life. Major elements of culture include:

- a. Language,
- b. Religion,
- c. Education,
- d. Economics,
- e. Technology,
- f. Social Institutions
- g. Traditions And Customs,
- a. Moral Values
- b. Art,
- c. Literature,
- d. Folklore,

- e. Music
- f. Symbols
- g. Taboos And Ceremonies

Many researchers have made various divisions on the reflection of the cultural elements to the linguistic indicators.

We try to give our own classification because capacity of this study was not sufficient to count them.

1. Plant names
2. Animal Names
3. Food culture
4. Goods, material or object words
5. Maritime-related words
6. Argo words
7. Business and Money, weight, number and size
8. Everyday cultural (abstract) words
9. Urban Planning, building, building materials and related words with hand tools
10. Nomenclaton words
11. Games - fun words
12. Military (war and peace) concepts and words
13. Business, Occupational and Vocational names; Vocational Equipment and Supplies
14. Geographical terms
15. Clothing and Finery, Fabrics, Leather, Rope, Embroidery and Accessories
16. Terms of Medicine and Health, Human and Animal limbs
17. Paint, Color, Fragrance and Cosmetic

4. Turkish Cultural Words in Greek and Albanian

Turkish words in Greek that are still being used in the present, distribution of these words are possible to tabulate the following way. Yağbasan made a classification on the daily used words. (Yağbasan, 210:71)

Table 1: Classification on the daily used words.

Nr.	Cultural Topic	Number
1	Plants (vegetables, fruit), and the presence of food	99
2	Goods, material or object words	72
3	Street (slang) language words	37
4	Seafood and seafood related words	32
5	Cultural frequently used words in some mixed	31
6	Everyday cultural (abstract) words	24
7	Everyday (concrete) words	12
8	Building, construction materials and hand tools related words	28
9	Nomenclaton words	18
10	Games - fun words	18
11	Military (war and peace) concepts and words	14
12	Theological words and phrases	12
13	Agricultural words	10
14	Geographical terms	9
15	Occupational words	6
16	Animal names	6
17	Element words	2
Total		430

According to the study which is studied by Aksel on the all Balkan languages, Albanian, Turkish and Greek words used in the distribution of co-culture are as follows: (Aksel, 2005:12) (Aksel, 2005:12)

Table 2: The cultural topics which Albanian, Turkish and Greek words are used

Nr.	Cultural Topic	Number of Words Used in Albanian	Number of Words Used in Greek	Number of Commonly Used Words
1	Urban planning, construction, building elements and materials	96	63	54
2	Business, occupational and vocational names; vocational equipment and supplies	148	122	116
3	Household and kitchenware	140	84	77
4	Clothing and finery, fabrics, leather, rope, embroidery and accessories	110	89	75
5	Food and beverages, spices	44	37	23
6	Plant names	65	64	47
7	Animal names	31	23	16
8	Business and money, weight, number and size	62	35	28
9	Horses and horse teams	21	8	6
10	Terms of medicine and health, human and animal limbs	37	16	12
11	Metals, stones and chemical substances	33	19	14
12	Paint, color, fragrance and cosmetic	14	11	5
13	Verbs	42	15	8
Total		843	523	473

According to classification of the above, we offer the following to set an example for the list from a portion of the detected words. We tried to choose the words very different cultural areas to give an idea of the general.

4.1 Plant names

English	Turkish	Albanian	Greek
Okra	<i>Bamya</i>	Bamje	Bamia
Tea	<i>Çay</i>	Çaj	Tsai
Hurma	<i>Hurma</i>	Hurma	Hurmas
Clove	<i>Karanfil</i>	Karafil	Karafilli
Beans	<i>Fasulye</i>	Fasule	Fasoulia
Medlar	<i>Muşmula</i>	Mushmula	Mousmoula
Lettuce	<i>Marul</i>	Marule	Maruli

4.2 Animal Names

English	Turkish	Albanian	Greek
Animal	<i>Hayvan</i>	Hajvan	Haivani
Tiger	<i>Kaplan</i>	Kapllan	Kaplani
Monkey	<i>Maymun</i>	Majmun	Maymu
Goat	<i>Keçi</i>	Kec, Keci	Katsika
Stork	<i>Leylek</i>	Lejlek	Leleki
Coyote	<i>Çakal</i>	Çakall	Çakal
Nightingale	<i>Bülbül</i>	Bilbil	Bülbül

4.3 Food Culture

English	Turkish	Albanian	Greek
Baklava	<i>Baklava</i>	Bakllava	Baklavas
Patty	<i>Börek</i>	Byrek	Boureki
Halvah	<i>Helva</i>	Hallvë	Chalva
Kadayif	<i>Kadayif</i>	Kadaif	Kadaifi
Cream	<i>Kaymak</i>	Kajmak	Kaimaki
Meatball	<i>Köfte</i>	Qofte	Kafta - Keftedes
Rice	<i>Pilav</i>	Pilaf	Pilafi

4.4 Goods, Material Or Object Words

English	Turkish	Albanian	Greek
Glass	<i>Cam</i>	Xham	Tzami
Arbor	<i>Çardak</i>	Çardak	Tsardaki
Socks	<i>Çorap</i>	Çorape	Tsurapis
Cup	<i>Fincan</i>	Filxhan	Flitzani
Box	<i>Kutu</i>	Kuti	Kouti
Curtain	<i>Perde</i>	Perde	Berdes
Cap	<i>Kapak</i>	Kapak	Kapaki

4.5 Maritime-Related Words

English	Turkish	Albanian	Greek
Octopus	<i>Ahtapot</i>	Oktapod	Htapodi
Gilt-Head/Bream	<i>Çipural/Koc</i>	Çipura	Tsipura
Mussel	<i>Midye</i>	Midhje	Midia
Squid	<i>Kalamar</i>	Kallamar	Kalamari
Boat	<i>Sandal</i>	Sandall	Sandali
Gray Mullet	<i>Kefal</i>	Kefall	Kefalos
Port	<i>Liman</i>	Liman	Limani

4.6 Argo Words

English	Turkish	Albanian	Greek
Crook	<i>Batakçı</i>	Batakçi	Bataxis
Trouble	<i>Bela</i>	Bela	Belas
Fool	<i>Budala</i>	Budalla	Boudalas
Rip	<i>Çapkın</i>	Çapkën	Tsahpinis
Deception	<i>Dallavere</i>	Dalavere	Dalavere
Maniac	<i>Manyak</i>	Maniak	Manyakos
Infamous	<i>Rezil</i>	Rezili	Rezil

4.7 Business And Money, Weight, Number And Size

English	Turkish	Albanian	Greek
Bazar	<i>Pazar</i>	Pazar	Pazari
Dinar	<i>Dinar</i>	Dinar	Dhinario
Tribute	<i>Haraç</i>	Haraç	Hartsis
Rent	<i>Kira</i>	Qira	Kira
Money	<i>Para</i>	Para	Paras

4.8 Everyday Cultural (Abstract) Words

English	Turkish	Albanian	Greek
Lover	<i>Aşık</i>	Ashik	Asikis
Fertility	<i>Bereket</i>	Bereqet	Bereket
Crowd	<i>Kalabalık</i>	Kallaballëk	Kalabaliki
Worry	<i>Dert</i>	Dert	Derti
Oh	<i>Aman</i>	Aman	Aman
Affectation	<i>Naz</i>	Nazi	Naz
Love	<i>Sevda</i>	Sevda	Sevdas

4.9 Urban Planning, Building, Building Materials And Related Words With Hand Tools

English	Turkish	Albanian	Greek
Arbor	<i>Çardak</i>	Çardak	Tsardhaki
Bath	<i>Hamam</i>	Hamam	Hamam
Inn	<i>Han</i>	Han	Han

Toilet	<i>Hela</i>	Hale	Hales
Coffee Shop	<i>Kahvehane</i>	Kafehane	Kahvenio
Mansion	<i>Konak</i>	Konak	Konak
Sewer	<i>Lağım</i>	Llagëm	Lagami

4.10 Nomenclaton Words

English	Turkish	Albanian	Greek
Father	<i>Baba</i>	Baba, Atë	Babas
Bey	<i>Bey</i>	Bej	Beis
Master	<i>Efendi</i>	Efendi	Afendis
Porter	<i>Hamal</i>	Hamall	Hamalis
Guest	<i>Misafir</i>	Mysafir	Musafiris
Single	<i>Bekâr</i>	Beqar	Bekaris
Lady	<i>Hanım</i>	Hanëm	Hanomisa

4.11 Games - Fun Words

English	Turkish	Albanian	Greek
-	<i>Karagöz</i>	Karagjoz	Karagoz
-	<i>Çiftetelli</i>	Çifteteli	Tsiftetelli
Drum	<i>Tambur</i>	Daulle	Tambouras
Clarion	<i>Zurna</i>	Zurna	Zurnas
Reed	<i>Saz</i>	Saz	Sazi
Membrane	<i>Zar</i>	Zari	Zar
Fair	<i>Panayır</i>	Panair	Panigyri

4.12 Military (War And Peace) Concepts And Words

English	Turkish	Albanian	Greek
Flag	<i>Bayrak</i>	Bajrak	Bairaki
Edict	<i>Ferman</i>	Ferman	Firmani
Cartridge	<i>Fişek</i>	Fishek	Fiseki
Rifle	<i>Tüfek</i>	Dyfek	Toufeki
Order	<i>Tertip</i>	Tertip	Tertipi
Powder	<i>Barut</i>	Barut	Baruti
Wick	<i>Fitil</i>	Fitil	Fitili

4.13 Business, Occupational And Vocational Names; Vocational Equipment And Supplies

English	Turkish	Albanian	Greek
Barber	<i>Berber</i>	Berber	Berberis
Apprentice	<i>Çırak</i>	Çirak	Tsiraki
Shepherd	<i>Çoban</i>	Çoban	Tsobanis
Tinsmith	<i>Kalaycı</i>	Kalajxhi, Teneqepunues	Kalaitzis
Carpenter	<i>Marangoz</i>	Marangoz	Marangos
Artisan	<i>Esnaf</i>	Esnaf	Sinafi
Halvaci	<i>Helvacı</i>	Hallvaxhi	Halvatsi

4.14 Geographical Terms

English	Turkish	Albanian	Greek
Breeze	<i>Meltem</i>	Meltem	Meltemi
Map	<i>Harita</i>	Hartë	Hartis
Top	<i>Tepe</i>	Tepe	Tepes
World	<i>Dünya</i>	Dünja	Dounya
Weather	<i>Hava</i>	Hava	Havas
Gust	<i>Bora</i>	Bor	Bora
Square	<i>Meydan</i>	Mejdan	Meidani

4.15 Clothing And Finery, Fabrics, Leather, Rope, Embroidery And Accessories

English	Turkish	Albanian	Greek
Entari	<i>Entari</i>	Entari	Aderi
Socks	<i>Çorap</i>	Çorape	Tsorapi
Broadcloth	<i>Çuha</i>	Çuha	Tsuha
Bundle	<i>Bohça</i>	Bohçe	Bogos
Fistan	<i>Fistan</i>	Fistan	Fistani
Turban	<i>Sarık</i>	Sarrëk	Sariki
Vest	<i>Yelek</i>	Jelek	Geleko

4.16 Terms Of Medicine And Health, Human And Animal Limbs

English	Turkish	Albanian	Greek
Crippled	<i>Sakat</i>	Sakat	Sakatis
Syrup	<i>Şurup</i>	Shurup	Surupi
Syringe	<i>Şırınga</i>	Shiringë	Siriga
Pill	<i>Hap</i>	Hapje	Hapi
Crazy	<i>Deli</i>	Deli	Deliş
Asthma	<i>Astım</i>	Astmë	Astma
-	<i>Sedef</i>	Sedef	Sedefinos

4.17 Paint, Color, Fragrance And Cosmetic

English	Turkish	Albanian	Greek
Tin	<i>Kalay</i>	Kallaj	Kalai
Recina	<i>Recina</i>	Recina	Retsini
Varnish	<i>Vernik</i>	Vernik	Verniki
Paint	<i>Boya</i>	Bojë	Bogia

5. Conclusion

The Turks, Albanians and Greeks who lived next to each other in the history. They are influenced from each other and influenced each other in terms of the language and culture. During the Ottoman period, this interaction has occurred mostly Turkish and Turkish language influence on the others. In this interaction, many of Turkish words were transferred to Greek and Albanian. Turkish quoted words in Greek and Albanian moved to the Turkish culture to Greek and Albanian culture. In our study, 473 Turkish words with a common cultural value have been identified. These Turkish words are classified under the headings of culture and are given their spellings in Greek, Albanian and English. As shown in the above, the majority of the elements of Turkish cultural words in Greek and Albanian show that these nations have common values in many cultural fields.

These days which people are othering some people under the pretext of the smallest issues and people are increasing feelings of hatred, people should meet at least one of the commons and work to make the world a happy and peaceful. To accomplish this is not to be keeping alive some negative and false things in history but can be achieved with an emphasis on good things in history

In this subject all scientists should be in the role. Some inaccuracies in history are not related to nations but they should be given to person. These errors were usually made by those who have been living at the time administrators and intellectuals. In fact, they were also person and could make some mistakes. These mistakes should not cost a whole nation, they should not transformed into hatred between nations.

Instead of hatred, fights and war, some common features that arising from the partnerships with number of lives. These are the cultural, linguistic common features. The issue will serve two nations to approach and to love each other.

Pulling attention to the existence of a number of linguistic and cultural partnerships between the two nations will serve to keep alive the friendship between the two nations. This situation also will contribute to world peace.

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Methodical Aspects Applied into Teaching Motoric Activities to 10-15 Years Old Schoolchildren

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Abstract

Teaching motoric activities during the physical education classes comprises an important methodical aspect of the teacher's work, relying on the didactic principle of adjusting the teaching materials and means as well as the standards of the physical, intellectual and motoric abilities in children of different ages and genders. Being intimately aware of the realities in which the physical education classes take place in some of the 9-year-schools, in Elbasan Town, the object of our study and analyses have been the problems encountered with the methodical activities of the teachers instructing 10 – 15 age-group children, as in the following: The schoolchildren's role and their readiness in acquiring motoric activities. The constitution of the motoric wants and their relations with the structure of motoric activities. The psychological aspect of teaching motoric activities. Methods used in this study include surveying, observation, communication and measurements. Understanding and evidencing these problems will first of all, serve to teachers working with this targeted age-group of children as well as to the preparation of the physical education students at the Faculty of Education Sciences.

Keywords: methodical aspect, motoric activity, physical readiness, physical ability, motoric wants.

1. Introduction

Teaching motor actions to schoolchildren is a long and complicated process, requiring the involvement of both teachers and students and aiming to reach specific instructive, educative and health objectives. However, the success for a better acquisition of the curricula or the lack of success thereof, depends on providing certain conditions constituting the teaching process precursory "platform". Among other conditions we can mention the disposition of the teacher and students as well as the availability of the didactic and instructive means.

The teachers' general thought is that students are always inclined to learn. This assertion is true but with some exceptions. The observations, surveys and questionnaires used to understand the teaching –learning process in physical education classes show that the only students amply inclined to learn are the ones who have gained a *certain motoric experience*, have the proper physical development, be it cultivated or "nature-gifted", as well as demonstrate *obvious* and *affirmed* diverting interests to deal with physical exercises and sports. The greatest part of the students does not show to be willing to learn motor actions. In these terms, we can say that it belongs, first of all, to the physical education teachers to promote the students *physical, motoric and psychological readiness* to acquire new knowledge.

Teaching motor actions requires students to possess a certain level of physical qualities, (suchlike speed, deftness, strength and resistance). In terms of the teaching practices, prior to commencing the classes teaching motoric activities, teachers preliminarily try to understand the development level of the students' physical qualities, (however, studies show that only 40-50 % of teachers try to understand them). In cases the development level of the physical qualities is unsatisfactory, teachers plan more time and make more means available to help them acquire the proper physical preparation. In our schools this has been achieved during the classes' preparatory phase, during regular classes, by providing extracurricular assignments, (10% of the teachers manage to realize this aspect), as well as during other free time sports activities. Regarding the students' *motoric readiness*, surveys and observations to the teaching processes show that the level of acquisition of the motoric activities curricula depends in a great scale on the level of the students' formation as well as on the scale of their *orientation*. If they have sufficient and right perceptions of the main elements of the motoric activities, it will not be difficult for them to match motor actions introduced with their previous orientation base, (*selected synthesis*). The students' motoric perceptions take shape gradually during time their motoric experience increases. At the end of their school age, only children who have developed their experiences, in terms of performing motoric activities can exercise combined motor actions and their compound elements. (Dobler, 1961, Lewin, K, 1967). The rest of the children who cannot do those actions (50 – 60% of them), display non-sufficient motoric

experience and do not possess certain movements of motoric combination, during their school years. If on the contrary they have been object to the multi-annual and effective teaching of the motor actions they are able and inclined to fulfill the combinations of motoric exercises. (Schreiter, 1963, Blume, 1965). Psychological readiness makes up another aspect of the development methods in education at school. It presupposes the motivation of the students' motor actions, in their learning process. In the physical education, teaching process is successful when *reaching objectives* persist as *dominating motif* in the course of the exercising actions. However, the motives, (those with positive tendency), are not usually inherited by students, they are cultivated by since early childhood in their families and later on by their teachers. Teachers realize it by "*taking advantage*" to their cognitive, amusing, healthy and affirmative interests. The teacher should intend to link the realization of certain objectives not only with the students' narrow interests but even with the group ones. It is only by this way that teaching motives become dominant and motoric exercising renders conscious and active.

At the 9-year schools there are many examples encouraging teaching motives. In the races of sports activities among parallel classes and schools, the success of the group depends on the qualitative level of the acquiring motor actions by each single individual.

In order to ensure a sufficient level of the students' psychological readiness in the teaching process, the teacher selects certain motor actions having *stimulative scale* of difficulty and at the same time to guarantee their physical and health safety.

2. Results and Discourse

2.1 Role and the impact of the physical readiness in the qualitative acquisition of the motor actions.

10 yr-old students begin their fifth grade physical education class not only with specialist teacher but even with a series of changes in their bodily motoric system, in their physical physiological and psychological indicators. In Table 1.2, have been presented some of the main(average), physical and psychological indicators for the group-age of the 10 – 15 yr-old students.

The assessment of the students' physical growth has been done on the bases of the harmony among the main anthropometric indicators suchlike: the weight, bodily height, and the chest perimeter. As a rule, the students featuring average anthropometric indicators feature the physiological indicators and the physical and motoric abilities at the same level, too. The opposite occurs with students featuring under-average and lower indicators. The difference among the students with high physiometric indicators, and those with average level indicators varies from 11-32%, whereas the difference among students with average level indicators and the ones with lower level varies from 9 – 33%.

Their motoric experience, as compared to the first grade pupils (6 years old), is greater but is still continues to be insufficient as compared to the eighth grade students. In the years of the 9-year school cycle they learn more new motor actions in disciplines such as athletics, gymnastics as well as in other sports games. A natural question derives from all this: Do the 10 – 15 students have the physical readiness to successfully acquire the physical education curricula?

The observations made by us, (the leading pedagogue and the physical education students, Faculty of Education, "Aleksander Xhuvani" University) with some schools in Elbasan Town, divulge that there are some motor actions that students can be executed only in the conditions of a sufficient level of development in their physical abilities such as the strength, velocity, resistance, elasticity. A feature of the content of the physical education curricula for the V – VIII grade students are exercises with dynamic, kinematic, as well as mix ones, (dynamic-kinematic). The dynamic feature of motor actions is clearly reflected in the dominance of the strength features, (static, locomotor, velocity and the resistant strength) especially in athletics and gymnastics. In sportive games, there are, generally, mixed-structure motor actions, in which the physical abilities and kinematic elements (angles, amplitudes, rhythm, and trajectories) often are alternated with each-other, in the motion qualitative execution priorities, (Kacurri, A. 2000).

What are our data regarding the students' *physical readiness*? To answer those questions we should refer Table 3, which reflects the physical readiness average level data for the 10 – 15 age group students, according to the curricula disciplines expressed in %.

As data confirms, the students do not have the necessary physical readiness to acquire various motor actions qualitatively, which brings out the need for a differentiated treatment. More acute results are obtained regarding the physical preparations of V-grade students, since the number of the new motor actions, compared to the VI-VIII grades, is more numerous. Also, from our observations and conversations we have ascertained that there are many teachers who think (and act), that the motoric elements predicted by the V- grade curricula should be acquired within the same

academic year. This makes them to haste and pay more attention to the technique alone, while forgetting the physical preparation as well as the fact that the motoric elements further imperfection goes on gradually in the successive grades.

2.2 Formation of the motoric wonts and deftness and their relations with the structure of the motor actions.

The following have resulted from the observation of the teaching process regarding the formation of the students' motoric wonts and deftness:

First, the quality of perceptions regarding the goals and the ways to achieve them is conditioned by the level of the suitability of the motoric action to be taught.

In fact, the students' motoric envisioning are formed on the bases of the knowledge given by the teacher as well as their own experiences. Our observations show that in 40-50% of the cases, there exist no clear envisioning in the students' memory about the motoric tasks and the ways to resolve them. Among many cases we are bringing, as an instance, students who have never jumped over the vaulting horse, have never exercised on gym tools, (gym iron bars and parallels). The issue is more acute with the V-grade students, (partly with those of the other grades), who do not have correct envisioning for the greatest part of the motor actions, regarding the aim and the ways they should be executed.

What did we notice and how do our teachers resolve this problem in their daily practice? In order to make motoric tasks as suitable as possible, about 40% of them plan and realize differentiated motor preparation, by using exercises similar or approximate to the real ones or special exercises. In other cases which do not use this methodic choice, the students do not result to acquire motor actions effectively.

Second, in the first phase of the teaching process, the tests for the motor actions do not result to have the proper result. In most cases, such a result is for the second phase, as well and this is because students do not understand where the success of their efforts depends on, (what are the crucial elements and what ways the second-hand elements are connected to the execution of the motor actions). Especially for the V-Grades, for instance, it results that students cannot execute the backward somersault, because they do not know that rolling speed should increase too much while the bodily weight is transferred on the shoulders' horizontal axis. It has been noticed that, there is inconsistency among the verbal and concrete (visual), cognition, material cognition, (auxiliary exercises) and natural cognition (exercising), which brings a vague orientation base and makes up the cause the students cannot realize motoric tasks. In this aspect, there is no doubt that assistance provided by the teachers takes a crucial importance, in the form of *instructions* so that students strengthen their orientation base and realize their motoric tasks successfully.

2.3 The psychological aspects linked with the teaching of the motor actions.

Some of the most salient psychological elements observed in the teaching of the motor actions to 10-15 yr-old students is *the attention, remembering and motoric restraining* which comes as a consequence of the protective reflexes. These psychic phenomena, which emerge in different levels and ages, condition the differentiation in teaching motoric motions. The physical potential is conditioned by the psychical condition. (Antonelli, Salvini, A., 1989). To this regard the following cases are presented:

First case: control of the motoric objects and situations by the students.

The experienced teachers know that the difficulties of accomplishing the motoric tasks depend on the volume of the objects and situations students are faced with. These are psychical operations requiring optimal levels of attention's *dispersal and mobility*. It results from our observations that 30-40% of the students are able to consciously control all the motoric elements. What are the ways out teacher act during the teaching process? They divide exercises in logical sequences, teaching them one at a time. Then they make their gradual unification until the motor actions have exercised as a whole. At first sight it looks right but it is noticed that there are many students who cannot perform them correctly. The main cause is that teachers haste to teach the whole set of the elements making their possession very difficult.

Second Case: volume and the speed of information.

The suitability of the motoric task depends too much from the volume of its compound elements. This volume is consequently linked with the students' ability to memorize only the optimal portions of this information. The answer is product of limited *situation analyses* (Sabiene, F., Rossi, B., Cortili, G., 1986). For the beginners, the information analyses take longer to be perceived and understood, only to be gradually improved while the motoric experiences increase.

Our observations show that despite age, gender and the lack of experience, our teachers are oriented solely by

using their intuition. So, i.e. the long jump with 2 – 3 steps run than with 4-6 steps actually serves to increase the speed of the neuro-muscular sensitivity but not to the attention dispersal into its compound elements. Here the differentiation is almost absent.

Third case: protective reflex and the motoric refraining.

In the physical education curricula there are such motor actions as jumping over the vaulting-horse, exercises in gym tools, etc, bearing even the risks of physical safety. Sensing the risk makes up the main cause generating self-protective reflexes, the result of which are awkward motions to slowdown and even to complete interruption. The students' learning suitability for exercises is significantly low in cases when risk presence is increasing in them. What results from our observations to the teaching classes is that most of the teachers do not pay the proper attention to this problem. In all cases when they have increased efforts to minimize the unsuccessful motor actions and have increased the safety conditions, the students have accomplished their motoric tasks more correctly.

3. Conclusions and Recommendations

1. The successful teaching of the motor actions depends on both the teachers and students' cooperation, aiming to achieve teaching, educating and health objectives of the curricula.
2. Being successful in acquiring the curricula motoric tasks depends on the teachers and students' readiness as well as on the availability of the didactic and teaching means. The methodic and organizing progress of the classes should secure the students' physical, motoric and psychological readiness.
3. The observations accomplished to the physical education classes testify that teaching and acquiring motor actions requires a sufficient level of physical abilities. This is the reason why the teachers should plan, time and again, a period of time to be dedicated solely to the students' preliminary physical preparation, so that they acquire the necessary minimum of their physical readiness. .
4. The students' motoric preparation should suit to the specific features of the motor actions so that they understand the logic of the motions and focus their attention on the main points of their successful execution.
5. Checking the objects of motoric situations and the speed of information depends too much on the level of the students' psychomotor abilities whereas the protective reflexes depend on the scale of getting impressed and the safety during the execution of the motor actions.
6. We believe that identifying, understanding and discussing the problems presented in this study will serve the physical education teachers in 9-year schools in their didactic process as well as to the students of this profile at the Faculty of the Education Sciences in the course of their work in the future.

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Table No.1 Indicators of the Physical Growth in 10 – 15 yrs-old Children (average)

Age (yrs)	Boys			Girls		
	Weight	Height	Chest Perimeter	Weight	Height	Chest perimeter
10	28,5	128,8	63,2	30,4	128,1	62,5
11	33,1	138,2	67,1	33,7	137,2	66,1
12	35,8	141,3	68,2	35,1	142,1	67,6
13	37,2	144,1	69,4	37,1	145,3	69,4
14	38,6	149,0	71,3	39,6	149,6	71,9
15	48,0	157,7	77,1	48,5	156,7	78,5

Tabela No.2 Frekuenca e pulsit të nxënësve 10 – 15 vjeçarë (në 1 minutë)

Age (yrs)	Boys	Girls
10	87	94
11	84	95
12	86	92
13	83	91
14	85	90
15	83	89

Table No. 3 The average Level of the Students' Readiness, Grades V – VIII (according to specific disciplines %)

Curricula Disciplines	Grades							
	Boys				Girls			
	V	VI	VII	VIII	V	VI	VII	VIII
I .Athletics								
1. Running	70	75	80	90	80	75	50	40
2. Jumping	20	30	55	60	50	60	40	40
3. Hurling	10	30	60	70	10	20	40	50
II .Gymnastics								
1. Acrobacy	50	60	65	70	80	75	60	50
2. Tool Exercises	-	-	10	20	30	40	30	35
3. Jumping	30	40	50	60	15	20	30	30
III .Sport Games								
1. Basketball	70	75	80	85	50	50	60	70
2. Volleyball	-	-	10	20	-	-	10	20
3. Handball	50	60	70	80	50	50	60	60

Migration and Educational Situation in Social Geographic Area of Lapraka

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Abstract

Physical-geographic and social economics conditions have made Tirana too attractive for the population of different territories of our country. Eleventh unit is chosen for living by incomers due to the appropriate regional position, due to free existing areas and also lower rents ect. This is the main reason why the population number is increased every year indicated by natural increase and migratory movements. Also in this unit, the increase of population's number is associated with numerous social and economic problems. Multiple arrivals of the population and their concentrations in the eleventh municipal unit are not associated with the establishment of educational facilities for which the locals need. Normal conditions of housing and infrastructure enhance the quality of citizen's life and thus facilitating contribution to sustainable development. Community participation in everyday activities is essential for living. Very helpful in this direction are the degree of education and training to individuals, as for the ordinary citizens and members of the community as well as the professionals. The education is the right way to stay away from the poverty, and the book is the right choice to follow this way. So the education is the main factor for a long term sustainable development. Progress in education affects the growth of the level of emancipation of society, contributes to the perfection of the powers of the active population, reduction of morbidity, mortality, and in fertility reduction coefficient. It is the duty of all levels governance to not allow the degradation of the situation to the point that people lose hope to improve their children's lives.

Keywords: Structure of the population by educational attainment, illiteracy, summer camps ect.

1. Hyrje

Tirana e pas viteve 1990 ishte e papërgatitur për të përballuar ndryshimet e mëdha politike, sociale dhe ekonomike dhe sot mund të thuhet se Tirana është qyteti i kontrasteve të mëdha, ku përballen dhe qëndrojnë bashkë, pasuria dhe varfëria, dituria dhe padituria, përkrahja dhe përjashtimi social. Tirana e parë në një këndvështrim ekonomik, social, kulturor dhe arsimor është një qytet heterogjen. Varfëria, papunësia, droga, fëmijët në rrezik, prostitucioni, dhuna në familje, braktisja e të moshuarve janë probleme të dukshme dhe në rritje me të cilat duhet të përballet qeverisja vendore në Tiranë.

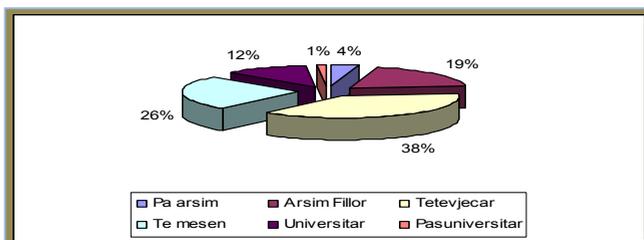
2. Migrimi dhe Situata Arsimore- Sociale ne Hapësiren Sociogeografike të Laprakës

Kushtet e favorshme fiziko- gjeografike dhe social-ekonomike e kanë bërë Tiranën kaq atraktive për popullsinë e trevave të ndryshme të vendit tonë. Hapësira sociogeografike e Laprakës është përzgjedhur për banim nga të ardhurit, për shkak të pozitës së përshtatshme rajonale, për shkak të ekzistencës së sipërfaqeve të lira toke, për qeratat e ulta. Në Njësinë Bashkiake 11, numri i popullsisë ka ardhur duke u rritur nga viti në vit, e ndikuar nga shtimi natyror ashtu edhe nga lëvizja migratore. Integrimi i popullsisë së re me atë ekzistuese në Njësinë Bashkiake 11 konsiderohet një fenomen normal dhe relativisht i shpejtë për vetë faktin se të ardhurit përbëjnë rreth 75% të popullsisë së njësisë, ngaqë hasen me të njëjta vështirësi jetese, ata vlerësojnë përballimin së bashku të kësaj situatë si rrugën më të mirë. Rritja e numrit të popullsisë, në këtë njësi është shoqëruar me probleme të shumta ekonomike, sociale e arsimore. Njësia Bashkiake 11 ka numrin më të vogël të personave me shkollë të lartë dhe me studime pasuniversitare, përqindjen më të lartë e zënë personat me shkollim nëntëvjeçar. Vitet mesatare të shkollimit për personat 25 vjeç e lart, në Njësinë 11, sipas të dhënave nga anketimet rezultojnë rreth 9 vjet, ku vitet mesatare të shkollimit për banorë në qytetin e Tiranës janë 10.4 vite (INSTAT 2001). Nga studimet e mëparshme ka rezultuar se sa më i lartë niveli i shkollimit, aq më e vogël rezulton papunësia. Madje në ato njësi bashkiake ku niveli i shkollimit është më i lartë, punësimi i përkohëshëm është më i ulët. Sipas regjistrimit të popullsisë dhe banesave 2001, rezultoi që Njësia Bashkiake 6 dhe ajo 11 ishin më problematike për përsa i takon viteve mesatare të shkollimit për personat mbi 15 vjeç, duke qënë nën nivelin mesatar të këtij treguesi për qytetin më shumë se njësitë e tjera.



Grafiku 1 : Vitet mesatare të shkollimit për popullsinë mbi 15 vjeç, sipas Njësive Bashkiake, 2001 *Burimi (INSTAT 2001)*

Po këto njësi karakterizoheshin nga një përqindje e lartë e personave me arsim tetëvjeçar, gjë që padyshim ka ndikuar në treguesin e viteve mesatare të shkollimit. Nga anketimet e kryera, për njohjen e situatës 10 vjet më pas rezultojnë se përqindja më e madhe e popullsisë mbi 25 vjeç i përket kategorisë së arsimit tetëvjeçar.



Grafiku 2. Popullsia 25vjeç e lart sipas nivelit arsimor në Njësinë 11, 2011 *Burimi (Anketimet 2011)*

Lëvizja e madhe e popullsisë, krijimi i zonave të reja urbane, shtimi i numrit të popullsisë, emigrimi, kanë bërë të mundur rritjen çdo vit të numrit të nxënësve, rreth 2000 në vit (Zyra e Përkujdesit Social, Bashkia Tirane), gjë që shtrton domosdoshmërinë e përmirësimit dhe të kompletimit të infrastrukturës arsimore për të gjithë nivelet. Zona e Njësive Bashkiake 11 ka 4 çerdhe me 219 fëmijë, 4 kopshte me 597 fëmijë, 5 shkolla 9-vjeçare me 5 390 nxënës dhe 1 shkollë të mesme me 5 390 nxënës. Bashkia e Tiranës me fondet e kredisë CEB, po ndërton një shkollë të re të mesme në Lagjen Bregu i Lumit. Aktualisht, gati të gjitha godinat e kopshteve dhe shkollave të kësaj njësie janë rikonstruktuar dhe pajisur me orë të reja. Shkolla e mesme e Bregut të Lumit s'ka përfunduar dhe s'është akoma në gjendje funksionimi e përdorimi, ndërsa në shkollën "Ahmet Gashi" para shumë vitesh është bërë thjesht një rikonstruksion i jashtëm i godinës. Shkolla funksionon me dy turne dhe nga Drejtoria e Higjenës është kërkuar mbyllja e saj, pasi nuk plotëson kushtet minimale për mirëvajtjen e aktivitetit mësimor. Tashmë, godina i është nënshtruar një rikonstruksion të plotë dhe mësimi në vitin akademik 2013-2014 zhvillohet në shkollat fqinjë. E vetmja shkollë e mesme është shkolla "Aleks Buda", që u përfundua më 25 nëntor 2005, një dhuratë e qeverisë italiane. Duke qënë shkolla e vetme e mesme e Njësive s'është në gjendje të përballojë numrin e madh të nxënësve dhe funksionon me dy turne. Numri më i madh i mësuesve që punojnë në këto shkolla, çerdhe e kopshte i përkasin Njësive 11, por kemi edhe shumë mësues nga njësitë e tjera si Njësitë 9, 7, 10.



Foto 1. Shkolla "Ahmet Gashi" dhe Shkolla "28 Nëntori"

Çerdhja 11 "Fluturat" është në kapacitete të limituara, për shkak të zënies së godinës nga një familje dhe nga vetë administrata e Njesisë 11. I vetmi rikonstruksion që i është bërë godinës në vitin 2002 i përket murit të jashtëm të saj. Problemi kryesor që haset në çerdhet e Njesisë është aspekti arsimor i edukatoreve, ku një pjesë e madhe e tyre nuk e kanë arsimimin përkatës, shkollën e mesme të Mjeksisë për ndihmës-mjeke.

VITI 2007-2008	Nr. i objek. Arsimore	Emërtimi i objektit	Nr. i kl. / gr.	Nr. i dhomave	Nx. gjithsej	Nr. i mësuesve	Nr.mes. i nx./ klasë
	4 Çerdhe		Çerdhe	8	8	219	25
		Nr. 11	2	2	53	7	20
		Nr. 30	3	3	96	10	20
		Kodër Kamëz	2	2	46	4	30
		Bregu Lumit	1	1	24	4	60
4 Kopshte		Kopshte	16	16	597	21	37
		Nr. 14	3	3	160	7	51
		Nr. 28	4	4	157	4	37
		Bregu i Lumit	5	5	150	5	31
		Kodër Kamëz	4	4	130	5	33
5 Shkolla 9-Vjeçare		Shk. 9 vjeçare	172	110	5,390		32
		28 Nentori	38	36	1,151	51	30,2
		Ahmet Gashi	30	20	909	42	31
		S. Luarasi	23	13	752		32,7
		Isa Boletini	43	22	1,469		34,9
		Kolë Jakova	38	19	1,109		29
		Shk.e Mesme	70	37	1,565		44
1 Shkollë e Mesme		A. Buda	34	22	1,565	48	43,4
		Bregu Lumit	36	15			

Tabela 1. Infrastruktura arsimore në Njesisë 11 *Burimi*. Drejtoria arsimore rajonale Tiranë

Shumë fëmijë janë të ekspozuar ndaj papunësisë, dhunës brenda familjes, braktisjes së shkollës, punësimit tyre. Prandaj ata detyrohen të braktisin shkollën. Gati të gjithë fëmijët të cilët braktisin ciklin e ulët dhe nuk rikthehen në shkollë mbeten me siguri analfabetë. Prezenca e 1034 fëmijëve analfabetë në kryeqytet flet për atë që analfabetizmi, i konsideruar i zhdukur në Shqipëri, tashmë është rishfaqur (Zyra e Përkujdesit Social, Bashkia Tiranë). Braktisja e shkollës shoqërohet me efekte negative afatgjatë, ndaj kërkohet të njihen e vlerësohen me realizëm, për të nxitur marrjen e masave të shpejta e rezultative, duke i mbështetur me projekte social-arsimore, për këto arsye është e domosdoshme ndërhyrja me projekte social-arsimore të veçanta për çdo Njësi Bashkiake

Në vitet 2005- 2007, Bashkia e Tiranës ka financuar hapjen e shkollave verore, në të cilën janë integruar edhe fëmijët që braktisin shkollën. Në tetë shkollat ku u aplikua hapja e shkollave verore janë identifikuar rreth 204 fëmijë analfabetë. Shkolla "Isa Boletini" (Njësia Bashkiake 11) ka numrin më të madh të personave analfabetëve, (76 persona, në moshën 10-20 vjeç).

Numri i përafërt i analfabetëve në Njesisë 11 është 132 persona nga këto 19 të grupmoshës deri në 10 vjeç, 65 të grupmoshës 11-15 vjeç, 46 persona të grupmoshës 16-20 vjeç dhe 2 persona të grupmoshës mbi 20 vjeç. Mbi 85% e nxënësve të Njesisë Bashkiake 11 janë të ardhur nga zonat verilindore, pas vitit 1990. Familjet e tyre mbartin probleme të thella sociale - ekonomike. Disa nga arsyet e mosfrekuentimit të shkollës gjatë anketimit u përmendën: arsyet ekonomike, mentalitetin, arsyet familjare. Që nga viti 2005 janë zbatuar programe financiare lehtësuese për fëmijët që jetojnë në familje me të ardhura të pakta, të cilët frekuentojnë çerdhet dhe kopshtet e qytetit të Tiranës, duke përfutur reduktim të plotë ose të pjesëshëm të tarifave mujore për shërbimin në çerdhet dhe kopshtet publike. Nëpërmjet këtij programi i ofrohet mbështetje financiare familjeve në risk si; nënat kryefamiljare, vajzat –nëna, fëmijët me aftësi të kufizuar fizike dhe mendore dhe fëmijët e familjeve ku kryefamiljari është me aftësi të kufizuar. Gjatë vitit 2007, në çerdhet dhe kopshtet e Njesisë Bashkiake 11 kanë përfutur gjithsej 20 fëmijë, nga të cilët 17 në çerdhe dhe 3 në kopshte, ndërsa në shkollë kanë përfutur 28 nxënës nga të cilët 23 frekuentojnë shkollat 9-vjeçare dhe 5 nxënës që frekuentojnë shkollën e mesme. Përmes projekteve të tillë, që janë të shumtë synohet të realizohet krijimi i modeleve alternative për plotësimin e arsimit të ciklit të ulët, eliminimi i analfabetizmit në qytetin e Tiranës, duke siguruar integrimin

e fëmijëve në nevojë, fëmijëve të ardhur, romë dhe egjiptianë në shkollat verore.

Tabela 2. Numri i analfabetëve në disa shkolla në Tiranë *Burimi.* Drejtoria arsimore rajonale Tiranë

	Emri i shkollës	Njësia Bashkiake	Gjithsej analfabetë	Analfabetë	sipas	Grupmoshës	Mbi 20 vjeç
				Deri ne 10 vjeç	11-15 vjeç	16-20 vjeç	
1.	Kolë Jakova	11	47	4	29	12	2
2.	Qazim Turdiu	11	9	3	2	4	-
3.	Isa Boletini	11	76	12	34	30	-
4.	Dhora Leka	7	-	-	-	-	-
5.	Vasil Shanto	5	-	-	-	-	-
6.	Ibrahim Brahja	2	10	-	-	8	2
7.	Lasgush Poradeci	6	13	1	5	7	-
8.	Hasan Prishtina	3	49	3	11	34	1
	Totali		204	23	81	95	5

Problemi i mungesës së institucioneve arsimore vlerësohet nga shumë sipërmarrës si një mundësi e mirë investimi dhe aktiviteti në këtë fushë. Këtu hasen shumë shtëpi banimi që janë kthyer në kopshte e shkolla private, si Kolegji "11 Janari" në rrugën e "Durrësit", kopshte si kopshti "Topoxhixho", "Gërëzat" në rrugën "Pandi Dardha", kopshti "Kristal" në rrugën "Lord Bajron" etj. Në Njësinë Bashkiake 11 ushtron aktivitetin dhe Qendra sociale "Don Bosko" në rrugën "Don Bosko" që është shkollë profesionale dhe e mesme e cila frekuentohet kryesisht nga nxënës të ardhur nga krahina të ndryshme të vendit. Përmirësimet në infrastrukturën e shërbimeve që lidhen në mënyrë të drejtpërdrejtë ose jo me arsimimin e popullsisë i shërbejnë përmirësimit të situatës në tërësi dhe të ardhmes. Kështu, në territorin e kësaj njësie ndodhet *Biblioteka* numër 7, në rrugën "Lord Bajron". Ambientet e bibliotekës janë në katin e parë të një pallati. Biblioteka është në funksionim. Ambienti, që kur është ndërtuar nuk është rikonstruktuar ndonjëherë. Është aset i Bashkisë dhe ka sipërfaqe 134,1 m². Ambientet përbëhen nga 5 mjedise të gjëra për sallë leximi, mjedis për fondin e librave. Tani, ajo ka një fond prej 4500 librash me 228 lexues me kartelë. Salla e leximit është e pashfrytëzueshme nga amortizimi i tejskajshëm i pajisjeve. Nga rikonstruksioni i saj përfitohej edhe mjedise të tjera ndihmëse për një fond prej rreth 25.000 librash.

Në Njësinë Bashkiake 11 zhvillon aktivitetin sportiv "Shoqata Sportive Lapraka" që është në të gjitha aktivitetet futbolistike që nga moshën 10-18 vjeç, si dhe me vendim të Këshillit Bashkiak është krijuar ekipi i futbollit "Lapraka 11", që do të marrë pjesë në kategorinë e tretë.

Kinema "Lapraka" është vendosur në katin e parë të një pallati në rrugën kryesore. Aktualisht është jashtë funksionimit.



Foto2. Kinema "Lapraka"

Kërkesat për shërbime sociale për një popullsi me karakteristika dhe nevoja kaq të ndryshme janë shumë komplekse dhe specifike në llojin e tyre. Aktualisht sot në Tiranë operojnë gjithsej 59 qendra sociale nga të cilat 4 publike dhe 55 private, të cilat ofrojnë shërbime sipas problemeve dhe fushave specifike të ndërhyrjes, të cilat janë si më poshtë;

1. Qendra sociale që ofrojnë shërbime për fëmijët.
2. Qendra sociale që ofrojnë shërbime për gruan dhe familjen.
3. Qendra sociale që ofrojnë shërbime për moshën e tretë.
4. Qendra sociale që ofrojnë shërbime për të rinjtë

5. Qendra sociale që ofrojnë shërbime për aftësinë e kufizuara

Qendra sociale	Njësi Bashkiake										
	Nr.1	Nr.2	Nr.3	Nr.4	Nr.5	Nr.6	Nr.7	Nr.8	Nr.9	Nr.10	Nr.11
Q.S.F	0	4	0	3	4	2	3	0	2	1	1
Q.S.G.F	0	1	0	0	3	0	3	0	1	2	0
Q.S.M.T	0	2	0	0	3	0	3	0	1	1	0
Q.S.R	0	4	0	0	3	0	1	0	3	3	0
Q.A.K		1				1	1		1	1	
Total	0	12	0	3	13	3	11	0	8	8	1

Tabela 3. Paraqitja tabelare e qendrave sociale sipas Njësie Bashkiake *Burimi.* Drejtoria e përkujdesit social, Bashkia Tiranë, 2010

Qendrat sociale private ofrojnë një numër të madh shërbimesh, të cilat nuk janë të shpërndara në mënyrë të drejtë dhe sipas nevojave. Kjo ka ardhur si pasojë e mungesës së orientimit, si dhe për arsye të mundësive për marrjen e ambienteve me qira. Sic shihet dhe nga paraqitja tabelare në Njësinë Bashkiake 11 vepron vetëm Qendra Ditore/Semi-rezidenciale për Fëmijët e Rrugës, që është e vendosur në Ndërmarrjen Metalike "Tirana" me një sipërfaqe totale 1100 m², ku sipërfaqja e përdorur për qendrën është 607 m². Qendra ditore/rezidenciale ofron shërbime integrale dhe rehabilituese për fëmijët e rrugës. Në këtë qendër trajtohen rreth 300 fëmijë të moshës 0–18 vjeç. Kategoritë e fëmijëve të rrugës që përfshihen janë: fëmijët që lypin, fëmijët që punojnë, fëmijët që rrezikojnë të braktisin shkollën etj. Qendra rezidenciale është gjithmonë në pritje të fëmijëve të braktisur apo të dhunuar dhe i akomodon fëmijët deri në gjetjen e një alternative më të mirë për mirërritjen e tyre. Shërbimet që ofrohen janë shërbime: këshillimi, edukimi, higjieno-sanitare, shëndetësore dhe psiko-sociale në rastet e abuzimeve të rënda.

Tek potenciali human, që është i pranishëm në këtë njësi vlerësohet veçanërisht pjesa e konsiderueshme që zë popullsia në moshë të re, e cila është e interesuar për një të ardhme sa më të mirë. Nëse këtyre njerëzve do t'u ofrohen mundësi më të mira, arsimit dhe punë, ata do të luajnë rolin parësor në ecurinë e zhvillimeve të ardhshme.

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Organization of the Learning Process and Motivation of the Students by their Teachers' in Educational Institutes

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Abstract

Motivation of the students by teachers during the learning process is an important aspect of mutual interest to students and teachers. The teacher as a relevant factor in the learning process, with his presentation and dedication, makes students become motivated for cooperation and involvement throughout the learning process, making clear, stimulate and encourage them in terms of analysis and critical thinking and profit sense of confidence. The research aimed to study and to reflect the attitudes of students and some of their opinions toward the organization of the learning process and toward the ability of teachers of motivating them to be active and interested throughout the learning process, and to compare estimates of the attitudes of high school students in two different municipalities. Research question of the study was: How do students estimate the organization of the learning process and teachers' engagement towards raising their motivation to participate actively in the learning process? Do we have differences in students' attitudes? Among the techniques that were applied in this study was the survey, which was conducted through a questionnaire for students. Analysis of the data from this survey indicates a low level of awareness of the teachers' for their motivational and supportive role they can have during the learning process. The data obtained from this study will probably lead us to increase the awareness of teachers to make efforts to encourage students to independent work skills, develop critical thinking and sense of self-confidence by creating cooperation, respect, and stimulation, and as the primary to estimate truly based on understanding of the ability of students to analysis that leads to their motivation to participate for the entire teaching process in the future for a better quality of effective learning.

Keywords: students' attitudes, teachers, high schools, motivation, learning process.

1. Entry

Student motivation for learning is a very important aspect which occupies a special place in the educational work of teachers. Increasing student motivation depends mainly on ways of bringing innovation by the teacher during the learning process, with a change of teaching, systematic and realistic assessment, stimulation of student abilities and skills, gaining confidence and mutual respect.

So as a key factor in raising student motivation is the teacher, where "His role and function today is a source of knowledge, transfer of knowledge, student coach, guide, spotter, instigator, consultant, assistance, heuristic." (Murat, 2005:5). We should see the need for possible changes, namely the teacher is the one who should be working to come up to change, creating enough space to students, so that students think critically, analyze and respect others opinion. Dedication to the students' attention, the personality respect and the creation of persuasion to judge us and credibility are some parameters that engage the interest of students to work actively throughout the learning process. "Self trusting is the basis of creation of the mood and receiving students' attitude in learning. The aim of this strategy is to support the students build confidence and trust in themselves for to effectively work in teaching "(Musai, 1999:743).

Based on daily school life especially in motivating students and increasing interest to learn, a greater commitment from teachers is required, to take concrete steps in finding the best possible ways to encourage and motivate students in order to increase interest in learning.

2. Methodological Organization of the Study

2.1 Aim of the study

The purpose of this study was to study and reflect the attitudes of students and some of their opinions towards the organization of the learning process and the commitment of teachers to motivate students to be active and interested in learning during the whole learning process, and to compare evaluations of the students' attitudes to school in two different municipalities.

2.2 Research questions of the survey

Research questions of the survey were:

1. How do students evaluate the education process and teachers commitment towards raising their motivation to participate actively in learning?
2. Do we have differences in students' attitudes?

2.3 Objectives of the study:

1. To analyze, compare and point out the opinions and attitudes of students toward engaging teachers towards their motivation for learning.
2. To provide recommendations to raise the awareness and readiness of teachers for possible changes, for flexibility by creating enough space for students to analyze, think critically and raise interest in finding different ways of communication.
3. Critical review of the literature

Numerous researchers in their general thoughts see the teachers as a relevant factor which with his work and his actions helps in increasing the motivation of students to participate actively in the learning process, so to be a subject in it. Teachers are those who:

With a good governance, mutual cooperation, guidance and encouragement of students, the teacher creates the proper conditions for them to act as a subject in school, in learning. "(Murati, 2004:440)

Also, the support and stimulation of students by teachers is an important prerequisite which affects in increasing the motivation and growth indicator of their interest in learning. According Jashari (2005:104),

Teacher should support students, to know precisely when to help and when to criticize or extol them in order to motivate them. When their progress is remarked then the teacher should allow carry them forward and to have privileges.

Shpend Rukiqi, says that "The teacher must be ready at any moment to show the student's journey. In other words to show up till where he has reached and how much he has to do "(Rukiqi, 2012:98). Musa (1999) in his book "Psychology of Education" describes "Knowing the result promotes learning." When the subject is known by the results it achieves, favours any kind of learning process.

So, recognition of the result, promotes positive energy to the students encourage that he from his side responds the feedback information to advance the learning process "(Musai, 1999:743). Thus, Kraja (2009) states that: "Motivation belongs not only to students but also to others. Students feel the weightiness of the note. (Kraja, 2009:330).

With a critical analysis of relevant literature, we see that the teacher is the relevant factor and influential in raising the motivation of students, who without a good management of the learning process and with stimulation, realistic assessment, support the creation of the trust would not create incentives and encourage student interest for that subject.

3. Research Methodology

This study was conducted in two secondary schools in different cities, Gjilan, Kamenica, where the attitudes have been reflected and students' opinions were taken of school students in research. In the survey a total of 320 students participated. Among the techniques applied was the survey, which was conducted through questionnaire.

The questionnaire contained 24 questions designed by the Liker level; I strongly disagree, I disagree, I agree and I strongly agree and closed questions. We asked some participants in the study to give some of their opinions on certain issues which they feel should be discussed.

1. Data, analysis and interpretation of the data obtained during the research. The table shows the total number

of students.

No	Main Findings	I totally disagree		I disagree		I agree		I totally agree	
		St.	%	St.	%	St.	%	St.	%
1	Teachers give us explanations and collaborate in the learning process	84	26.2	117	36.6	78	24.4	41	12.8
2	Teachers give us enough time to think about the answer	72	22.5	115	35.9	89	27.8	44	13.8
3	Teachers give us the opportunity to question, discuss, express freely our opinions	79	24.7	122	38.1	93	29.1	26	8.1
4	Teachers pay attention to all students and does not discriminate	67	21	121	37.8	68	21.2	64	20
5	Teachers do not help enough students who have learning difficulties	28	8.7	72	22.5	134	41.9	86	26.9
6	Teachers during the evaluation are affected by other teachers grades and this makes us disappointed	38	11.9	99	30.9	118	36.9	65	20.3
7	Teachers evaluate based on sympathy, recognizing family and going to their private courses	53	16.6	74	23.1	117	36.6	76	23.7
8	Teachers behave well, are realistic during the evaluation and this motivates us	61	19.1	123	38.4	100	31.2	36	11.2
9	Teachers make learning attractive by bringing innovation to encourage us more in learning	82	25.6	122	38.1	86	26.9	30	9.4

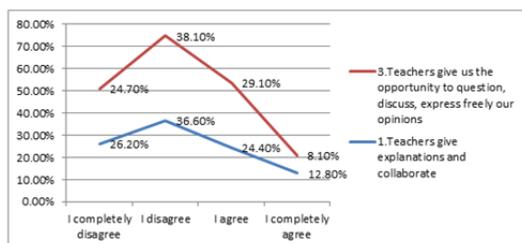
Table 1 Data summarized on students' perceptions toward their motivation by teachers The Legend: St-Student

From the analysis of data presented in the table above we note that in general students are not satisfied with the commitment of teachers in motivating them for an effective learning and have differences between responses to the findings given in the table. In this table are presented some data from survey questions, which will be interpreted and reflected graphically.

In the question 1: the teachers give us explanations and cooperate in during the lesson. Of the 320 participating students in the research 84 or 26.2 percent of them had said that they completely disagree, 117 or 36.6 percent of them responded that they do not agree what we note that 62.8 percent of them are not satisfied with the cooperation of teachers during the teaching process. Teachers as a leading player in the development of the learning process should create a positive working atmosphere in the classroom, cooperating with the students so it would increase the interest of students for learning and at the same time it would increase the students' success.

In the question 2: Teachers give us enough time to answer. About 58.4 percent of the students or 187 of them completely disagree and disagree with the opinion that teachers give them enough time to answer, while 133 or 41.6 percent think otherwise.

Graphic 1: Graphic presentation of the summarized data on student perceptions in % over cooperation, explanations, possibility of the questions, discussion and expression of opinions



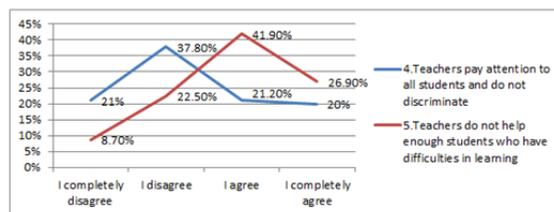
In the question 3: Teachers give us the opportunity to ask, discuss, and express our opinions freely. A considerable number of 201 students or 62.8 percent of them do not fully agree or disagree with this statement, while 119 of them or 41.2 percent completely agree or agree that teachers give the opportunity to engage in the learning process.

Giving the opportunity to question, discuss and express opinions by teachers increases the students' motivation to be active participants in the learning process and also they are given a positive energy to further interest in learning. The teacher is the one who creates a warm climate in the classroom by giving students the opportunity to ask, discuss freely so to students inspires a supportive and motivating thought.

In the question 4: Teachers pay attention to all students and do not discriminate. The majority of students participating in research 188 or 58.8 percent of them completely disagree and disagree, that teachers pay attention to all students and does not discriminate, while 132 of them or 41.2 percent deny such a thing. From this we see that there is a belief among students that teachers' attention to all students is lacking and that there are differences by them. Differences and not focused attention to all students affects their motivation to learn anything, they feel disappointment in their depth, and the breaking of their personality. So teachers need to devote attention to all students and not differ in order to make everyone feel equal.

In the question 5: Teachers do not help enough students who have difficulties in learning. Based on the results presented in the table, 100 students, or 31.5 percent of them completely disagree and disagree, while 220 students or 68.5 percent of them deny such a thing. Teachers as designers of the learning process should provide assistance to these students so that to them he inspires hope and a greater interest for an effective and qualitative learning.

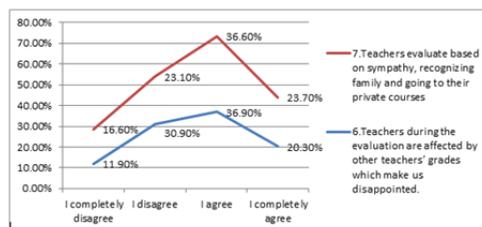
The following graph presents the percentage differences in the level of compliance.



Graph 2: Graphic presentation of the data on students' perception in % over the dedication of attention to students.

In the question 6: Teachers during the evaluation are affected by other teachers' grades which make us disappointed. 137 students or 42.8 per cent of them responded with strongly disagree and disagree, while 183 students or 57.2 percent of them said that they agree and fully agree that teachers evaluate based on other subjects grades. This shows that still lacks ethics of appreciating by teachers and that evaluation should not be based on the others evaluation, but based on the student's abilities he possesses.

In the question 7: Teachers evaluate based on sympathy, recognizing family and going to their private courses. Based on data derived we note that 127 students or 39.7 per cent of them were for alternative strongly disagree and disagree while 193 students or 60.3 per cent were expressed against. A high percentage indicates a thoughtlessness work of teachers. Teachers should be aware of the consequences that their wont brings to students, especially in the emotional life and development of their personality and disinterest in learning. The following graph shows the differences in the level of compatibility.



Graph 3: Graphic presentation in % of the data on perception of the student over evaluation.

Teachers behave well, are realistic during the evaluation and this motivates us.

From the data derived we note that, 184 students or 57.5 percent of them completely disagree or disagree, while 136 students or 42.4 percent of them agree and completely agree. These data highlight the teachers as bad evaluators, with not good behavior, not motivational to students, which creates a sense of dissatisfaction and interest for effective learning.

Teachers make learning attractive bringing innovation that encourages us to learn more. Of the total number of students participating in the research 204 or 63.7 per cent were of the opinion that teachers bring innovation in teaching which the conduct of innovation, the incentive of creativity, would encourage more their interest in being active part during the learning process.

3.1 Students' opinions

- I do not like the biology teacher, because she misbehaves with us, ask us difficult, requires a lot from us, during the evaluation she ask the lessons which we were previously estimated with, asks from us to say lessons the same as in the book, she is boring, she just explains and does not make the lesson interesting.
- We have teachers who do not help students who have "learning difficulties", they work only with the same students, do not give us the proper clarification, they criticize us.
- Very few teachers behave well with us, are willing to help us, try in every way to make the process learning interesting, understand us, does not discriminate students, call us in names, and this prompted us to love at every care courses and learning process.
- There are some teachers that give us notes every hour just to keep quietness in the classroom, and it makes the class monotonous.
- Teachers are not to blame, we students are not interested in learning, we make noise, do not listen to teachers, they do not have concretization equipments for science subjects, we do not have laboratories so that teachers are forced to explain, then the number of students in classes is very large and it is impossible to evolve the lesson.

4. Conclusion and Recommendations

Analysis of the data from this survey indicates a low level of awareness of the teachers for their motivational and supportive role that can play during the learning process. Based on the survey data we see that students do not appreciate the commitment of teachers to raise their motivation in participating actively in learning and in organization of the learning process. There is still the traditional way of teaching, but we should not always blame the teacher, but we should take into account the conditions in which he works and operates. Comparing the perceptions of students from both schools have noted that we do not have differences in their responses. Based on the perceptions of students, teachers are not sufficiently involved in the process of teaching; they are not cooperative and supportive, lack of teaching methodology because bringing innovation in learning and their actions increase to student the motivation and interest to be active during the learning process. So that all teachers should make maximum effort to satisfy the needs of students, to be more cooperative, to evaluate based on analytical skills, critical thinking and on skills of the students, to stimulate their work, so that the interest in learning will increase joining forces to a quality learning lesson. This study will probably lead us to increase the awareness of teachers for a greater commitment in terms of increasing student interest in learning, to make efforts to encourage independent work skills to students, develop the critical thinking and the sense of self-esteem by creating a spirit of cooperation, respect, and stimulation, principally to evaluate truly based on the understanding of the student's ability for analyzing and to create a mutual trust between the two pairs, which leads to their motivation in participating through the entire learning process in the future for a better quality and effective learning.

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Analysis of School Attachment among Students of a Boarding High School in Albania

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Abstract

When students feel connected to school and have strong relations with their teachers and peers, they are more likely to be successful and prevent misconducts as they have more tendency in staying longer at school, spending more time with their peers and teachers which (in)directly have effects on their academic achievements. Research conducted in this study is oriented on a data of both qualitative and quantitative results obtained from 95 samples at Hafiz Ali Korca Boarding High School in Kavaje, Albania. The results of the collected data indicate that school belonging is a gradually evolving sense through students of first year to the students of last year at this specific boarding school. The study also shows that there is a strong correlation between school attachment and family, teachers, peers and facilities of the school. Data is collected through questionnaires, and two case studies which are implemented through quasi-experiment. The students chosen for case studies are of two specific problems; a) a student that had difficulties in overcoming with language barriers due to his regional background as he had to get used to a new school setting far from his family, b) a student that has to stay at school dormitory while he had his home within city, thus suffered from loneliness, and find it difficult to relate himself with school at the very beginning.

Keywords: attachment, misconduct, gradually evolving, boarding school, correlation, language barriers.

1. Introduction

Research conducted on the subject has been using different terminology to present the topic; attachment, bonding, connectedness, engagement, and belonging. Attachment and bonding are more commonly used, thus in this study these two will be used in general to refer the topic. *Some researchers study school engagement while others examine school attachment, and still others analyze school bonding.* (Libbey, 2004) Students from different regions of Albania that have to live in an educational institution, not only for school time but also for after school times as they have to live in dormitories, experience different problems and encounter myriads of factors that shape their social and psychological well beings which are definitely subject to study as in investigating factors affecting student's relation with school in terms of school bonding or attachment in Kavaje High School. Stating the importance of school attachment, one should also see the other side of the coin as alienation can be the other indicator since significant number of students may be experiencing alienation from school (Schulz & Rubel, 2011). In this study, the factors that increase school attachment, like modern facilities, friendly atmosphere, teacher friendly orientations, family support etc. are to be investigated in one of the high schools in Albania, thus results may reflect implications for other schools of the same kind but overall generalizing may need more data from other schools in Albania as well. On the other hand, there are other studies that have reached generalized results in terms of school bonding; if students feel safe at school they tend to indicate higher performances in terms of academic achievement (Milam, Furr-Holden, & Leaf, 2010). However, this study is quite vital in its field as educational success is correlated with school bonding and it's the first research conducted through 'Attachment Theory' in one of the boarding schools in Albania in which elements affecting students' achievements are also to be investigated as to have the findings reflected through the results of the research.

The literature reflects a consensus on the fact that student's strong relation with school are more likely to achieve success. *The schools-as-communities perspective provides a popular explanation for school-disruptive behavior, stating that interpersonal bonding at school and feelings of school belonging prevent misconduct.* (Demanet, et. al, 2012) *When students feel connected to or have strong bonds to their schools, they are more likely to experience academic success.* (Bryan et. al, 2012) The literature also emphasizes the reason behind the usage of substance as the lack of attachment. *Research widely affirms that school bonding is a protective factor for adolescent substance use. That is, when youths have positive experiences and ties to school, they are less likely to participate in illegal behaviors, such as drug and alcohol use (as cited in Shears, et. al, 2006).*

The aim of this study - together with cumulative data on the subject - is to present a unique approach to school

attachment through a school in Albania as objectives and research questions require. To state the importance of school connectedness in terms of *cognitive-affective structures used by the child to build viewpoints of the world, self, and others* (Kennedy, 2004) in providing a vital framework to comprehend the impacts of attachment, thus we shouldn't neglect the *social emotional development* (Kennedy, 2004) from the perspective of attachment theory as agreed by many others as well (Blum, 2002; Bryant, Schulenberg, O'Malley, Bachnian, & Johnston, 2003; McNeely, Nonnemaker, & Guo, Hawkins, HiU, & Abbott, 2001).

2. Schooling and Counseling System of the Boarding High School in Albania

Hafiz Ali Korca is one of the five schools of `Sema Foundation` which is located in Kavaja, and has been actively open since 1998. Education is for 3 years, mainly based on three languages; Albanian, Turkish, and English. The science subjects are taught in English, social subjects are in Albanian and Turkish.

Counseling process and yearly planned curriculums that will help students improve their educational talents and reach academic success in Hafiz Ali Korca High School are categorized into three groups according to students' grades of 10th, 11th, and 12th parted into nine subclasses. Academic achievement and related outcomes are correlated with students' interactions with extracurricular activities in building positive relationships (Dumais, 2009a, 2009b; Fredricks & Eccles, 2008). The plans for academic success and psychological motivational activities that aim to provide a helpful atmosphere for students, together with other material facilities such as internet, labs, and sports center are all used throughout the year with planned weekly, monthly, and finally yearly meetings. In other words, a student's improvement is observed through different perspectives which starts with his arrival at grade 10 and finishes with his departure at grade 12. *For schools to succeed, they must use the best teaching technology to improve academic competence, as well as reduce the barriers to learning represented in delinquency and drug use* (Catalano, et. al, 2004).

Annually revised and innovated curriculums and yearly plans are prepared respectively for each grade, subject and department. The counseling related plans are also prepared according to aforementioned criteria with a difference of inclusion of students with special talents or extra care needed students if there are any. Two fundamental pillars; education and counseling are the basics of the schooling system which are designed to adapt facilities of the school to match students' needs. Curriculum and yearly plans are prepared by department chairmen with consultation of professionals. *Traditionally designed methods are*

not so effective in developing conceptual understanding of the subject matter. Because traditionally designed instruction were dependent on teacher exploration without consideration of students' preconceptions (Pabuçcu, A., & Geban, Ö. 2012). Annual activities, like periodical parents meetings of each class, picnics, summer trips to abroad and visits to historical places in certain times are mentioned in the academic calendars of the yearly plans.

One of the major flexible as well as effective activities organized by the teachers is paying visits to student's home as to make contact with parents and family members, thus improvising a more particular approach to the student's characteristic development. Family involvement in support with peers, teachers and school is one of the vital factors in strengthening students' bonding with school (Sciarra & Seirup, 2008; Stewart, 2008; Stewart, 2003; Zaff, Moore, Papillo, & Williams, 2003). Such a visit is not only for telling parents about their child's marks or exam results; it's also a mutual exchange of ideas in achieving student's academic success through parents involvement in terms of motivation and a second control mechanism.

3. Analysis of Data

The survey implemented in the study as measurement strategy is suited to the type of outcome to be measured as the intervention serves students in grades 10th-12th who demonstrate various level of attachment to school, including various outcomes depending on the types of survey questions as reflected in the table below:

Table 1: Indicates measurement strategy in obtaining data and outcome dimensions.

Outcome Dimensions	Survey Questions (question numbers)
Feelings about being in school	1-5
Interest in learning	6-11
Attitudes towards other students	12-16
Attitudes towards teachers	17-22
Questions not matching an identified outcome dimension	23-27

The survey contains various statements about students' school life, and was implemented to 95 samples at the boarding high school in Kavaje, Albania. Reverse coded questions are 4, 10, 13, and 18. Questions 26 and 27 are used to obtain qualitative data, however 25th question is specifically asked for students' grades. The results generally indicate a gradually evolving sense of attachment among students as 10th grades reflect less attachment compared to 12th graders. Positive responses among 12th graders are up to 53% whereas among 10th graders it is 34%. Below is the figure that shows positive responses of the 10th and 12th graders, 11th graders are not estimated as they weren't used for overall calculation, only 2 students were included:

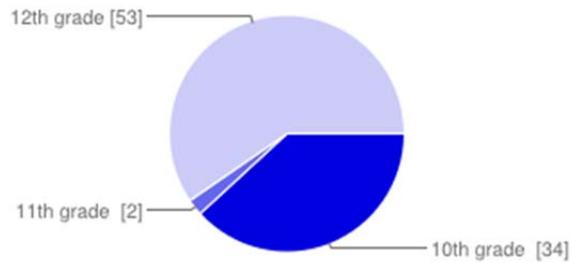


Figure 1: Indicates school attachment percentages according to their grades.

The question regarding the mentoring program of the school received highly positive responses indicating strong attachment of the students as the 26th survey question reflects:

4. Do you enjoy the mentoring program?

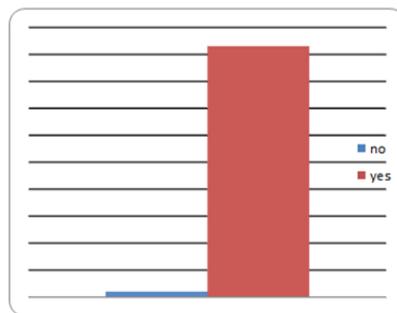


Figure 2: Indicates the significant difference in favor of 'yes' as positive response.

The highest indicator- among other obtained data- reflected in figure 2 as "yes" and "no" also demonstrates strong correlation between SEN, facilities, peers, school setting, staff and other influential elements of school attachment as it is also reflecting student's sense of safety, findings suggest that students' sense of safety may be positively linked to academic achievement through their prior academic achievement (Bryan et. al, 2012) as student's sense of safety is linked to school connectedness; "How much I like school," indicates an outcome of academic achievement; a measure of students' attachment to school, had the strongest effect on academic achievement (Bryan et. al, 2012).

Questions in the survey were mainly parted into 4 groups of different outcomes as mentioned in Table 1. Following measurements are based on one of these four dimensions. The five types of questions on student's feelings about school are to measure student's self perception in school attachment both in manners and beliefs (Maddox & Prinz, 2003). The results obtained from the survey questions related with the feelings about school are of aforementioned five question types reflecting following numeric values:

Table 2: Indicates percentages for 5 question types of feelings about being at School.

	1	2	3	4	5
Strongly Disagree	0%	6%	4%	4%	9%
Disagree	20%	13%	7%	9%	10%
Neutral	11%	28%	20%	12%	18%
Agree	51%	39%	38%	32%	33%
Strongly Agree	37%	14%	31%	43%	31%

The indicators at this table are quite significant as they are reflecting students feelings about being at school, in other words the results are quite important in understanding students' personal perceptions of their connectedness to school. Internalizing such perceptions of attachment also brings up the idea of *students in caring school communities feel that they make important contributions: hence, they are given a certain amount of influence in the school's activities and decision-making process* (Demanet, et. al, 2012).

5. Case Study I

Proposed Measurement Method focuses on: Change in Behavior as the student was from the northern region of Albania whose arrival to school was a big step in terms of getting involved to a very new setting of the central Albania. The preventive effect of school bonding on deviancy has been replicated by many studies (Demanet, et. al, 2012) as in this particular study we encounter one of them. He had problems of feeling connected to his peers, teachers, and personnel of the school in general as everything was new to him. His major problem was that he was also weak in English and had problems in communicating with his teachers. The preventive effect of establishing strong social and emotional connections at school on student deviancy is thus well-established in research (Demanet, et. al, 2012). Thus a change in behavior through the methodologies elaborated in the case study was expected at the end of the school year.

a. Identification of the Problem

The student I wanted to contact with was a 10th grade student who came from Peshkopia - a far region of Albania. He had French in his previous school, and had no English private courses. When first arrived to his school in Kavaje, let alone learning a new language, he had problems in adapting to a new atmosphere where everything was new for him; school, friends, teachers, and most difficult thing for him, reported himself, was living in the dormitory as it was first time he had to stay away from his family. *Jessor and colleagues' used the phrase "positive orientation to school" to measure student attitudes and motivation toward school and learning* (Libbey, 2004).

My first contact with the student, regarding my research, was by the allowance of the school principle as I explained my reasons for asking some questions about his problems of learning English. Apart from above mentioned problems the most difficult thing for him was that he couldn't understand the teacher as he was speaking only English during the lessons. At such a point one must follow professional approaches. *School psychologists have traditionally focused on assessment, prevention, and intervention strategies for a myriad of factors that influence school performance* (Kennedy, 2004). He also mentioned about his enthusiasm for learning English at the very beginning, but seeing the other fellow students more active and better than him caused pessimist thoughts in him which turned into lack of confidence by the time reported by his teacher regarding on his test results. Enhancement of performance based on skills such as assessment, prevention, and intervention require profound adaptive and maladaptive knowledge (Kennedy, 2004).

b. Intervention Outcomes

First and foremost, a student in a case like this, should know that it is not his fault that he fell behind the others, and he wasn't to blame for not knowing something he hadn't studied before. Student voice is an important element in enhancing teacher attachment, thus there should be *items that ask whether students can design independent projects and teachers listen to student suggestions* (Libbey, 2004). On the other hand, he should be well aware of the fact that he has to double study compared to the others, but he should take this as a motivation not a burden on his shoulders. He should also have constant contact with his teacher and be open to extra material which is for his own benefit. He should be determined in reaching the goals set by the teacher, and eager to receive more assignments, because the more he learns the better he would feel in terms of self-confidence, and he would feel pleasure from his life.

The level of the students should be considered as well as individual learning styles' as to avoid deviant peer influence, thus *"it is noteworthy that influence occurs especially when friendship bonds with deviant peers are quite cohesive"* (Demanet, et. al, 2012). but a teacher should put more emphasis on teaching the general level of the class. If the general average is intermediate, then the teacher should use a course book addressing to that level in general.

c. Teacher and Peer Attachment

A well prepared teacher in terms of lesson plans, objectives, and practices that are to be conducted in the lesson is quite essential but requires more preparation time. *"School counselors should collaborate with other educational stakeholders (i.e., teachers, administrators, school staff, parents/guardians, and community members) to proactively build school commitment beliefs early in high school as well as tackle early signs of a lack of student commitment."* (Bryan et. al, 2012). A good lesson should have at least three objectives in order to reach all levels of the class. The first one is to address the weak learners, another one for the average learners, and the final one for the strong learners. In other words, if you are teaching colors, main colors should be learned even by the weakest ones, some of the mixed colors should be taught to the average ones, and abstract colors could be taught to the strong learners. To eliminate deficits in learning there should be orientation programs for incoming freshmen, freshmen, sophomore students that indicate below levels in subjects they reflect deficits as to make sure students have school bonding in avoiding misconducts such as truancy, drug usage, drop outs, etc. (Bryan et. al, 2012). Assignments should also be given according to their levels and objectives set for their learning. Evaluating their homework should also be done through objectives. A teacher may feel like dividing the class into groups related their levels, but this may not be a good idea as it may cause differences to get deeper and deeper and it is against the unity of the class. Pairing the students would bring more satisfactory results in terms of learning.

d. Extracurricular Activities

An extra lesson with weaker ones is the most essential method in getting the weaker ones to reach the upper levels. Paying a visit to the family would also bring better results as parents' involvement would bring more motivation and determination. *Certain parental factors are predictive of attachment security throughout development* (Kennedy, 2004). A success scheme could be drawn together with family and the student. On the other hand, ups and downs are inevitable as it is a long course of study that may require even years.

e. Discussion on Case Study I

The chosen student for the case study is of those who have been suffering from aforementioned problems, but the methods elaborated in the case study could help him and his likes to overcome the problems. But involving school staff and parents would make it more practical in realizing attachment for the target students.

6. Case Study II

a. Identifying the problem

The student I have had contact with is a 12th grade who is supposedly getting ready for the final exam that will designate his future. His father is a businessman who is running a restaurant and has lots of fields full of grapes from where they produce wine, and have their cellar filled with different quality and type of wine.

The surprising fact is that he is quite skillful in doing what his father has been doing, and very eager in going on with the same job which may sound quite normal, but as a 12th grade, and based on his ambitions, and father's expectations for future his motivation in studying is almost zero. His father has elevated expectations from him in terms of studying in technology of nutrition, and *"him stating same thing with his father is putting me as a teacher in quite a difficult situation as I have to motivate him for the coming exam that will decide on his wanted career which requires quite hard work."* reported his Chemistry and class teacher. As to achieve beneficial outcomes in order to buffer misconducts the schools as communities should provide *"a broad line of inquiry advocating that schools should be organized as caring school communities."* (Demanet, et. al, 2012)

b. Dealing with the Problem

I asked him for a kind of interview, or let's say an invitation for a coffee to talk about his motivation and his current status in his studies. My first goal was to make him understand the vitality of the situation as he had lots of absences from class, and had very low points in exams. This case study is rather to study on the individual level of school attachment as *"few studies have tested specifically whether the effects of school*

belonging act at the individual or the school level. `` (Demanet, et. al, 2012)

I told him about the need for studying and that he had to make some sacrifices to achieve success in his life. He agreed with me and said that he was well aware of the situation, but couldn't give up on some of his habits, like hanging out with friends, spending too much time on internet, mobile phone, and such other habits that young students at his age suffer from. He also added that he didn't need to study as he had enough money to get wherever he wanted. I told him that money is just a tool which might be shaped and used into a way of reaching our goals.

c. Family involvement

In such a case like mine, I would suggest what I did, as I wanted to have a meeting with the family to share the burden of the responsibility with the closest people in his life. The meeting went better than with what I had expected. His father was very pleased with the topics I brought up in terms of motivating him for the exam, and his future. We made an agreement on helping him by some restrictions, such as less time on the internet, no more going out without parents' permission, and most importantly he would stay in dormitory until the end of the year as to increase cooperative learning (RE Salvin, 1980; RE Salvin, 1991) and make sure that ``students from differing abilities and backgrounds are provided the opportunity to work together in teams`` (Catalano, et. al, 2004).

d. Intervention Outcomes

As stated above, he had some disciplinary problems at school which were at a risky level. He had absence, low marks, and some behavioral problems against his friends and some teachers. Classroom observations and study time observations were used to enhance teacher and peer attachment in order to avoid misconducts. *Involvement of students in classroom activities provides positive reinforcement for prosocial behavior, and setting clear guidelines for appropriate behavior* (Catalano, et. al, 2004). I had a talk with the principles, his math's, and literature teachers as they are key subjects for the final exam. To have things under control, we decided to send reports of his exams to the family, and have the father visit him at school to check on the improvement.

e. Limitation on Case Study II

To sum up, we are still in the process of getting results as the exam will be held after two months, meanwhile I will be in constant contact with the student and the family. As of now he seems to be motivated, indicating better implications of coming to the class on time, and getting slightly better results than before. In order to achieve success, a more professional help could bring better results at the end of the year.

7. Conclusion

The overall results obtained through analysis of survey data, observations, and case studies indicate a high rate of school attachment at this specific boarding high school in Albania. On the other hand, the significant difference between 10th grades and 12th grades (53% to 34%) is quite essential in understanding the gradual evolving of the attachment. The majority of negative responses were given on food as the 27th survey question (27. Is there anything else you would like to tell us about your school life?) got 17 negative responses on food out of 95 samples. The school administration may give more importance to this results in order to decrease such beliefs and foster positive responses.

Each individual has his/her own traits, especially when it comes to teaching where differences are to be lessened or at least blurred in order to emphasize unity and reach every person in the class. On the other hand, differences are to be reflected as variety of values. Apart from above mentioned ones, some students may have had private courses and some may fall behind compared to the strong learners; some may have come from different regions of the country where teaching conditions weren't very well; different backgrounds, gender and age differences are some of the other elements that effect students personal perceptions and their attachment to the new school. *For schools to succeed, they must use the best teaching*

technology to improve academic competence, as well as reduce the barriers to learning represented in delinquency (Catalano, et. al, 2004).

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Metodologjia Cilësore: Hulumtimi i Stilit Jetësor të Rijnve Shqiptarë në Maqedoni

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Abstract

In the time when culture is becoming more powerfully consumed, changes are being made fast and radical in every segment of society, life styles are being more visible, more distinct and much more intriguing even for methodologists, who, more and more, for the research treatments have styles of living and methods and new methodology strategies. Sociology as a social science, through social context, follows the changes, explains trends and tries to understand the structure of social reality. This research represents a preliminary effort of the insight of understanding and essence of life style of the youth generation of albanians in Macedonia, phenomena and process of living in global conditions, a little or not at all explored in our areas. In this work is examined the usage of quantitative methodology, through ethnographic access and talking technique (deep life interview), in the context of researching the interdependence of life style and free time, physical activity and everyday life of the albanian youth generation from Macedonia. The research firstly claims to offer answers for the importance of physical activity in the life style of elderly, and secondly, could the material status, educational degree, marital status affect in the living style of albanian youth show high scale. Without any doubt, albanian youth show high scale of interest and motivation for physical activity and healthy life style, as they highlight physical activity and sport as their basic postulate for the healthy life. The research has shown that sport and physical activity, to the albanian youth generation from Macedonia, neither closely pursue life style trends. The results from this research suggest a multidimensional access of studying the life style of the youth generation of albanians in Macedonia, because they are less, they impose further researches.

Keywords: methodology, qualitative research, life style, albanian youth.

1. Hyrje

Qëllimi i këtij punimi është të hulumtoj stilin e të jetuarit të rijnve shqiptarë në R.e Maqedonisë, të ofrojë përgjigje të qarta mbi prirjet dhe mënyrën e të jetuarit të rijnve. Kriza e gjatë e tranzicionit, papunësia e lartë, mungesa e perspektivave ka reflektuar thellë në jetën dhe mënyrën e të menduarit dhe jetuarit të rijnve shqiptarë në Maqedoni. Si kornizë teorike për këtë kërkim është shfrytëzuar Teoria e aksionit të arsyeshëm (Theory on Reasoned Action, <http://www.med.upenn.edu/hbhe4/part2-ch4-theory-of-reasoned-action.shtml>), duke parashtruar një model hipotetik në të cilin në bazë të qëndrimeve, vlerësimi i rezultateve të sjelljes, motivimi për të përbushur indikatorët mbi sjelljen për sportin, aktivitetin fizik dhe shëndetësor, si edhe qëndrimin mbi mënyrën e të jetuarit të shëndetshëm. Në këtë model indikator plotësues janë përfshirë edhe ndryshoret mbi vlerat, interesi për sport dhe interesi orinetues. Nëpërmjet stilit jetësor reflektohet mënyra e të jetuarit, reflektohen vlerat dhe qëndrimet individuale duke ndërtuar ndjenjën e identitetit. Stili i të jetuarit është kategori individuale por i kushtëzuar nga mjedisi social. Konceptuar si të tillë, Chaney, 2003:23, stilin jetësor e vë në relacion të plotësimit të nevojave individuale. Autorë të kësaj problematike theksojnë se stilet jetësore janë veçori të kohës sonë, si model veprimi i zgjedhjes personale dhe ndihmojnë për të dalluar individët midis tyre, identitetet, statuset, veçantitë dhe dallimet shoqërore. Kontekstualizimi social dhe jeta e përditshme në kuadër të bashkëkohësisë paraqet sfidën e një shkalle më të lartë. Sociologu i cili shfrytëzon qasjen cilësore vendoset brënda vet kërkimit, bisedat janë të detajizuara, me qëllim të marrjes të sa më shumë informacioneve, dhe përkthimit intensiv të kontekstit dhe ngjarjes, të cilat zhvillohen në ambient natyror, në vendin e punës, në ambiente pushimi, familje, shkollë, etj. Nocioni mund të përdoret në sferat më të ndryshme të jetës shoqërore dhe në shkallë më të ndryshme të kumtimit dhe përgjithësimi, i tillë stili jetësor së shpejti nuk do të ketë kurrëfarë rëndësie dhe njëkohësisht do të përfshijë gjithëçka (Kolundriq-Tomiq, 1998:9). Rritja e interesimit të sociologëve për kërkimet e stilit jetësor në vitet e 80-90-të të shekullit të kaluar, sidomos në vendet e zhvilluara, erdhi si pasojë e forcimit të marrëdhënieve shoqërore dhe individualitetit të theksuar, të cilat në vend të identifikimeve grupore, i zhvillojnë dhe e theksojnë individualitetin, intereset dhe zgjedhjet personale. Stili jetësor, si një masë shumë dimensionale e sjelljes, bazohet në një numër më të madh të sjelejeve specifike individuale, përbanë numër të lartë të observimit ose reaksionit duke ofruar shkallë të lartë të sigurisë të rezultateve të gjetura.

Në kërkim kanë marrë pjesë 450 pjesëmarrës nga moshë 16 vjeçe deri në moshën 26 vjet. Mostra është e qëllimshme, dhe në të kanë hyrë të rinjtë shqiptarë të R.Maqedonisë, sipas gjinisë, profesionit, degës së studimit apo shkollës. Në këtë kërkim shqyrtohen përdorimi i metodologjisë cilësore, nëpërmjet qasjes etnografike dhe tekniksë së bisedimit (intervistës të thellë jetësore), si një strategji e përzier metodologjike, në kontekst të hulumtimit të stilit jetësor të rinjve, kërkim mbi ndërvarësinë e kohës së lirë, aktivitetit fizik dhe përditëshmëria e të rinjve në R. e Maqedonisë, në përpjekjet e të kuptuarit të zhvillimit, dinamizmit jetësor, lidhjeve të tyre me miqtë, qëndrimet e tyre mbi politikën, besimet fetare, pritjet nga jeta, e ardhmja, dëshirat, kërkesat dhe kënaqësitë apo pakënaqësitë me sfidat e kohës. Qëllimi i qasjes cilësore në këtë kërkim është të përshkruaj të jetuarit e të rinjve në formën burimore, pa e prishur përditëshmërinë e saj nga ana e hulumtuesit, duke e vënë theksin trajtimit të tërësishëm, me të gjitha segmentet dhe format e shfaqjes së tij. Këto dimensione të jetuarit dhe stilit jetësor të rinjve do të shpjegohen nëpërmjet modelit të sjelljes, si shpjegim ekspresivë (sjellja në kohën e lirë dhe ekzemplarët e konsumit); sjellja interaktive (rrethi i kontakteve, përkatësia dhe format e interaksionit, për shembull mënyra e shoqërorizimit, përdorimi i celularit, sjellja në vendin e punë; sjellja evaluuese (vlerat orientuese, qëndrimet, tradita kulturore dhe afinitetet, për shembull, qëndrimet fetare, politike, patriotike, qëndrimi ndaj muzikës, etj., dhe të sjelljes kognitive: të vetëvërtetimit, dhe të vërtetimit të botës sociale.

2. Stili Jetësor i të Rinjve në Shqiptarë në r. e Maqedonisë

Të kuptuarit të stilit jetësor në këtë kërkim është konvergjent, i orinetuar në mënyrë të barabartë në treguesit e jashtëm në bazë të analizës të orientimeve, qëndrimeve, vlerave dhe të pritjeve të rinjve. Kërkimi ka provuar se tre fusha shoqërore, 1) kultura (si koha e lirë), 2) orientimet vlerësuese, dhe 3) bukura si konsum, kanë ndikim të ndërsjellë gjatë përcaktimit të stilit jetësor të rinjve. Me ndihmën e ndryshoreve mbi orientimin e sjelljes nga së paku katër sfera themelore të jetës së të rinjve shqiptarë në Maqedoni si është shkolla-fakulteti, familja, koha e lirë dhe aktiviteti shoqëror, variable me të cilat maten kënaqësitë nga komponentat: shoqërorizimi, nevojat kulturore dhe kreative, nevojat ekzistenciale, me ndihmën e të cilave janë hetuar më shumë stile jetësore të rinjve shqiptarë në Maqedoni: stili i angazhimit intelektual, stili tradicional, sporti dhe kultura fizike, raportet konfliktuoze me prindërit, neglizhenca dhe amullia, angazhimi fetar, politik, konsumi dhe moda. Në këtë kërkim janë trajtuar edhe veçoritë sociodemografike dhe ato të personalitetit.

Kërkimi ka provuar se për analizën e stilit jetësor të rinjve shqiptarë megjithatë vendimtarë janë sjellja dhe orientimi, ndërsa si stile jetësore dominojnë stili tradicional i të jetuarit, stili jetësor i neglizhencës dhe amullisë, stili jetësor i besimit fetar, stili jetësor i "konfliktit" me prindërit, stili jetësor i konsumit dhe privilegjit dhe stili jetësor i anagazhimit politik. Ndërkaq stilet jetësore më pak të pranishme të rinjve shqiptarë, janë stili jetësor i angazhimit intelektual, stili jetësor i sportit dhe aktivitetit fizik, stili jetësor i sjelljes dhe pavarësismit.

Tabela 1: Mostra e pjesëmarrësve

Të gjithë pjesëmarrësitë	Numri i pjesëmarrësëve
• Djem	450
• Vajza	220
• Nxënës të shkollës së mesme- (viti III dhe IV-të)	230
• Student	100
• Të punësuar	220
(deri në moshën 26 vjeçare)	130

3. Përfundimi dhe Rekomandimet

Rezultatet e fituara sugjerojnë për gjithë ndërlikueshmërinë e stileve jetësore dhe korrelacioni me ndryshoret dhe dallimin e pritur nga elementet e ndryshme në raport me gjininë, shkollën dhe profesionin. Indikatorët e interesit për sport devijojnë mjaftueshëm nga normalja, por janë rezultate të pritura: Ekzemplari ka treguar shkallë më të lartë interesi, jo për lojërat sportive, por për lojërat e fatit. Hulumtimi ka provuar atë që të gjithë e dinin, se të gjithë të rinjtë nga 16 vjeç e më lartë pothuaj për çdo ditë luajnë ndonjë lojë fati, më shpeshë bastore sportive. Të rinjtë shqiptarë vazhdojnë të pëlqejnë futbollin, si sport numër një, sportet tjera radhiten pa ndonjë prioritet. E rëndësishme është se edhe vajzat nuk devijojnë nga ky orientim. Sportet më të pëlqyera të rinjëve shqiptarë pas futbollit vijnë: formula 1, volejboli, basketbolli, hendbolli, skijimi, mundja, ndërkaq sportet kushtimisht më moderne, golfi, notimi, çiklizmi, vallëzimi, parashutizmi, tenisi

janë shumë pak të përfaqësuar në mesin e rinisë shqiptare në Maqedoni. Përgjithsisht, të rinjtë shqiptarë posedojnë qëndrim pozitiv ndaj kulturës fizike dhe shëndetësore dhe mënyrës së shëndoshë të jetuarit, djemtë kanë qëndrim më pozitivë për sportin kurse vajzat barazohen me djemtë kur bëhet fjalë për mënyrën e shëndoshë të jetuarit. Të rinjtë pjesëmarrës të ekzemplarit edhe përkundër optimizmit për të ardhmen, janë në dijeni të faktit që gjendja në Maqedoni është akoma e varfër dhe e pasigurtë. Për ta, të gjejnë një punë dhe të kenë një jetë të sigurtë në Maqedoni është si një ëndërr. Shumë nga të rinjtë (74%) joshen nga ideja që të lënë përkohësisht vendin e tyre për një vend pune apo edukim më të mirë dhe një karrierë profesionale në një nga vendet më të zhvilluara. Një pjesë e konsiderueshme e të rinjve shqiptarë nga Maqedonia të ardhmen e tyre me angazhimin në partit politike (63%), si të vetmen mundësi për punësim apo karrierë profesionale. Pirja e marihuanës është prirja më pak në modë sipas të rinjve shqiptarë (vetëm 10% e përmendin). Por, ka edhe të tillë në përrindje jo të vogël të cilët, në këto kohë të pasigurtë, i drejtohen besimit fetar (43%), ndonjëherë edhe më shumë se prindërit e tyre. Rinia shqiptare në R.Maqedonisë kalon një pjesë të mirë të kohës në shoqërim me mediat, duke shikuar televizor duke dëgjuar muzikë dhe me qasje në rrjetet sociale (92%). Shumica e të rinjve shqiptarë, edhe në Maqedoni janë të lidhur me internet, dhe rreth nëntë nga dhjetë të rinj të pyetur, deklarojnë të kenë qasje në internet, pavarësisht vendbanimit apo gjinisë. Rrjetet sociale dhe chat-i janë dy arsyet më të përmendura pse të rinjtë përdorin internetin, sepse pëlqejnë të diskutojnë në *chat* me miqtë, të afërmit etj. Sipas preferencave një prirje e re e qasjes në internet nëpërmjet telefonit mobil ka zgjeruar së tepërmi mundësitë për t'u lidhur. Shumë të rinj deklarojnë të përdorin *Facebook* nëpërmjet telefonit dhe kalojnë shumë kohë në Internet duke përdorur rrjetet sociale. Më shumë përcillet muzika e huaj (64%) se sa popullorja (28%), vijojnë ngjarjet politike dhe filmat e huaj. Lajmet gjithashtu ndiqen nga një përqindje e konsiderueshme (40%). Është interesante të vërehet se më shumë se 1 në 3 të vajza shikojnë për çdo ditë telenovela.

Në mënyre interesante duket se edhe *ushqimi i shëndetshëm*, është një trend tjetër popullor ndërmjet të rinjve shqiptarë në Maqedoni me 77% të përgjigjeve. Vlerat e lidhura me *Pamjen e jashtme, modën*, si një status shoqëror të respektueshëm dhe ushqimin e shëndetshëm, konsiderohen si më në modë nga shumica e të rinjve shqiptarë. Tri prirjet më shpesh të përmendura nga të rinjtë e pyetur përfshijnë: *të dukesh bukur* (95%), *Të kesh një telefon të mençur* (87%), dhe *të jesh i pavarur* (74%). Në pyetjen çfarë është në modë: shumica e përgjigjeve ishin: *të dukesh bukur*. Për ata kjo do të thotë se *të dukesh bukur* është prestigj, një nevojë për t'u pranuar në një rreth shoqëror, për të gjetur një punë dhe për të krijuar një lidhje. Tema mbi seksin konsiderohet përgjithësisht *tabu dhe shumë individuale* (92%), veçanërisht kur diskutohet me prindërit apo me anëtarë të tjerë të familjes. Aktiviteti i tretë më i zakonshëm është *dalja me miqtë*, rreth 76% të të rinjve shqiptarë të cilët deklarojnë të bëjnë këtë gjë në kohën e tyre të lirë. Të rinjtë, nxënës të shkollave të mesme si grup përfaqësimi, priren po aqë kohën e lirë të kalojnë me miqtë e tyre. Përveç frekuentimit të shkollës, gjinia dhe vendbanimi ndikojnë gjithashtu në kohën e harxhuar me miqtë. Për femrat kjo përqindje është më e ulët se sa te djemtë. Marrja me sporte renditet poshtë në piramidën e preferencave të rinjve shqiptarë të Maqedonisë. Numri më i madh i tyre preferojnë të mirren me aktivitetin fizik dhe sport, por vetëm çdo i pesti i të rinjve të pyetur praktikojnë rregullisht sportin apo aktivitetin fizik. *Angazhimi qytetar* nuk shtë prirje në modë tek të rinjtë e Maqedonisë. Kjo preferencë fare pak praktikohet nga të rinjtë. *Pirja e marihuanës* është prirja më pak në modë sipas të rinjve shqiptarë sepse vetëm një nga 20 të anketuar ka pasur ndonjë përvojë me të. Çdo i njëzeti respondent frikohet nga obeziteti. Familja dhe të afërmit janë institucionet sociale më të besuara për rininë shqiptare në Maqedoni. Çdo i dyti respondent ka pohuar lidhjen dhe besimin e lartë me të afërmit e tij. Angazhimi në punë vullnetare dhe bamirësi, është i ulët. Vetëm një në dhjetë të rinj të intervistuar është angazhuar në ndonjë projekt vullnetar gjatë 12 muajve të fundit. Arsyetimi më i shpeshtë tyre ishte angazhimi i ulët në punë vullnetare aktivitet bamirësi apo iniciativat qytetare duket të jetë i lidhur me mungesën e iniciativave të organizuara, më tepër se sa me një perceptim negative apo rezistencë kundrejt vullnetarizmit në vetvete. Secili prej të rinjve shprehinë dëshirë për të marrë pjesë në iniciativat qytetare.

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The Effects of the Effective Use of the New Information and Communication Technology in the Classroom

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Abstract

In the last decades there have been steps forward in the use of Information and Communication Technologies (ICT) in the classroom. The teachers have changed their traditional way of teaching and the students their traditional way of learning. The teachers and students are pleased with the new information and communication technologies because they see a number of advantages that help them a lot in the teaching and learning process. The students are using the technology as a tool or support for communicating with their teachers and among them. Hence they are in an active role rather than in passive role of the recipient of information transmitted by the teacher, textbook. The students make choices how to generate or obtain and display information. On the other hand, the teacher plays the role of the facilitator, provides guidelines, suggestions, etc. Furthermore, the students and teachers are aware of the fact that these new forms of the teaching and learning process present some disadvantages that should be well taken into consideration. Thus, this paper presents the many advantages and some disadvantages of ICT in explaining the new material, the new methods developed in order to satisfy the growing needs of the students in search of more knowledge.

Keywords: active role, facilitator, increased motivation, information and communication technology, self-esteem, teaching and learning process.

1. Introduction

This article attempts to explore the problem of introducing ICT into EFL lessons. A large number of educational institutions in many parts of the world have exclusively begun introducing the integration of computer technology into teaching. The diversity of learning programs continue to shift and change according to the demands of society. Nevertheless, since the development of communicative skills, language learning requires social interaction between the teacher and the students and among the students themselves, the use of computers has for a long time been regarded only as a support tool with regard to certain skill areas (Brandal, 2005). Information, Communication and Technology (ICT) could be a complement to conventional teaching of English among students who learn English as a foreign language. English and ICT have become essential skills for a vast amount of non-native English speakers to ensure full participation in the information society, (Jung, 2006) which is directly related to the wide spread of English and ever growing technological advancements today. Internet and modern technology has brought the world together wherever the students are. Previously there was some doubt regarding the technology in the classroom assuming that technology was replacing teachers. But technology - ICT is not a replacement for teachers and if it is used properly, it can be very affective and effective in the EFL classroom. Students and teachers perceive that both English and computers are tools in the learning and teaching process.

2. What is ICT and How Can it be Used in Teaching English as a Foreign Language?

ICT stands for Information, Communication and Technology, which emerged in the 1980's. The acronym ICT which is the combination of both terms Information and Communication, were put together in order to emphasize the merging of both technologies. This phrase is also used to describe a range of technologies in order to gather, store, retrieve, process, analyze and transmit information (Internet Advisory Board, 2008). ICT use in general terms is any use of "computing devices such as desktop computers, laptops, handheld computers, software, or Internet in schools for instructional purposes" (Hew & Brush, 2007, p. 225). Thus it refers to the use of technology by teachers for instructional preparation, instructional delivery, and to the use of technology as a learning tool for students (Inan & Lowther, 2010).

ICT is a tremendous aid in the classroom. Teachers all around the world are using ICT and bringing languages

and culture into the classroom. ICT is just as much or even more a communicative language.

Many researches are conducted as to the effects of innovative technological tools in the EFL teaching and learning process. The general finding supports the fact that technology has the capacity to afford opportunities for powerful teaching and learning environments (Hermans, Tondeur, van Braak, & Valcke, 2008) and can impact students' learning (Cancannon, Flynn, & Campbell, 2005), motivation (Mahdizadeh, Biemans, & Mulder, 2008), critical thinking (Lim, Teo, Wong, Khine, Chai, & Divaharan, 2003), and autonomy (Claudia, Steil, & Todesco, 2004). Many research studies have also been conducted in relation to the factors that affect ICT use by teachers in different school levels. These research studies point out that the use of ICT is not an easy process at the beginning. It is a complex and slow process and there are many important factors that play a key role. Such factors as the characteristics of teachers and students, level of technology use, and pedagogical philosophies of the country's educational system are among the most important ones.

An analysis of the history of Computer-Assisted Language Learning (CALL) shows that ICT tools have been actively and widely used in language classes from the initiation of computers into the world due to the fact that language teachers have always been the pioneer of using innovative teaching tools in their classes (Amiri, 2000). The history of CALL consists of three distinct phases, i.e., behavioristic, cognitive, and interactive CALL, each of which is characterized with both a certain level of computer technology including mainframes, PCs, and multimedia technologies and a specific language learning and teaching approach (Warschauer, 1996). Although the phases are all distinct and separate in their own way, they all rely on each other in order to function. The Behaviorist CALL was based mainly on behaviorist theory of learning that is a type of language learning consisting of repetitive drilling and practicing. The computer acted as a tutor that delivered the language instruction. In the 1970's and 1980's was the second phase, Communicative CALL. Many language theorists believed that the drill and practice programs did not allow for authentic communication. The last phase can be described as Integrative CALL: Multimedia. This phase unlike the others is based not on theory but on multimedia computers and the internet. Multimedia can be defined a simultaneous, combined use of several media at the same time such as films, slides, flashing lights and music (Stein, 1982). The internet can be defined as a computer network consisting of a worldwide network of computer networks that use the TCP/IP network protocols to facilitate data transmission and exchange (Freedman, 1999). There is also hypermedia, which makes the internet and multimedia even more powerful in that multimedia sources are linked together (Stein, 1982). Overall, the history of CALL shows that computers can serve a variety of uses in regards to language teaching. It can be a tutor where everything that is heard has to be repeated, practice drills in order to help the students perfect the language, as well as a starting point for discussions or a tool for writing and research. The value of ICTs must be assessed according to the degree to which it promotes the attainment of the objectives of the specific subject. EFL teachers have utilized ICT tools for teaching and learning purposes.

3. The Effects of ICT use for Teachers

A. Advantages of ICT use for teachers

The teachers can play a crucial role in relation to the quality of students' learning, and they are the ones that decide what actually takes place in the individual classroom. The use of technology in teaching such as World Wide Website, multimedia presentation tools and so forth can offer a number of benefits. There is no doubt that the role of the teacher is of paramount importance in the process of integrating ICT into the classroom. ICT provides a variety of different approaches as well as learning styles that reinforce the material delivered in other formats. These are useful tools helping the teachers in using different interactive techniques.

In a blended learning environment that uses ICT tools, it is easier for the language teacher to use different approaches with students and accommodate different learning styles and the different needs of fast or slow language learners.

ICT allows teachers to organize their teaching in an efficient manner. With technology, teachers can visualize the abstract concept and create the real world simulations. ICTs not only help students understand the topic better, but they can save the teachers' time for explaining the abstract matters to students.

Technology provides teachers with a wide range of resources that are useful for their teaching. If they have limited time for developing the teaching materials, they can directly go to the website and select any materials or topics that meet their needs. Usually, the already available resources can offer more than what is needed by teachers.

Technology can also help teachers develop networks with other teachers from different parts of the world who share similar interests or who have the expertise in certain field. They can help teachers discuss with their colleagues,

solve their teaching problems and, therefore, enhance their professionalism.

EFL teachers use ICT tools for preparing teaching materials and activities to be used in teaching pronunciation (Lee, 2008), grammar (Al- Jarf, 2005), vocabulary (Tsou, Wang, & Li, 2002), listening and speaking (Hochart, 1998), communication skills (Lee, 2002), reading (Akyel & Ercetin, 2009), and writing (Chikamatsu, 2003).

Learning applications prepared by teachers or commercially produced ones such as drills, tutorials, and computer-based tasks are used in the classroom to promote collaborative learning of English skills (Beatty & Nunan, 2004).

EFL teachers use computer-mediated-communication (CMC) or software as a tool for making authentic and meaningful communication. Therefore technology can provide learners with a range of authentic materials and tasks that have a positive influence on their autonomy.

Another benefit of the use of ICT is the opportunity that ICT-based tools give to language teachers so that they can tutor their learners more effectively. With the help of ICT tools and the constantly growing number of available educational resources language teachers are able to give individual and personalized guidance to the learners.

B. The obstacles of the teachers

Teachers experience the obstacles to successful integration of ICTs in their teaching on a daily basis. Many teachers are afraid of using ICT tools due to different reasons. It has been suggested that the development of teachers' positive attitudes toward ICT can be a key player in reducing teachers' resistance to computer use that is associated with computer anxiety.

Some teachers think that the class will be noisy. The students will not be focused on their task, but will take every opportunity to start browsing the Web at will, find some sites, and play games, playing around and wasting time, etc. But students will be students. Some wish to obtain the new knowledge, others will always try to play truant. The teachers have to accept the situation and have to do their best. But if students are trained and understand that ICT is a tool, a source of knowledge, they will listen to the teacher and follow the steps suggested by him. Time limit is a concern for the teachers. It is time-consuming to produce such materials and keep them up to date so that the pupils have new challenges and can progress into exercises constantly offering revision of new vocabulary, grammar and other topics.

The teachers are afraid of the new technology. Probably the language teachers are not so good at it and have the fear of showing the lack of knowledge in front of their students. They are anxious of not having the appropriate skills about computer, computer ownership, and frequency of computer use (Baloglu & Cevik, 2008). It is assumed that computer anxiety can be a barrier to basic computer skills and teachers with higher levels of computer anxiety might experience difficulties in using computer in their classes and thus would avoid that. Despite a strong desire of teachers to use ICT in their classes, sometimes they cannot use it to increase the quality of teaching and learning due to lack of essential ICT skills.

The absence of adequate help or technical support to facilitate teachers' technology mediated teaching is another factor which may hinder teachers' teaching. Different researchers have revealed that many teachers, when having some difficulties with the technology equipment being used, had to give up using it because there was no one available to help deal with the problems. The lack of technical staff was considered by teachers as one of the main obstacles in their successful use of technology based pedagogy.

Teachers' age and teaching experience is another barrier found by the researches. ICT use decreases with age and teaching experience of teachers and those younger teachers incorporate ICT tools into their teaching more than their older counterparts (Inan & Lowther, 2010). It is evident in the literature that teachers' age and experience are related to their lack of computer knowledge and skills in terms of computer-based or computer-managed instruction and lack of enough training to exploit effective ways of integrating instructional technology into language teaching. Previous research (e.g., Pamuk & Peker, 2009) shows that teachers who are above middle age and who did not have much formal computer training in their high school or college education are more likely to exhibit computer anxiety than younger teachers and this can be reflected in their limited use of ICT use in the classroom.

Another fear of the teachers is related to the logistic aspect, to the operation and functioning of the technology. They know that sometimes the internet crashes. In such a case, the language teacher has to be prepared to continue the process doing other exercises, or using other techniques to manage the class.

The integration of ICT into the regular school curriculum is another obstacle. The teachers know that there is quite a rigid plan, a curriculum they have to follow, as well as a strict school timetable. All the teachers have to deal with the same problems: how to include and integrate ICT, search for information, new types of lessons, international projects and other types of cooperation-communication, into their usual work so that they don't harm the educational process.

4. The Advantages of ICT use for Students

ICTs are valuable since they seem ideal for promoting the student centered teaching and learning through the access they provide to sources of information and arenas for interaction. Language classrooms are increasingly turning into blended learning environments that focus on active learning. Active learning advances the learning process and thus raises the quality of the language learning experience. Jonassen et al. (1999) define technology-enhanced meaningful learning as active, authentic and cooperative. In the last decade, changing conceptions of learning and rapid technological advances have been accompanied by changes in language teaching and learning. Blended language learning uses multiple teaching and guiding methods by combining face-to-face sessions with online activities and utilizing a mix of technology-based materials. The growing use of ICT in blended language learning environments has changed the face of language teaching and learning in a beneficial way and will continue to do so along with future technological innovations.

The use of several media—audio, video, authentic contexts and real-world experiences help language learners with different learning styles to assimilate the content according to their needs. The ICTs are used in compliance with the students' level of competence, skills and tasks.

ICT—and the Internet in particular—provides language learners with the opportunity to use the language that they are learning in meaningful ways in authentic contexts. The Internet provides an easy and fast access to the use of current and authentic materials in the language being studied, which is motivating for the language learner. Such authentic materials include online newspapers, webcasts, podcasts, newsroom video clips or even video sharing websites such as YouTube, etc. Language teachers can ask learners to access the information online, thus helping them learn with current and real-time materials.

Another motivating language learning opportunity using ICT is provided by chat rooms and virtual environments where the language learner can practice not only the written use of the language, but also practice speaking and pronunciation, without the fear of making mistakes.

Another advantage is the increase of motivation. The students having shown less initiative in carrying out the assignments, have shown more motivation when they are asked to conduct their duties using different forms of ICT. Some teachers think that students' motivation is increased as a result of student satisfaction with the immediate feedback provided by the computer and the sense of accomplishment and power gained in working with technology.

ICT experience must be pleasant, rewarding, important and without coercion. It's a more facilitating atmosphere in the classroom. The students can more easily comment, commenting on each other's work, offer assistance, and discuss what they are doing. Students feel relaxed in their classes, they do not feel the stress because technology provides different ways in which students can demonstrate what they understand, for example by programming a simulation to demonstrate a concept rather than trying to explain it verbally. Enjoyment is a part of effective learning, thereby raising the learners' interest, increasing personal discovery, generating enthusiasm and the desire to learn, as a result promoting an interest to improve the learners' motivation. Students love working with ICTs and especially using ICTs as instruments to aid in the development of their language skills. Researches have shown that tasks that involve variety and diversity are more likely to facilitate an interest in learning. Students are likely to accept the use of ICTs if they find them useful and easy to use.

Studies done on the use of ICTs claim that pupils using them are motivated to stay on task longer and that they take pride in their achievements using the materials. Researchers have found out that students using them are more dedicated and committed to the tasks compared to the students in classes that don't use ICTs.

Enhancement of student self-esteem is reported a very good advantage. Both the increased competence they feel after mastering technology-based tasks and their awareness of the value placed upon technology within their culture, lead to increases in students' sense of self-worth. The teachers see more confidence in the students and it's not just computers, it's a multitude of things, but they can do things on the computers that most of their parents can't do and that's very empowering and exciting for them. Students clearly take pride in being able to use the same computer-based tools employed by professionals. Students gain a sense of empowerment from learning to control the computer and to use it in ways they associate with the real world.

Students are able to handle more complex assignments and do more with higher-order skills because of the supports and capabilities provided by technology.

Another effect of technology cited by a great majority of teachers is the opportunities it affords to students for cooperation and collaboration among them. Language teachers are introducing ICT-enhanced language learning projects, including simulations, between their students and groups in other countries, thus widening the language

learning perspective into that of learning about the cultural context of the language being used. Previously, students or classes would write letters or later even e-mails to each other. Today, using ICT they can skype or chat online, where they can not only write to each other in real-time, but also see each other and speak to each other online. Students are thus able to write, read, speak, listen, and react to a conversation using ICT as part of the language learning process. They are motivated to communicate and collaborate with peers to produce common products. These beneficial ICT-enhanced language learning activities call for the teacher to organize and monitor them, although in a blended language learning class the overall role of the teacher has changed from the traditional authoritative role to that of a facilitator.

Peer tutoring is another benefit. When the students work together in pairs or small groups using technology on different projects, they are inclined to cooperate together, help each other and tutor each other. This is done for many reasons. One very important reason is that the group can be successful only if all group members are doing their respective work. So they help each other a lot at the computer.

Improvement of language skills and increase of communicative skills are achieved through the ICT use. These skills are related to handling information and the language through which it is conveyed in the stages of searching, analyzing and processing information (Lanni, 2005). When ICT use is accompanied with other skills students benefit and gain much more than what was expected. Jarvis (1998) believes that by integrating basic IT skills in the EFL classroom, the students are developing language skills and are equipped with technology skills as well.

On-line debate is an excellent medium for generating social construction of knowledge. According to Elia (2007) "ICT ...plays apart in fostering intercultural competence", which is a part of learning a second or foreign language.

Talented pupils are provided with a new environment that challenges their knowledge and less talented ones are given the chance to "catch up" by repeating exercises which they did not manage on their first attempt, perhaps at home.

ICT use improves learning English along with convenience and efficiency. The use of ICT may lead to: a greater interest and involvement in learning; greater self-esteem; determination to achieve specific tasks; spending more time on the learning task; trying to do better than one's peers; and achieving more control over one's own learning.

5. Conclusions

In the technological revolution and the information age, using technology in teaching English becomes "a fact of life" (Chapelle, 2001, p. 1, in Jung, 2006) and becomes a part of the broader reality of life at the 21st century.

ICT helps to improve the teaching and learning process for students learning a foreign language. The types of technologies can improve teaching and learning by increasing teacher and student efficiency and reaching different learning styles.

The success of ICT when implemented in the foreign language classroom depends on the teacher and the students. It is very important that the teacher is well versed in using the tools surrounding ICT in order to fully take advantage of the benefits that ICT offers compared to a conventional classroom. The need for teacher intervention is essential to avoid leaving the technology to control the lessons. The teacher needs to see the real effect ICT materials have on the learning process. Furthermore, there should be an appropriate balance between hands-on and other work and the motivational aspects of using ICT will be effective only with appropriate planning and guidance from the teacher.

ICT has enormous potential to improve learners' achievement by expanding students' learning experience, increasing motivation, enhancing enjoyment and interest, facilitating collaboration, fostering learner autonomy, enhancing self-esteem, increasing commitment to the learning task, promoting global understanding, developing language skills if it is used effectively in the context where learning takes place. Students have events under their personal control and are given the opportunity to do tasks that involve variety and diversity.

Any successful implementation of new technology in education requires the development of the teachers and students positive attitudes toward it.

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Role of the School Psychologist in the Inclusion Education from the Teachers' Point of View: A Case Study

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Abstract

The aim of this paper is to analyze the role of the school psychologist in the inclusion education from the teachers' point of view. We use a qualitative methodology by the analysis of 50 questionnaires addressed to the teachers of different elementary and secondary schools in the region of Elbasan (Albania). The school psychological services in Albania have become an essential need of the society supported by a legal framework, which supports the entire restructuring process. Despite this, problems of education in schools have faced difficulties because social phenomena such as: inclusion, bullying and drugs that today are diverse. Even the students with special needs are facing a lot of problems related mainly to their acceptance by the other students in the mainstream classes. In Albania the inclusion in education is still in its first steps although we have a good legal framework. Actually there is not an appropriate infrastructure for the special need students and even the reconstructions or the constructions of the new schools are bypassing this special infrastructure.

Keywords: *psychology, inclusion, education, special needs, students*

1. Introduction

Inclusive education means that all the students are welcomed by their neighborhood schools in appropriate age, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. The inclusion process increases the participation of students in the school, and lowers the exclusion from cultures, curricula and communities of local schools. It enables the restructuring of the cultures, policies and practices in the school so that they respond to diversity of the students in the area where they live.

The inclusion process reduces the barriers to learning and the participation for all students, not just those students with handicaps or called with special needs persons. Learning through efforts to overcome the obstacles allows the participation of special students to make changes for the benefit of other students in a larger scale.

The inclusion in education is the process of including special need students in common schools. This can be done adapting the environment with all its components in accordance with the needs of each child with SN¹, but also adapting social components enabling to have the spirit of a community acceptance. The recent European studies have also enabling and setting a parallel between social relationships and experiences waging a principled connection between the concept of inclusion and that of normalization.

The concept of inclusion today is driven by the social model which means that the SN phenomenon is not a factor that hinders the progress of this model in socio-economic, cultural and educational.

Inclusive education is a process that enables all children, including marginalized groups, learn and participate effectively in the process of learning in public schools. For this reason all schools and the Albanian education system must change to adapt to the diversity of student needs.

Implementation of inclusive education is the right of every person to education, so it aims to provide optimal conditions for learning and developing all students, regardless of individual differences they have. This is a big enough challenge for all teachers and administrators of education and further. Also, inclusion is to increase participation in the learning process and involvement in the game of all children and young people, is the support of various structures to make them better respond to general training, interests, experience, knowledge and skills of students.

As stated above, inclusive education is achieved only when the learning environment is the same and does not create differences between ordinary students and those with SN.

In the inclusion process the school psychologists play a very important role. The school psychologists are often

¹ Special Needs

involved in the evaluation of students and therefore are involved in discussions and decisions on the type of school that should follow these children. School psychologists are also involved with research, development and evaluation of inclusion initiatives working with students, families, community and support staff to improve the educational experience. To prove the efficiency of research results on the process of inclusion school psychologists work in individual or group level.

2. The Albanian Experience from Segregation, Integration and Later to the Inclusion

About the 1960s in Albania we see early efforts to have an institutionalized treatment of children with SN. First it became possible to open some special classes for deaf and blind children.

Their expansion in Tirana led to the creation of a National Institute which after many years managed to split into two separate institutions, one for blind children and one for deaf children.

For children with significant development problems, mental retardation, etc., the Ministry of Health created several residential centers. In the recent years these institutions have passed under the Ministry of Labor and Social Affairs.

To cope with the multiple outs from school, under an 8-year compulsory education system, after the 1970s, was felt necessary to establish in the country's main cities some special schools for children with mild mental disabilities and for those schools were drafted by special curricula.

In Albania, for the children with SN, actually are in function 6 special schools (Tirana, Durrës, Elbasan, Vlora and Korça), three residential centers in Shkodra, Tirana and Sauk (Tirana) and two national institutions (Tirana).

Despite the work and achievements of these institutions in time, we cannot say that in Albania there was a genuine special education system in terms of organization and functioning. Less severe cases, which comprise the largest number and for those with learning difficulties, parents try to put them in public education schools closer to their peers.

The current law neither prohibits nor guarantees such action. Practice has shown that there is a wrong perception on the part of teachers regarding inclusive classes, because of the special needs of the students with SN. The opening of special schools affected negatively to the teachers by legitimating somehow the removing of these children towards the special schools.

The parents were faced with dilemmas and problematic situations, going from their rejection to the secret abandonment of this category of children in the class, "legalizing" segregation and exclusion in children's education.

Even the part that finally reaches to be registered by the pressure of parents in ordinary classrooms, after one or two years of lessons abandons the school because of the bitter experiences that they pass in them. The reasons that go in favor of this cause – effect relationship of this situation is that teachers feel unprepared for this process, are untrained, lack adequate infrastructure and teaching materials basis.

The medical model for persons with disabilities seems still to dominate the social model.

In 1998-1999 comes to a messy situation in this area, given that even the Albanian state had failed to fully stabilize because of the situation created a year ago², but despite this situation, it seems clear awareness of all opinion for a new change in the relationship with these children by further democratize the Albanian society by holding a new attitude to socialize as much as these children.

The reality in the Albanian schools shows that despite the lack of the conditions and with a large number of students in classrooms, there are many instances where ordinary school teachers hold in their classes and treat with inclusion methods children who represent various disabilities.

Despite efforts to achieve the maximum, we should emphasize, that their actions have failed to bring about changes in working practices and methods used in the classroom.

In Albania there is not an appropriate infrastructure for the SN students and even the reconstructions or the construction of the new school are bypassing this special infrastructure.

In the 1990' is talked for the first time in Albania about integrating practices in both form and content. After the 2000, under vigorous democratic transformations in our country are changing even the attitudes of parents, teachers and the community in order to educate these children.

For social reasons, parents increasingly are addressed to common schools making children an equal part of these school communities, also the methodologies that place in the center the child facilitate more classroom work, deploying these children in that they are able to realize better.

² In 1997 Albania experienced a civil turmoil

They are aware of their children's opportunities and have increased the demands and claims for a better treatment and education of their children within the mainstream schools considering this not as a privilege, but as a human right that should enjoy everyone.

In this situation, as submitted above, one of the most significant aspects that occasionally rise from educators and experts in the field is the lack of preparation of teachers for special education problems and lack of specialist support services.

In the preparation of new teachers are totally neglected these aspects. The year 1998 marks the initiative of training of teachers and school leaders for this problem, but it certainly was not enough to say quite symbolic. Many school failure, school dropouts etc., are explained by the failure of teachers and the school in general.

So to find the best solutions is the most convenient moment to fight for a new vision. Since our requirements in this area are large enough the need arise to be contemporary and should be thought and worked hard on how to create more of a good school for all where every individual, with or without SN, to feel like a valuable and welcome members.

Based on global experiences is becoming a lot of work to be applied in our schools. Considering the experience and the specific conditions of our country, of course it is difficult to restructure schools and to make it available to everyone. The school system and teachers find it difficult to give up easily from their routine.

In parallel with suitable reorganization that facilitate their conditions in classrooms must also change the attitudes of teachers and all public opinion and to train teachers to better cope with the problems.

Little by little, this process quite naturally shifted from segregation to integration to date for inclusion speaking.

This process has started gradually, introducing different practices. Another very important direction is the training of teachers and school psychologists currently served through RED³ and various NGOs.

Mainstream schools have reserves and numerous opportunities that can be put into motion. Special schools should be turned them on resource centers to support common education to meet the many needs of our society today.

3. The Situation of the Psychology Service in Albania

Besides the school reform in both form and content, the school psychological services couldn't stay out of attention as an innovation of the last decade in the country. This service became an essential need of society supported by a legal framework, which supports the entire restructuring process. Problems of education in schools have faced difficulties because social phenomena such as: inclusion, bullying and drugs, today are diverse.

Therefore, in these conditions, the school needs for technical assistance in the field of psychological service, which evaluates the entire school community. The school psychologist is the center of gravity in this service offering solution alternatives and keeping direct relationships with students, teachers and community. The school psychologist also practices in school environment psychological, social and emotional approximations to the children.

3.1 *What is the role of the school psychologist?*

Instruction no. 16 dated 24/07/2012 for the 2012-2013 school year in Secondary Education dedicates a special place on school psychological services, and among others emphasizes the participation of all stakeholders by coordinating the work in such a way that the relationship teacher-psychologist achieve proper results in working with students with SN as follows:

1. Responsible institutions should take measures to consolidate school psychological services and implement all the tasks of the psychologist pursuant to instruction number. 18 dated 21.04.2008 "On the functioning of school psychological services in Secondary Education".
2. The school psychologist should be engaged in addressing the problems related to ensuring the right to education with focus children with SN.
3. All schools that receive this service should raise support group of the psychologist for solving problems that arise.
4. According to the legal framework and School Psychologist Manual (Tirana 2006), school psychologist performs a range of services for which it designs and implements individual programs preventing risks and problems that threaten the difficult students or those failing in school.

Also seeing that such students' tolerance and understanding is in very low grades, he tries to promote these

³ Regional Education Departments

qualities to them, trying to emphasize the appreciation of diversity within the school community. Also according to the manual, one of the key points of the psychologist's role is to cooperate with the teaching staff and parents of students in order to create a friendly spirit and a healthy environment in school. Here we will include even the consultations which have a very important role. School psychologist collaborates with teachers and parents to find more successful and effective solutions for students' behavioral problems.

He helps others understand, for example the adolescent development and how this affects the learning stage and behavior. According to the aforementioned legal framework as well as the manual in question, the psychologist organizes consultations by preventing these problems and in the end of his work makes assessments where determines whether the service practices and learning in school are appropriate or not. The school psychologist attends to student academic skills and capacity to learn and also it determines the level of socio-emotional and mental health status of students and learning conditions in schools.

4. Methodology and the Results of the Research

This study is a qualitative research made by the interpretation of the questionnaires by the excel computer program. This study was conducted with the participation of 50 teachers of different elementary and secondary schools in the region of Elbasan (Albania).

The aim of this study was to assess the role of the school psychologist in the process of inclusion from the teachers' point of view. This process is directly related to what our school offers today to enhance the quality of psychology service and also takes place in the range of techniques and strategies for the successful realization of the educational process in inclusive schools.

The analysis of questionnaires of the teachers, *where the first question was regarding the recognition of psychological services*, indicated that 94% of them claimed that this service exists and in 6% of cases they emphasize that this service is not recognized by them because not all rural areas have this service or the quality of the service is poor.

The second question, *if you ever had a conflict with students in the classroom have you ever seek the help of a psychologists*, only 6% of teachers say they have sought the help of a psychologist while 94% of them deny to contact a psychologist. From here we can emphasize that teachers still do not have a clear idea of the duties and functions of the psychologist and this is due to a relatively poor job of psychologists who in many cases are almost fictitious.

Third question, *about teachers' collaboration with psychologist on issues like: the recognition of the needs of students, identifying conflict or design programs that encourage motivation*, teachers in 56% of cases say that they have difficulties in recognizing the needs of students, in 22% of cases have problems in identifying conflicts and in 22% of cases in designing programs that encourage motivation.

Fourth question, *if you felt the need of a psychologist for the education of students with SN, and if so, where it consisted*, teachers answered that in 34% of cases they have felt the need of a psychologist while in 66% of cases they do not have felt the need of the presence of a psychologist.

Fifth question, *whether school psychologist pursues under a joint plan the progress of these students with SN*, according to the analysis of the results we have in 61% of cases that the school psychologists follow a plan with students, in 31% of cases say that psychologists do not follow a plan and in 8% of cases they do not know if they follow or not a joint plan with them.

Sixth question, *on the suspicion that in any case you have been de-conspired by a school psychologist*, all teachers respond negatively in all cases. This shows that teachers have almost a blind faith regarding school psychologists. In fact it would be premature to draw any conclusions or recommendations at this point because the number of cases that teachers report to school psychologists is relatively low.

Seventh question, *whether your school psychologist has treated various training topics*, teachers respond on 44% of cases that the psychologists have treated different training topics while 56% of them deny having received different training.

Eighth question, *what is the average number of students with SN in classrooms where teachers teach classes*, they respond that the average number of students with SN is 1-2. Is understood that this number is set by law and the number of students with NS in a common class should not be higher than 2.

Ninth question, *if the classroom environment is not suitable to work with students with SN and how will you react in this case*, 50% of teachers responded that they would accept it, 36% responded that they would try to regulate it and only 14% say they would find another solution. From the answers we notice that most teachers would accept it even though

the environment is not suitable, and in fact it shows a deficit by them who really in this case should seek to remedy it.

Tenth question, *when some of the students with SN do not go well with others how would you react*, teachers in 70% of cases responded they will be mediators, in 30% of cases will find another solution.

Eleventh question, *if you try to include students with NS in the conversation, but some of them remain silent, what would you do in such a case*, the 34% of teachers responded that they would leave them alone while, the rest of 66% said they would include them in the conversation. In fact we should note here that depending on the type of the disability there will be taken the decisions to include or not the student in conversation when he remains silent.

Twelfth question, *how do you behave when students with SN make mistakes*, in 70% of cases the teachers respond that will point out only the typical mistakes and then discuss them together, while the responses of: immediate correction, taking notes and discuss with each student, finding another solution have equal respective weights by 10%.

Thirteenth question, *of how will you react when students with SN are not fluent*, in 50% of cases teachers responded that will try to work at their own pace, in 30% of cases will strive to promote less, in 14% of cases find another solution and only in 6% of cases stated that will interrupt them with courtesy or would give the word to more fluent students.

Fourteenth question, *of how will you react when students with SN are not effective*, 44% of teachers say they will try to prove this through conversation, 42% say that they would later explain the problem they have and only 7% will try to find another solution.

Fifteenth question, *if you have attended training or workshops related to the SN issues*, only 18% say yes, while the remaining 82% deny to be trained or take seminars on SN issues. In fact, according to our study we recommend that training and workshops for teachers should be more frequent especially in the treatment of students with NS.

Sixteenth question, *which institution has offered these training*, teachers in 68% of cases responded that these trainings are offered by NGO and only 32% from the Regional Education Departments. It is to be noted that the University "A. Xhuvani"⁴ does not offer training on this issue.

Seventeenth question, *if there is any resource information center in your school*, all teachers responded that these centers are lacking in their schools.

Eighteenth question, *how satisfied are you with the conditions with which you work with students with SN*, most teachers (41%) said they were somewhat satisfied, 34% said they were satisfied, 7% not at all satisfied while 5% are very satisfied.

5. Conclusions

- ✓ In Albania, for the children with SN, actually are in function 6 special schools (Tirana, Durres, Elbasan, Vlora and Korca), three residential centers in Shkodra, Tirana and Sauk (Tirana) and two national institutions (Tirana).
- ✓ Instruction no. 16 dated 24/07/2012 for the 2012-2013 school year in Secondary Education dedicates a special place on school psychological services, and among others emphasizes the participation of all stakeholders by coordinating the work in such a way that the relationship teacher-psychologist achieve proper results in working with students with SN.
- ✓ According to the legal framework and School Psychologist Manual (Tirana 2006), school psychologist performs a range of services for which it designs and implements individual programs preventing risks and problems that threaten the difficult students or those failing in school.
- ✓ From the analyze we can emphasize that teachers still do not have a clear idea of the duties and functions of the school psychologist and this is due to a relatively poor job of the school psychologists who in many cases are almost fictitious.
- ✓ From the analyze the teachers need to collaborate with education psychologists about: in 56% of cases when they have difficulties in recognizing the needs of students, in 22% of cases when they have problems in identifying conflicts and in 22% of cases in designing programs that encourage motivation.
- ✓ According to our study we recommend that training and workshops for teachers should be more frequent especially in the treatment of students with NS.

⁴ The only Public University in Elbasan city

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Kate Chopin: Beyond Local Color to Feminism

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Abstract

The aim of this study is to give a portrayal of the late nineteenth century American author Kate Chopin from her early local color stories to her more daring feminist stories. Kate Chopin became known to the American reading public of the early 1890's through her Louisiana tales in Vogue, the Century, and the Atlantic. With her two collections of short stories Bayou Folk (1894) and A Night in Acadie (1897) she gained national recognition as an outstanding short story writer of the local color school. Her stories do indeed effectively evoke the atmosphere of her enchanting Southern localities. Yet her interest was not so much idyllic localism as what she termed in one of her essays "human existence in its subtle, complex, true meaning, stripped of the veil with which ethical and conventional standards have draped it." Soon editors started turning down a number of her stories because the women in her stories were becoming more passionate and emancipated. When her masterpiece The Awakening appeared in 1899, she thoroughly shocked her readers. In St. Louis, the author's own city, the book was banned and she herself ostracized. The bad reviews silenced her as a writer and after her death five years later she was quickly forgotten, but today she is considered as a prophet of the 20th century feminism.

Keywords: Local Color, Feminism.

Kate Chopin (the name is pronounced in the French way) was born as Catherine O'Flaherty on 12 July 1850 in St. Louis, Missouri. She was the daughter of an Irish immigrant father and a St. Louis French mother. After her father's death in 1855, Kate's great-grandmother, Mme. Charleville, became the person who influenced her the most. Conversing with her in French, this wise old lady taught her to face life without embarrassment or self-consciousness, and not to judge people on appearances. At the Academy of the Sacred Heart, the young girl was exposed to Catholic teachings and a French emphasis on intellectual vigor. Through these influences, she became thoughtful and open-eyed, an omnivorous reader and an inquisitive observer. She was greatly interested in the careers of writers, particularly in that of Mme. De Staël. At the age of twenty she married Oscar Chopin, a French Creole and went to live in Louisiana. (The Creoles were pure blooded descendants of French and Spanish colonists. Their society was more European than American, with a more open sexuality even though discrete.) The couple were happy and enjoyed their growing family. When Oscar's business failed they moved in Cloutierville, a hamlet in Natchitoches Parish. During her years in this remote part of Louisiana she became immediately acquainted with the Cane River Creoles, Cajuns and Negroes. (The Cajuns were descendants of French settlers whom the British had expelled from Nova Scotia in the eighteenth century.) The Chopin's family plantation was later to provide the setting for Kate Chopin's first novel. After Oscar's death she moved back to her mother's home in St. Louis together with her six children. Frederick Colbenheyer, her family doctor and very close friend seems to have been the only one who could help her. Under his influence she stopped being a practicing Catholic and took up her study of Darwin, Huxley and Spencer. Later he suggested she try to write fiction and in 1888 she hesitatingly began two stories. At the same time she studied the works of others. She particularly admired Sarah Orne Jewett and Mary E. Wilkins Freeman. But it was the French writer Maupassant who affected her more deeply. "Here was life, not fiction. Here was a man who had escaped from tradition and authority, who... in a direct and simple way... [gave us his] genuine and spontaneous...impressions". (Kate Chopin, *The Complete Works of Kate Chopin* [CW], Seyersted. ed. 2006, p. 700-701)

We do not know how long she kept up her studying of style. To be honest her first novel *At Fault* is not free from the stage trappings which she said Maupassant had taught her should be banned from all good fiction. But even if her technique was still rather crude when she started this novel in 1889, her visions on literature and life were not. In one of her essays entitled *Confidences* she speaks of having made her "own acquaintance" during the period immediately following her mother's death. Though we can only guess at what opened her eyes to her real self- a fulfillment of her literary ambitions or possibly a liaison- we know that thirty-eight-year-old Kate Chopin was a very mature woman when she turned to writing in earnest with *At Fault*. Certainly, her attitudes are markedly consistent through practically her whole oeuvre.

Many of the views which informed Kate Chopin's fiction from the start are suggested in her essays of the middle

1890s. She insisted here that no author can be true to life who refuses to pluck from the Darwinian tree of knowledge and to see human existence in its true meaning. To her nature was amoral, playing with man, and morality was man-made and relative. In her view, man is basically the same today as he has ever been, that is, ruled by imperative, immutably selfish drives. To her art was incompatible with a thesis and with a zeal for reform. "Human impulses do not change" Kate Chopin reported, and when Aeschylus is true today, one reason is that he does not deal with local color or with social problems which by their very nature are mutable." (CW, 2006, p.693) As for herself, Kate Chopin concentrated on the immutable impulses of sex and Love, and Whitman and Maupassant were two of the authors who spoke most deeply to her, probably because they acknowledged the existence of Eros and because they had helped to extend the literary limits to the treatment of sex. Though she leaned to the French school, she believed that American writers with their "wider and more variegated field of observation" might equal and perhaps even surpass the French authors, "were it not that the limitations imposed upon their art by their environment hamper a full and spontaneous expression" (Seyersted, 1980, p.89)

In May, 1889, Kate Chopin offered her first completed story to the *Home Magazine*. Her next two tales appeared at the end of 1889. In September, 1890, she brought out her first novel *At Fault* in St. Louis at her own expenses. In reviewing the novel, St. Louis critics paid tribute to the author's style, but criticized the book on moral grounds.

Stimulated by her modest success, Kate Chopin soon finished a second novel. All we know about it is that a number of publishers refused it and that she later destroyed it. She had more luck with her stories, which soon appeared locally, then in national children's magazines, and finally -from 1893- in such well-known eastern periodicals as *Vogue*, the *Century* and the *Atlantic*. She reached the high point of her public success in 1894 when *Bayou Folk*, her first collection of short stories came out. In it were included half of the fifty tales and sketches she had then written. After the publication of *Bayou Folk*, Kate Chopin was welcomed in more than a hundred press notices as a distinguished local colorist. (Local Color refers to fiction that came to prominence in the USA in the late nineteenth century and was devoted to capturing the features and peculiarities of a particular locality and its inhabitants- their distinctive dialect, history and customs).

The sudden national fame inspired Kate Chopin to write "*The Story of an Hour*", a most remarkable account of a woman who exclaims "Free! Free! Free!" (CW, 2006, p. 353) when she hears of her husband's sudden death. A month later Kate Chopin declared in a diary entry that she would now be willing to "forget the past ten years of [her] growth- real growth and with a new perfect acquiescence join Oscar were it possible for him to come back to earth". The story and the diary entry suggest that Mrs. Chopin may have felt repressed in her marriage, perhaps because of an unfulfilled literary ambition, and that the success of *Bayou Folk* gave her a release from her frustration. What is certain is that her subsequent writings reflect an increasing self-confidence and daring. "*The Story of an Hour*" was refused by the editor of the *Century*, no doubt because he felt it lacked "ethical value". The reason why editors now turned down a number of her stories was very likely that her women became more passionate and emancipated. The heroine of "*Two Portraits*", for example, insists on giving herself "when and where she chooses" (CW, 2006, p.463). When *A Night in Acadie*, Kate Chopin's second collection of short stories was published in 1897, it received less notice than its predecessor. The critics again praised her art, but they objected the sensuous ambiance of the book.

By 1897, Kate Chopin had written three novels and nearly a hundred stories and sketches. A large number of her works are set in Natchitoches, which she made her special literary province, and inevitably they have many traits in common with the local color literature of her time. Discreetly, yet forcefully, she evokes her particular locality with the enchanting Cane River atmosphere, the quaint idioms, and the charming idiosyncrasies of the Natchitoches people. But even though she concentrated on what was then a distant, exotic community, she never emphasized the strange or remote; and though like George W. Cable and Grace King she commanded a wealth of local material, she did not join them in focusing on old Creole days. She was concerned with the living present rather than the past, with universal rather than regional aspects of life, and the fact that she gave only a few early stories to certain Southern issues which necessarily affected her, suggests that she wanted to free her mind of them and move on to more timeless or immutable matters.

Her women particularly were objectionable to the editors. Her very first, Paula Von Stoltz of "*Wiser Than a God*", refuses the "labor of loving" (CW, 2006, p.45) which a man wants to impose upon her, and becomes instead a famous pianist. In thus opposing the traditional female duties and limitations. She is a female who insists on the active transcendence of a subject rather than the passive immanence of an object, on an existentialist authenticity obtained through exerting a conscious choice, giving her own laws, and making herself her own destiny. Mildred Orme of "*A Shameful Affair*" is another illustration of this type of woman. She rejects the role of the passive, innocent party who makes no advances in sexual relations and demands instead the responsibility of an active subject. The new force which

was freed in Kate Chopin through the success of *Bayou Folk* is seen particularly in her heroines who live out their strong impulses. She saw and understood all aspects of the female psyche, and her particular interest was woman's awakening to her true nature, whether traditional, emancipated, or a mixture of the two. In "Regret" she describes how the middle-aged Mamzelle Aurélie all of a sudden realizes what she has missed by not having children. The heroine of "Athénaïse" is an example of the young woman who marries before she is ready. She runs away, but Cazeau, her husband, fetches her back. On the way they pass a "solitary oak-tree, with its seemingly immutable outlines, that had been a landmark for ages" (CW, 2006, p. 433) and Cazeau suddenly recalls how his father had captured Gabe, a runaway slave, near this spot. Athénaïse runs away again, but only to hurry back to her husband when she realizes that she is bearing his child. As the song comes to the bird, she is now awakened to motherhood and passionate wifehood.

In spite of its "happy ending", this tale is on a deeper level a protest against woman's condition. Athénaïse's realization of the futility of rebellion against a social and sacred institution" (CW, 2006, p. 431) is supported by the story's subtle symbolism. Cazeau's name stands for *casa* or *chateau* in which a woman lives her hemmed-in existence, and his stern manner and jangling spur stand for the authority which forces her to submission. Athénaïse is indirectly compared to a slave. Gabe then represents the Archangel Gabriel, the herald of pregnancy; and the oak tree represents marriage and motherhood, woman's immutable destiny which makes her the tree of life. Kate Chopin returned to this subject in *The Awakening*, her most profound treatment of the fundamental problem of what it means to be a woman. The novel has much in common with *Madame Bovary*, a story which relates how the heroine, is caught in the romantic syndrome of the supposedly great noble, undivided, transcendent love, and like the other heroine, is seduced by a rake after the departure of the more decent young man who has stirred her.

The crucial point is how this event affects the two women. Emma Bovary, of course, continues her self-dramatization, trying to confirm to models and gaining little insight into her own nature as she more and more frenetically attempts to escape her dull environment. Whereas Edna Pontellier, the heroine of *The Awakening*, has awakened in full to an imperative craving for sex, for independence and for clarity and self-knowledge. For her, all return to past submission and all continuation of self-delusion is impossible. Instead of blaming the rake she accepts her animalism, feeling neither shame nor remorse. She realizes that sex is largely independent of our volition. And just as Edna makes no attempt to suppress her sexual desire, she does not hesitate to throw off her traditional duties towards her family. She realizes she is unable to live as the inessential adjunct to a man, as the object over which man rules. "I give myself where I choose," (CW, 2006, p.992) she declares when Robert, her young man, suggests he might ask her husband to set her free. What she craves to be is an independent subject, to dictate her own destiny. "I would give up the inessential, I would give my money, I would give my life for my children; but I wouldn't give myself" (CW, 2006, p. 929) Edna explains to her friend. In other words, it is less important for her to live than to have a self, to be able to exert a conscious choice which can bring out her own essence.

Edna thus believes that she can direct her own life. But she comes to acknowledge a responsibility towards her children to spare them the stigma her kind of life would attach to them. Seeing that we are pawns in the hands of procreational nature, and how patriarchal society condemns particularly a freedom-seeking woman who neglects her children, she inevitably finds her power to dictate her own life to be illusory. Wanting her own way at all cost, she chooses the supreme exertion of her freedom: she takes her own life.

Mrs. Pontellier's defeat lies in the fact that she cannot integrate her demands with those of society. Her victory is her awakening to consciousness and authenticity. Earlier she had "wanted to swim far out, where no woman has swum before." (CW, 2006, p. 893) Now she swims to her death, thinking of the clanging spurs of an officer who had attracted her, the emblem of male dominance, and of the bees humming along the pinks, the symbol of procreation. Nature and man dictate the life of the woman, and independence is much harder to obtain and much more of course for her than for the man, because she is handicapped by biology and because she must justify an untraditional existence against the heaviest possible odds.

When Kate Chopin's novel about the sensuous, independent Edna was accepted by a publisher in the early summer of 1898, the author must have felt she could do anything. Such a feeling seems to have inspired "The Storm," which is a first-rate short story, and so daring that she never tried to publish it. That she here deals with sex even more unreservedly than Flaubert or Zola is only a minor point compared to the fact that she depicted it as "happy"- not frantic as it is in parts of *Madame Bovary* or destructive as in *Nana*, but as something as natural and beautiful as life itself. There is a cosmic exuberance and a mystic contact with the elements in "The Storm" which, together with its frankness, foreshadow D.H. Lawrence.

The Awakening was published on April 22, 1899. It was immediately condemned all over America. While the critics called the novel a brilliant piece of writing, they violently attacked it on moral grounds. The novel was taken out of

circulation at the St. Louis libraries, and Mrs. Chopin was shunned by some of her friends and denied membership in a local arts club. When her third collection of stories was turned down by her publisher a few months later, she evidently felt herself a literary outcast, and her writing, which had slowed down after *The Awakening*, was soon to cease altogether.

Kate Chopin today is highly praised not only as an outstanding local colorist but also as a predecessor of the twentieth century feminism, because she was the first woman writer in America to accept sex with its profound repercussions as a legitimate subject for serious fiction. In her attitude towards passion, she represented a healthy, matter-of-fact acceptance of the whole of man. She was familiar with the newest developments in science and in world literature, and her aim was to describe – unhampered by tradition and authority- man's immutable impulses. Because she was vigorous, intelligent, and eminently sane, and because her background had made her morally tolerant and socially secure, she could write with a balance and maturity, a warmth and humor not often found in her contemporaries.

Mrs. Chopin was influenced by the feminism of Madame de Staël and George Sand and the realism of Flaubert and Maupassant. Yet she is independent and original. She turns to aspects of the feminine condition which were taboo to the two women and of little interest to the two men, even introducing an existentialist philosophy which foreshadows Simone de Beauvoir. Though she describes many women who are perfectly happy in conventional marriage, she has a number of heroines who demand freedom and an authentic existence.

Kate Chopin was too much of a pioneer to be accepted in her time and place. She lived and wrote approximately three quarters of a century before her time. So long as she confined her work to innocuous local-color stories, her contemporaries accepted her work and indeed praised it. But when she dared to expose the conflicts raging inside of wives and mothers, her contemporaries insulted her personally and, even worse, banned her novel. Today, however, Chopin's reputation stands high. Critics have found in her work traces of romanticism, realism, naturalism, existentialism and feminism. Actually, however, Kate Chopin stands alone, a solitary figure among all those "ism's". Clearly Flaubert and especially Maupassant influenced her. Certainly Hawthorne, Melville, Poe, Emerson, and most importantly Whitman helped to shape her responses to life. Undoubtedly, her works contain traces of the romantic, transcendental, local-color, realistic and naturalistic movements. But Kate Chopin transcends her sources and influences to create a body of work that speaks in its own voice. That voice represents the plea of the twentieth century feminism.

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Case Assignment Reconstructed Model of Noun Phrases Predicate Arguments in Albanian Language

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Abstract

This article aims at dealing with Albanian case category and most importantly with the assignment of Nominative, Dative and Accusative case. Syntactically, each noun phrase used in one of the abovementioned case forms within a certain sentence bears also the corresponding subject, direct object and indirect object function. As so within the generative point of view these noun phrases, being assigned these cases and at the same time bearing the above syntactic functions, are targeted as verbs argument (internal or external). It is obvious that case assignment will be treated basically from the generative point of view, explaining that the Generative Linguistics represents a relatively current linguistic theory which from 50^s up to now it has been subject to a continuous and long study and restudy process undergoing objections and challenges aiming at its amelioration and its internal and external layer unification. We are quite aware, that this new linguistic theory it has been successfully applied in the linguistic layer of western countries whereas in the Albanian linguistic domain it is in its first steps toward adaptation and introduction. As a result the article I intend to present will focus on the assignment of Nom, Acc and Dat. case and the case assignment model (inherent or structural) they belong to. Let us highlight here that the early generative analysis concerning case assignment, proposed two such models inherent (dative case) and structural (nominative and accusative). But within the contemporary studies we have come across that such a division does not exist anymore (concerning these three cases) because all the above cases assigned to noun phrases verb arguments belong to structural case assignment model.

Keywords: Noun phrase, internal argument, external argument, inherent case, structural case, thematic assignment.

1. Introduction

Struktura e brendshme e fjalisë varet nga informacioni që ndodhet në leksikon tonë mendor i cili përbëhet, jo vetëm nga lista e fjalëve që ne përdorim e kuptojmë, por edhe nga informacioni i veçantë dhe i detajuar për secilën prej tyre. Pra, sa më sipër përmbledhet më së miri me Parimin e Projektimit¹ sipas së cilit:

Veçoritë e fjalëve të leksikut projektohen në sintaksën/ strukturën e fjalisë.

Në mënyrë të veçantë struktura e fjalisë varet kryesisht nga marrëdhëniet që vendosen midis predikatit, i pranuar si bërthama organizuese e fjalisë, dhe sintagmave emërore të njohura si argumente të këtij të fundit, të cilat nga ana tjetër plotësojnë më tej kuptimin e tij. Prania dhe numri i argumenteve të predikatit lidhet ngushtë me termin "valencë", term ky që në gjuhësi ka hyrë nga shkenca e kiminë dhe është përdorur për herë të parë nga gjuhëtari francez I. Tesnière². Ashtu sikundër ndodh me formulat kimike, si për shëmbull me formulën kimike të ujit H₂O që për formimin e një molekule ujë kërkohet prania e 2 atomeve hidrogjen dhe 1 atomi oksigjen, edhe për një frazë të formuar drejt është e nevojshme që një folje predikat X të shoqërohet nga 1, 2 ose 3 sintagma argumente.

Përzgjedhja dhe numri i argumenteve të predikatëve varet nga karakteristikat semantike të tyre, pra nga nevojat që ata kanë për të përbushur valencat e tyre. Në varësi të valencës ose më saktë numrit të argumenteve foljet i klasifikojmë³ si më poshtë:

Fole zero valente: Bubullin. Vetëtin. Ky grup foljesh përgjithësisht emërton dukuri atmosferike dhe nuk shoqërohet nga asnjë argument. Haset më tepër në gjuhët flektive si shqipja pasi në gjuhë analitike si anglishtja prania e SE argument i jashtëm subjekt është i detyrueshëm.

Folje njëvalente: eci, shkoj, etj. Foljet e këtij grupimi shoqërohen nga një SE argument.

Foljet dyvalente: shoh, dua, lexoj, etj. Foljet e këtij grupimi shoqërohet nga dy SE argumentë.

Foljet trevalente: jap, dhuroj, etj. Foljet e këtij grupi për të plotësuar kuptimin semantik të tyre kërkojnë praninë e

¹ Parimi i Projektimit i Chomsky (1982;29) sipas Rami Memushaj "Gjuhësia Gjenerativeve", 2008, fq 140

² Dhima Th. "Mbi klasifikimin e foljeve sipas valences", Kumtесе në Seminarin Nderkombetar per gjuhen, letersine dhe kulturen shqiptare, Prishtine 2002

³ Po aty

tre SE argumentë.

Përsa i përket strukturës argumentale të predikatit, pra pranisë së detyrueshme të tyre L. Heageman⁴ ofron krahasimin e mëposhtëm: “Predikatët janë si një dramë ku është përcaktuar numri i roleve dhe ato u duhen caktuar aktorëve. Argumentet e predikatit janë si rolet e përcaktuara në dramë ku për vënien në skenë të saj çdo rol i duhet caktuar një aktori. Gjatë shfaqës së dramës nuk duhet të ketë pjesë të cilat nuk u janë caktuar aktorëve si dhe nuk duhet të ketë aktor të cilit nuk i është caktuar një rol. Por në një dramë përveç numrit të aktorëve është përcaktuar dhe karakteri i secilit aktor, d.m.th secili aktor i është caktuar një rol i veçantë.”

Një krahasim i tillë shërben për të na bërë të ditur se, përveç njohurive që folësi ka mbi numrin e argumenteve të një predikati, ai gjithashtu mbart një informacion të plotë përse i përket rolit tematik të shprehur nga secili argument. Si role tematike kryesore njihen ai i *vepruesit*, *temës*, *përfituesit*. Këto role tematike këto u caktohen SE argument të cilat në strukturën e fjalisë kryejnë përkatësisht funksionet sintaksore të subjektit, kundrinorit të drejtë dhe kundrinorit të zhdrejtë.

Shembull

1. Djali (*veprues*) i dhuroi një kukull (*temë*) motrës (*përfitues*).

Deri tani kemi pranuar si caktues të roleve tematike foljen predikat, në shembujt e mëposhtëm do të shohim se për caktimin e rolit tematik të *vepruesit* caktuesi predikat është i pamjaftueshëm:

Shembull

2.a Agimi theu xhamin

2.b Agimi theu krahun

SE argument “Agimi” në shembujt e mësipërme nuk i caktohet i njëjti rol tematik, pasi në shembullin (2.a) atij i caktohet roli tematik i *vepruesit* ndërsa në shembullin (2.b) i caktohet roli tematik i *provuesit*. Nëse do të analizojmë të dy këta shembuj si fillim do të pranohet se ato paraqesin të njëjtë strukturë argumentale, ndryshimi qëndron vetën në informacionin semantik të ndryshëm që dy argumentat “xhamin/krahun” shfaqin. Kjo na bën të mendojmë se caktimi i rolit tematik të *vepruesit* realizohet si rezultat i bashkëpunimit midis predikatit dhe argumentit që e pason. Në këtë kontekst, përmbledhim se SE argument, të cilës i caktohet roli tematik i *vepruesit* si rezultat i këtij bashkëpunimi, i caktohet një rol tematik i jashtëm dhe si e tillë kjo SE përfaqëson në vetvete një argument të jashtëm. Nga ana tjetër, roli tematik i *temës* i caktohet një argumenti të brendshëm, pra një SE argument që pason predikatin, të cilës i caktohen gjithashtu një rol tematik i brendshëm.

Këto argumente të predikatit qofshin të jashtëm apo të brendshëm; subjekt apo kundrinor për t’u bërë të dukshme në strukturën e fjalisë, pra në varësi të Parimit të *Visibilitetit* ose *Kushti i Dukshmesisë*⁵, u duhet caktuar rasë, përkatësisht rasë emërore, rasë kallëzore, rasë dhanore.

Në këtë pjesë të punimit do t’i përkushtohemi analizës rasëcaktuese e cila bazohet kryesisht në përcaktimin e caktuesit të këtyre rasave; në përcaktimin e pozicionit strukturor për caktimin e secilës si dhe në përshkrimin e modelit të përfaqësuar nga caktimi i secilës prej këtyre rasave. Sa më sipër përbën një prej moduleve bazë të gjuhësisë gjenerative, *Teorisë së Rasës*, për të cilën koncepti gjenerativist përfshin dy faza zhvillimi:

Faza e parë – deri në fund të viteve ‘80, ku koncepti gjenerativist mbi rasën nuk shfaqet i shkëputur nga ai tradicional, pasi për realizimin e saj shihen si kusht për caktimin rasor lidhjet sintaksore të drejtimit.

Faza e dytë – pas viteve ‘90, fazë kjo ku koncepti gjenerativist mbi rasën njohu shkëputje nga drejtimi tradicional si dhe u përfshi në programin minimalist, sipas së cilit mendohet se SE hyjnë në strukturën e fjalisë të veshura me tipare rasore të cilat duhet të përshatetn diku në pemën strukturore.

Si rrjedhim caktimi rasor SE argumentë të foljes ka njohur trajtime të ndryshme në varësi të kushtëzimeve të ofruara nga secila fazë zhvillimi.

2. Caktimi Rasor se Argumente deri në Vitet ‘80

Çdo fjali e thjeshtë, sipas gjuhësisë gjenerative, është identifikuar si frazë më një strukturë më të ndërlikuar se ajo e sintagmave foljore⁷. Për të vërtetuar sa më sipë do të bazohemi, së pari te ekzistenca e foljeve ndihmëse të cilat nuk shfaqin karakteristikat e foljeve të tjera, pasi ato gjithmonë do të duhet të shoqërohen nga një pjesore

Shembull

⁴ Heageman L. “Introduction to government and binding theory, Cambridge University press, 1991.

⁵ Memushaj R. “Gjuhësia Gjenerativeve”, 2008, fq 175

⁶ Buxheli L. “Modelet e caktimit rasor në gjuhën e sotme shqipe”, 2007, fq 51

⁷ Dhima Th. “Disa veçori të frazës shqipe në kundërvendimin e gjuhësisë së sotme”, 2007

3.a Djali lexoi librin

3.b Djali e ka lexuar librin

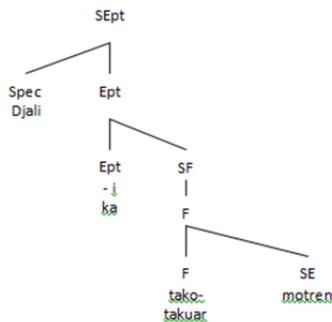
Në këta shembujt vërejmë se nuk kemi asnjë ndryshim përsa u përket roleve tematike që u caktohen SE argument (Djali-veprues; librin-temë), fakt që dëshmon mbi paaftësinë e foljeve ndihmëse për të caktuar role tematike.

Së dyti, që fjalia paraqet një strukturë më të ndërlikuar se çka ofron struktura SF dëshmohet edhe nga prania e detyrueshme e subjektit edhe në rastet kur ai nuk përbën argument të foljes, pra nuk kërkohet prej saj. Për këto raste i referohemi ndërtimeve me folje zerovalente të gjuhës angleze të cilat e kanë të detyrueshëm praninë e impersonal-it me funksionin sintaksor të subjektit. Për këto ndërtime, për arsyt tashmë të cituara, ky subjekt –it nuk mund të realizohet brenda projekcionit SF, pasi nuk kërkohet nga folja.

Së treti, një fakt tjetër bindës është edhe lidhja që ekziston midis SE subjekt dhe predikatit të fjalisë të cilën me të drejtë në gramatikën e gjuhës shqipe e kemi parë si lidhje bashkëpërshtatje. Kjo lidhje është e pranishme edhe për ndërtimet e ashtëquajtura zerovalente të të anglishtes të cilat krahas impersonal –it të vetës së tretë njëjës të foljet shfaqet edhe mbaresa –s e vetës së tretë njëjës gjë që vërteton bashkëpërshtatjen subjekt – predikat. Për të njëjtën kategori foljesh zerovalente të gjuhës shqipe vërehet se folja vendoset në vetë të tretë njëjës edhe pse SE subjekt nuk shprehet. Nga faktet e raditura përmbledhim se si foljet ndihmëse edhe mbaresat foljore ofrojnë informacion të rëndësishëm mbi kategoritë foljore të kohës, mënyrës dhe vetës të cilat do të përshtaten me SE subjekt të fjalisë. Këto tipare përfaqësojnë të ashtëquajturin fleksion dhe rrjedhimisht fjalia shfaqet si një projekcion i sintagmës së fleksionit/epimit SEpt.

Nisur nga këto të dhëna fjalitë “Djali takoi motrën” dhe Djali ka takuar motrën” do të shfaqet të strukturuar si më poshtë:

Skemë.



Pra SE “djali” fillimisht do të realizohet në projekcionin e specifikuesit të projekcionit SF pozicion ky në të cilin atij i caktohet roli tematik i vepruesi dhe më pas ai do të zhvendoset drejt një pozicioni specifikuesi më lartë duke iu bashkuar projekcionit maksimal SEpt në kokën eptimore të së cilit do të realizohen mbaresat foljore si dhe foljet ndihmëse. Licensimi i këtyre elementëve eptimor e tërheq SE argument të jashtëm drejt pozicionit Spec SEpt për t’i caktuar rasë emërore.

Sipas Hipotezës së Subjektit të Brendshëm⁸ pranohet për të gjitha gjuhët (qofshin këto sintetike; sintetiko-analitike ose anitike) realizimi i SE argument i jashtëm paraprakisht në pozicionin SpecSF me qëllim licensimin e treguesve semantik dhe më tej zhvendosjen e saj drejt pozicionit SpecSEpt me qëllim licensimin e treguesve eptimor, tregues këta përgjegjës për caktimin e rasës emërore. Pra, caktimi i rasës emërore përbushet brenda projekcionit SEpt, ku si caktues rator do të shërbejë eptimi foljor. Nga ana tjetër SE argument i jashtëm për të marrë këtë rasë duhet të shfaqet në pozicionin strukturor të specifikuesit të projekcionit SEpt.

Nga ana tjetër, duke qënë se caktimin rator e kemi pranuar si një kusht të rëndësishëm, përbushja e të cilit ndikon drejtpërdrejtë në visibilitetin e SE argumentë në strukturën e fjalisë, do të na duhet të përcaktojmë gjithashtu caktuesin rator, pozicionin e caktimit rator dhe modelin që caktimi i rasës kallëzore SE argument i brendshëm “motrën” përfaqëson.

Për caktimin e rasës kallëzore SE argument i brendshëm, e identifikuar si kundrinor i drejtë, nuk mund të pranohet

⁸ McClosely J., *Subjecthood and Subject Position*

sërisht koka eptimore e projeksonit SEpt për arsyen e vetme të mospërmbushjes së Kushtit të Drejtimit⁹.

Ashtu sikundër pasqyrohet edhe në skemën e mësipërme SE argument i brendshëm kundrinor i drejtë do të realizohet në pozicionin motër me kokën F⁰ të projeksonit SF, ku ky i fundit shërben si barrierë për drejtimin e kësaj SE nga koka Ept⁰. Mosrealizimi i drejtimit të SE argument i brendshëm nga koka Ept⁰ çon në përfundimin se rasa kallëzore caktohet nga koka F⁰ e projeksonit SF dhe, së dyti SE argument i brendshëm për të marrë këtë rasë duhet të realizohet në pozicionin motër me këtë të fundit (SE; SF).

Përveç foljeve një dhe dy valente kemi edhe folje trevalente të cilat për plotësimin e kuptimit të tyre kërkojnë praninë e tre argumenteve, një të jashtëm dhe dy të brendshëm.

Shembull.

4.a Djali i dhuroi një kukull motrës.

Dhuroj: Kush dhuron (identifikojmë subjektin)

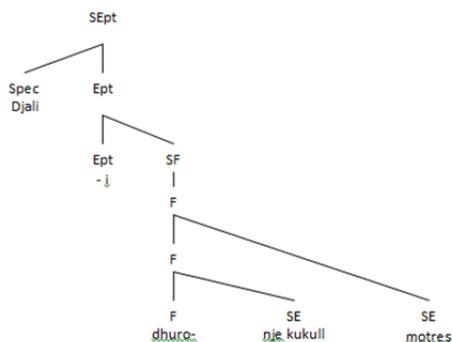
Çfarë dhuron (identifikojmë kundrinorin e drejtë)

Kujt ia dhuron (identifikojmë kundrinorin e zhdrejtë)

Nga sa cituam edhe më sipër, ky argument i dytë i brendshëm sintaksorisht përfaqëson kundrinorin e zhdrejtë dhe sipas rafshit semantik atij i caktohet roli tematik i përfutuesit. Me këto karakteristika semantiko-sinaksore lidhet edhe caktimi i rasës dhanore.

Duke ndjekur të njëjtën logjikë që ndoqëm edhe me caktimin e rasës kallëzore SE argument të brendshëm kundrinor i drejtë, shtyhem i të pranojmë se folja trevalente (dhuroj) përveç rolit semantik të përfutuesit i cakton kësaj SE (motrës) edhe rasën dhanore. Pra, rasa kallëzore dhe rasa dhanore caktohen brenda projeksonit SF sipas strukturës X' të mëposhtme:

Skemë 1



Modelet e mësipërme të caktimit rasor u sfiduan më tej dhe pas viteve '90 ato u nënshtuan edhe ristrukturimeve në vijim.

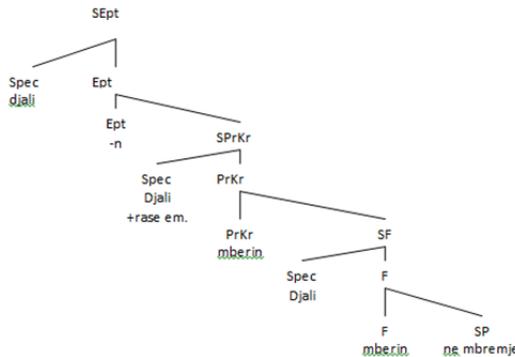
3. Caktimi Rasor në Konfiguracionin Specifikues-Kokë

Gjatë fazës së dytë të zhvillimit të konceptit gjenerativist mbi rasën, e cila përkon me periudhën e shkëputjes së teorisë së rasës nga drejtimi tradicional dhe përfshirjen e saj në konceptin gjenerativist, na vjen një argumentim krejt i ri nga Chomsky mbi caktimin e rasave të mësipërme SE argumente të foljes. Ky rikonceptim bazohet dhe i jep më shumë rëndësi kategorisë së përshtatjes duke e pranuar atë si të vetmen kategori përgjegjëse për licensimin e treguesve rasorë. Ky propozim bazohet në faktin se si rasa ashtu dhe përshtatja përbëjnë mekanizmat kryesor për shprehjen e marrëdhënieve gramatikore. Në vijim, Chomsky propozon dy rrafshet përshtatjeje: atë të caktimit të rasës emërore SE argument i jashtëm subjekt dhe atë të caktimit të rasave kallëzore dhe dhanore SE argumentë të brendshëm kundrinor i drejtë dhe kundrinor i zhdrejtë. Këtyre dy rrafshëve përshtatjeje u përgjigjen 3 projeksione funksionale të përshtatjes përkatësisht: sintagma e përshtatjes së kryefjalës SPPrK, sintagma e përshtatjes së kundrinorit të drejtë

⁹ Me drejtim do të kuptohet: A drejton B nëse A m-komandon B dhe asnjë barrierë nuk ndërhyr midis A dhe B; Projektionet maksimale shërbejnë si barriera për realizimin e drejtimit. Si drejtues shërbejnë kokat e sintagmave

SPrKd dhe sintagma e përshtatjes së kundrinorit të zhdrejtë SprKz.

Skeme 2



Sipas gjenerimit X' të ofruar në këtë skemë vihet re se SE subjekt “djali” filimish realizohet në pozicionin Spec SF për të marrë rolin tematik të vepruesit, më tej ai do të lëvizë drejt pozicionit Spec SEpt për të licensuar treguesit morfologjik dhe përfundimisht zhvendoset drejt pozicionit të specifikuesit të projeksonit SPrKr në të cilin i caktohet rasia emërore. Nisur nga dy modelet e përmendura deri tani mbi caktimin e rasës emërore, çka është universale dhe e përbashkët qëndron në faktin se caktimi i kësaj rase realizohet në një pozicion specifikuesi (qoftë ky SpecSEpt apo SpesSPrKr), pra brenda konfiguracionit specifikues-kokë. Ky model caktimi rasor i cili lidhet pashmangshmërisht me realizimin e SE argumenti i jashtëm në pozicionin e specifikuesit për të marrë rasë emërore njihet si caktim rasor strukturor.

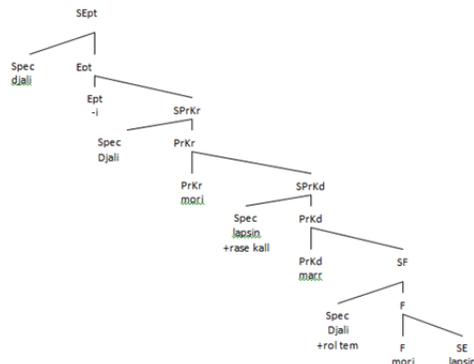
Ky aplikim i caktimit të rasës emërore do të shtrihet edhe më gjerë duke përfshirë edhe caktimin e dy rasave të tjera kallëzore dhe dhanore, pasi të tre këto SE bashkohen nën një emërues të përbashkët “argumente të foljes” i cili ndikon në analizën rasëcaktuese të tyre.

Pra, për analogji të caktimit të rasës emërore propozohet gjithashtu lindja e një projeksoni tjetër funksional, sintagmës së përshtatjes të kundrinorit të drejtë SPrKd i cili gjenerohet midis projekioneve SEpt dhe SF. Në pozicionin e specifikuesit të këtij projeksoni do të realizohet SE argument i brendshëm kundrinor i drejtë pas zhvendosjes së saj nga pozicioni motër i kokës F⁰ me qëllim caktimin e rasës kallëzore.

Shembull.

5.a Djali morri lapsin.

Skemë 3

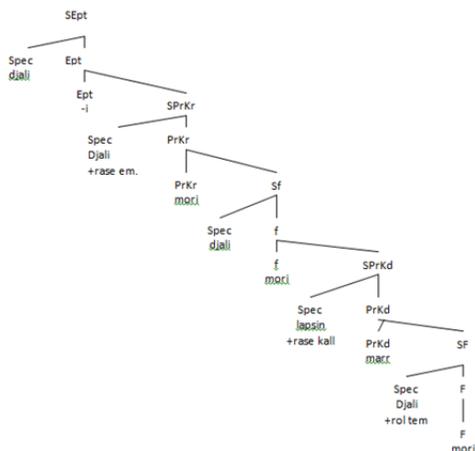


Një projektim i tillë shfaq probleme, pasi zhvendosja e SE argumenti i brendshëm kundrinor i drejtë nga pozicioni [SE; SF] drejt pozicionit të prejardhur SpecSPrKd, duke kapërcyer pozicionin bazë të SpecSF, përbën shkelje të Parimit të

Lëvizjes së Shkurtër¹⁰.

Në këtë kontekst, Chomsky propozon hipotezën e ndarjes së projeksonit SF në dy projeksione të tilla funksionale të shënuara Sf më e lartë dhe SF më të ulët (të cilat janë përgjegjëse për caktimin e roleve tematike) dhe midis tyre do të gjenerohet projekcioni funksionale i përshtatjes së kundrinorit të drejtë përgjegjës për caktimin erasës kallëzore.

Skemë 4



Një projektim i tillë edhe pse në dukje tepër i përshtatshëm mbetet i dyshimtë pasi ai eliminon projekcionin bazë [SE;SF] të gjenerimit të SE argument të brendshëm kundrinor i drejtë dhe pranon si pozicion bazë të realizimit të kësaj SE atë të specifikuesit të Sf më të ulët.

Në mbështetje të sa më sipër si dhe duke pranuar si hipotezën e ndarjes së SF dhe lindjen e projeksioneve funksionale të përshtatjes së SE argumentit të brendshëm SPPrKd po Chomsky shkon më tej duke e zgjeruar aplikimin e mësipërm me përfshirjen në të të ndërtimeve treargumentale.

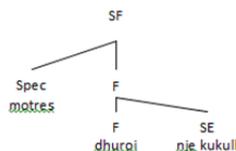
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6.a Djali i dhuroi një kukull motrës.

Nisur nga parimi i Hierarkisë së Projeksioneve me qëllim garantimin e lidhjes midis kokave f⁰ dhe F⁰ përkatësisht të projeksioneve Sf dhe SF sa herë që do të hasim një f të vogël aq herë projekcioni Sf do të shërbejë si zgjerim i SF më të ulët. Në këtë kontekst ndërtimet treargumentale do të analizohen si më poshtë:

Koka foljore së bashku me dy argumentët e saj të brendshëm (*dhuroi një kukull motrës*) do të shihet si një fjali e thjeshtë e pazgjeruar ku argumenti i brendshëm kundrinor i zhdrejtë do të luajë rolin e subjektit duke u gjeneruar në pozicionin Spes SF, ndërsa SE argument i brendshëm kundrinor i drejtë do të mbetet e gjeneruar në pozicionin e saj bazë [SE;SF]

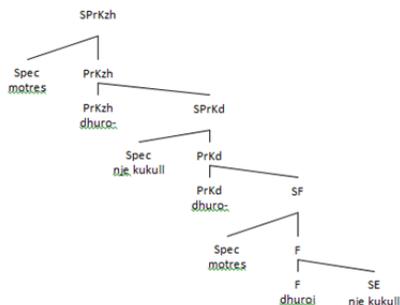
Skema 5



Ky projektion si rezultat i gjenerimit të dy projeksioneve funksionale të përshtatjes së argumenteve të foljes të gjeneruara ndërmjet projeksioneve Sf dhe SF do të bashkohet fillimisht projekcionit funksional SPPrKd (në pozicionin e specifikuesit të së cilit do të realizohet SE argument i brendshëm kundrinor i drejtë për të marrë rasë kallëzore) dhe më pas atij SPPrKz (në pozicionin e specifikuesit të së cilit do të realizohet SE argument i brendshëm kundrinor i zhdrejtë për të marrë rasë dhanore).

¹⁰ Abney S. *The English noun phrase in its sentential aspect*, 1987

Skeme 6

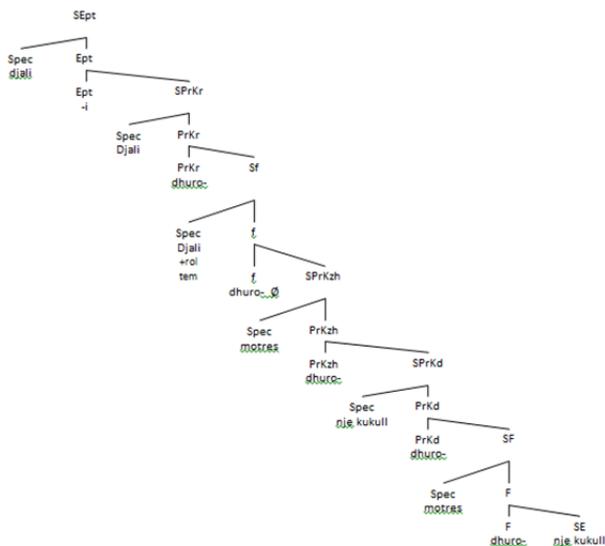


Projeksioni i arritur deri tani do t'i bashkëngjitet projeksonit Sf në kokën f⁰ të së cilit do të realizohet një kategori foljore e zbrazët ø me kuptimin e foljes shkakore "bëj" duke bërë që ndërtimet me folje trevalente të analizohen:

7.a Djali i dhuroi një kukull motrës – Djali bëri që motrës ti jepej një kukull.

Në pozicionin e specifikuesit të këtij projeksoni do të realizohet SE argument i jashtëm për të marrë rolin tematik të vepruesit. Më tej ky projekson do të bashkëngjitet projeksonit SPrKr dhe përfundimisht atij SEpt sipas skemës së më poshtme

Skemë 7



Sipas kësaj nënçështjeje të dytë të caktimit të tre rasave kryesore, emërore, kallëzore dhe dhanore, ajo çka përbën avantazh krahasuar më caktimin rasor prezantuar në pjesën e parë të punimit është unifikimi i caktimit rasor sipas modelit strukturor. Caktimi i rasave emërore, kallëzore dhe dhanore SE të cilat përfaqësojnë argumentet e foljes realizohet tanimë në konfiguracionin specifikues – kokë.

Për caktimin e këtyre rasave SE përkatëse argumentë (qoftë i jashtëm apo të brendshëm) duhet të realizohen në një pozicion specifikuesi (SpecSPrKr; SpecSPrKd, SpecSPrKzh) fakt ky që na bind mbi modelin strukturor të caktimit rasor që secila prej tyre shfaq.

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Bilingualism – An Advantage when Taught in Childhood

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1. Introduction

The more languages you know, the more doors are opened for you.

Whether at home, daycare centers or schools, the teaching of a second language must take an important place. Ruth Tobias, professor at the Languages University in Germany says, "The learning of new languages is the foundation of developing a wider and fresh thinking" Her opinion states that if one knows more than his/her native language, has granted himself many opportunities.

2. Bilingualism Over Centuries

Bilingualism over the centuries has been considered as an advantage. Upper - class families or kings would send their children to teachers, who would teach them philosophy, diplomacy as well as other foreign languages, such as: Latin, Greek etc.

This tendency of Language learning has been inherited over the centuries. Various kingdoms hired teachers for their children, not only for the art of war, but for other languages too, in order to prepare them to face different policies in the future

The researcher who developed the study has a personal experience with bilingual children as well as contacts with families with this experience, thus marriages of people from different nationalities and migrated families having to teach their children not only their native language but that of the country they moved to.

3. Hypothesis

To explore the matter of study one comes to conclusion that this study relies on this hypothesis: "Bilingual children have more advantages than single language children"

4. Literature Essay

This chapter features researches of various studies, articles, reports and political documents closely related to the subject. To present a wider frame of bilingualism and its advantages on our global society, political documents, articles and reports within and outside Albania has been consulted with.

5. Children's Multilingualism

Multilingualism is beautiful and precious. While learning a language the children automatically get to know its culture too. As they attend professional schools in the future or whether they get to travel into various places, they will realize the sensibility and value of the learned language at their very young age.

Multilingualism in Europe, whether into the society or education, it is becoming more and more a reality; one happens to find a language mixture into workplaces or school classes, consequently a mixture of cultures. There are various heterogeneous groups at schools to learn a specific language or follow the school subjects. There are often some classes and heterogeneous groups into europeans schools nowadays which seem to affect the school's identity, but on the other hand they stimulate and enrich at the same time the school's curriculum.

Teachers and students are often faced with challenges of teaching or explaining the languages. At the same time they are offered an opportunity and unimaginable chances to make the class more interesting and get adapted with the multilingual didactics, by getting out from the traditional; to see and share new culture in the class, where the later is described in the relevant language, thus an adequate adaption for the group they are teaching. The new language didactics must adapt to the new phenomenon in a scientific way and get defined in a new way.

The practices and experiences from schools who are motivated or have an experience into bilingualism and from the pioneering of other countries where these methods have been applied, have a great importance in curriculum adaption and the incorporation of new methods. To make the learning of language possible, thus bilingualism, and make the teaching more attractive, adapted methods, media and the intervention of auxiliary methods are used.

6. Multilingualism Promotes Development

One is lucky to have a second language, moreover when that language is mastered by the child or by a person as if it were his/her native language. Consequently one is assured that the culture of the language is known too. The prejudices also disappear and a mutual understanding is achieved. Such skill is recently more and more demanded even by companies and careers where to know a second language is a requirement to start a job. Individuals who were raised with bilingualism find it pretty easy to learn a new language whereas, apparently, it does not seem that easy for other individuals who did not have this opportunity on their early age.

More and more we hear it said that people who grow up bilingual, are more likely to learn more superficially or experience confusion in mind. These prejudices do not stand, moreover it is already proven that multilingualism stimulates growth and development. Such children have a high concentration and it is easy for them to learn a new language in the future. These children are likely to be secure in themselves and have a strong character. They are capable to make new friends without hesitation or fear, even as they make new friends they seem to do it very easily and effortlessly.

7. How Does Language Learning Function

Children tend to better and easily learn new languages in their first eight years of life. At the age of 3-6 years, one of the things that children find entertaining is to learn new things and this can happen without strain. Everyone in their life gets at least one native language as a gift, effortlessly, but lucky are those who have been given the opportunity for more than one. Small children, observe or study the languages with more focus and attention in their own way. They hear what and how their parents speak and so they are unconsciously influenced by language and culture. Children have the ability to understand a language very quickly and often without actively using it.

Since the age of one and a half children understand more than you are actually telling them. Even though sometimes it seems as if the child does not actively respond, language is still there and the child practices it and while he/she speaks, it improves it. Children are surrounded by languages, even though they are different. They can recognize and understand the different languages at their early age. Bilingual children differentiate and recognize which language they will be using. They do not need extra time to master and be fluent in both languages.

8. Child to Learn Two Languages Simultaneously

If you want to teach two languages to your child, then your positioning is crucial. You should feel confident in that language yourself in the first place, whether you are a teacher, parent or a daycare educator. Only by doing this, your child can feel confident. It is not smart to just try and teach a language to a child. The language needs to be his/her world and life experience. Once the language is experienced by the child, only then the child really learned it.

A child learning a language, should hear it frequently, or he/she will forget it otherwise. Do not attempt to translate the word, for example, the chair – stuhl. Speak to the child in the foreign language.

Be careful! As you speak or make sentences, try to not build them into both languages. The use of language depends on where it is used, for example, while at the grandparents, with a babysitter, in the daycare, at school, in the car etc. What is important is that the child knows how to speak and use that language, thus to speak continuously, the rest will happen naturally. In these circumstances it is important for the child to create a good and positive relationship with the person who is learning the language from, in order that the language learning becomes fun and perceived by him as something good.

9. The Culture of Education and Theories that Oppose Bilingualism

If we were to review the five classical counter-arguments for the multilingual education:

1. Multilingual education is harmful because it interferes with the learning process. - This method does actually interfere with the learning, but for a good intention: the language learning as well as the subject will be reinforced.
2. Multilingual education hinders native language learning. - It is not exactly clear how this can happen. The number of hours when a language is spoken is not the only factor of language learning. The social environment and the ability of students also play an important role.
3. Multilingual education slows down the capacity of learning – I think I have given enough indication that it is the opposite.
4. Multilingual education is beneficial for immigrants' children and not for domestic ones. – It is true that with similar methods of Integrated Learning of Language Content, good results have been achieved in the children of immigrants. This would be a pretty good reason for the spreading of this learning method.
5. Today the children are almost multilingual when they finish their school. – This contradicts the reports of most countries in Europe.

Additionally, learning a language seem to offer interesting insights for the theory of learning that language as well as the social and cultural environment. We can hope that the experiences of Integrated Learning of Language Content in different countries will enrich the studies on language learning through the matter of the subject. Obviously a series of organizational problems are still present: the education of language teachers should be more intense. The curriculum of Integrated Learning of Language Content must be developed and more research on the impact of environmental factors should be made. Despite this, the teaching of languages through teaching subjects seems to be the only way to overcome the present crisis of language learning, as it may well be a response to the demand for a new multilingual Europe citizen.

10. Development of Bilingualism in Children

While talking about bilingualism in the early childhood, the cognitive development has the same importance as the language development. This is an aspect that must not be ignored.

As we talk about bilingualism, we are also talking about a complex subject, because we are talking about the language development in children, thus for different categories of phonology, vocabulary and at the same time we should consider the grammatical and semantic development. On the bilingual development some aspects will be considered that will be relevant to the topics that will be addressed. The language development to start with, is the same, whether monolingual and bilingual, since the human development itself is such on every stage. It differs from one person to another. It is independent or unlimited.

All children with normal development pass the language learning phase sooner or later. In the first year, children not only do they learn a number of words, but also consonants of his/her native language, and this makes it possible for the child to understand his/her language and ignore consonants of other languages. Thus, children get trained or train their speaking senses, which they use when they need something via various specific sounds or calls, to express what they want or how they feel.

At the end of the first year and at the beginning of the second year, the child learns a few words, and so his development by producing words, accelerates at the end of the second year. The child starts to connect the words together by easily expressing his/her need. By using all the vocabulary and knowledge that he/she owns, develops the words and their gramatical order. This is the stage when the child develops further his/her knowledge. During the second year and the sixth year of life the language develops more specifically, as the child learns the basis of sentences construction. (Cunningham-Andersson, 2004, pg. 45).

On the fifth and sixth year of the early development the grammatical elements take shape, thus we can say that the language primary system is shaped on the first fifth years. On the fifth year the majority of children are good speakers of the native language.

At this time the children are able to master a good vocabulary and sentence construction. In terms of brain development, the brain finishes its task during puberty, later the learning of the languages becomes a reasonable task (putting one's self to work in learning another language). After puberty, the brain reacts in such a way as to lay the

foundation of language learning ability, but these foundations are not laid further than articulation or than the ability to articulate. Children who are bilingual from birth listen and learn two languages, so they grow up with two languages.

The learning and the development of the bilingual children is the same as that of the other children, but they tend to develop more skills than monolingual children. They develop a personal skill since their second year of life. (this is scientifically proven). Such children are able to separate both language system and use them during their development. The child becomes aware of both language systems. There is a research and discovery that comes from Ruke Dravina, who studied the development of her children into two languages: Swedish and Lithuanian. She stated that her child on his third or fourth year of age was able to use different languages and separate one language she knew from the other. The special thing is that the child was aware of the change and distinction of these language systems. Although her child was capable to separate the two languages, he is still capable to use them actively. (Lambeck, 1984, f. 86; Nawveck, 2005, f. 55; Cunningham - Andersson, 2004, pg. 47.)

A child born with bilingualism and who has a normal development is able to translate word from one language to another since at the age of three. He also becomes sensitive for other foreign languages too, when he/she is confident on his/her bilingualism. Bilingual children are more sensitive to the sounds of other languages (by observing the development of my two children, who grow up with two languages, Albanian and German, and I notice that they are more keen to learn other languages, and this happens effortlessly for them.

11. Optimal Age for Language Learning

One can often hear people and parents ask, "What is an optimal age for my child to learn a foreign language?" As we saw above, the children who learn two languages simultaneously on their early age, they use that part of the brain that would function for one language, whereas the adults need to "open another recording area" on the brain, which sometimes seems hard for them to do.

According to the Foreign Language Linguists, Development Psychologists and Neurobiologists the thesis which proves that the preschool children are able to learn other languages without any strain, is valid. We previously mentioned that the children in their early age, can learn in a complete natural way and not with any particular awareness of what and which language they are actually learning

The art of learning new languages is not something mandatory for them, but if their parents, Babysitters, grandparents speak to them in more than one language, the fact that children are able to absorb and imitate sounds of a certain language makes them capable and without any specific effort to learn, memorize and speak that language or even two languages at the same time, without any problem, or hesitation due to grammar.

They are more accurate than adults, who have to learn the language at a older age, where in addition to the above facts, such as "opening a separate space" in their brains, a factor which makes it difficult to speak a language, is the reluctance or hesitation that they (the adults) have. The later are aware that they can make mistakes or pronounce the words erroneously resulting into a misunderstanding by their coospeaker. These hesitations hinder their communication and consequently they do not improve further their language.

So, learning languages at an early age, as mentioned above, has advantages not only in the development and training of the child to later learn other languages more easily than those, who learn on their older age, but it makes the child more sensible toward various cultures. Such children usually are more tolerant and understandable into the global society than those raised with one language or never was out of their village or town. Here we can mention some prominent names, who in their interviews, when they were asked about their childhood or background, have shared that they were proud that their parents belonged to different nationalities and that they brought with them cultures and custom along with their language, which made it easy for them to integrate into our today's global society.

When talking about the meaning of a certain word or its pronunciation, we of course understand that parents who speak two languages (and have a different geographical background) when they give birth to children and speak to them in both languages simultaneously, or when grandparents from both sides, uncles, aunts speak their languages without any strain in places where these children are growing, it does the latter, to equally and naturally perceive either language, culture or behavior as well.

Although there are people who try to educate their children into bilingualism, it is important to note that studies show that a person must present himself to a child with one language, or one language in a specific environment or context, since the one person one language part has been more prevalent and respectively more studied, it does not preclude the other part, which shows us that if a language is taught in a particular environment or place at an early age, has as much value as the first part. And at the same time each parent should speak his/her native language.

Maurice Gramond also followed such principle. In one of his letters in 1908, after his son was born, he recommends that parents should each speak his/her native language

"In my research I have noticed that it is more efficient to use the forementioned system. If parents talk to their child, which I will call S., in different languages, respectively German and Albanian, it does not bring confusion, but at the age of 7, as the family goes on vacation to Italy, at some friends for a week, it was noticed that the child S. not only was he using his body gestures, but started using some simple sentences in Italian, a language that he had previously only sporadically heard from friends or visitors who would come to visit their home.

In case of bilingual children, who live in the same area or in a certain state for a long time and they go to a kindergarten or at school on that country, the language of that country seems to predominate. Whether in the case of the child S., or even in other cases with other children, it turns out that the language of the country where he is attending the kindergarten or school predominates, but it is advisable for the family to systematically deal with the other language which seems more ignored.

So, it is important for both languages to dominate as much as they would without the attendance of a school of a certain language, because the child can directly and effortlessly learn both languages, whether from his mother, or his father. Even in cases where a child seems to have weakened on one language, it is very important that parents, if they want that language to have the same weight in their children, they should motivate them to travel to the place of the "weakened language", so that contact with the language, whether the language of father or mother, to remain and deepen more.

A good method would be the friendship group or family who have children of the same age and where parents have the same profile. So if family is unable to travel to the place of the "weakened language", their child can associate and play with peer friends, who speak the same language, thus easily maintaining it. At them time not only the language is maintain, but the culture and custom too.

As the bilingual speakers who speak the same language meet, it is observed that people do not focus on their dialogue to speak only one language, thus the language they know or that the whole group knows, but instead they "jump" from one language to the other, altering it accordingly. This change is called Code – Switching and is a unique feature of bilingual speakers.

12. Conclusions and Recommendations

After this study and many other studies from foreigner scholars related to this field, we realize that if bilingualism is taught in the early age, and if the school class the children attend is in 2 languages, this target group has more advantages in society than children who will need a certain time to integrate due to their lack of relevant language or any other mass used language, such as English.

Since parents are responsible for the education of their children, they should be careful, sensible and clear on what they will be choosing for their children and their future, before their children come to life. This does clearly emerge from the study that, the sooner is started to teach the child another language, the better for the development of the brain, the development of the child himself and in the cultural and social aspect. As we can see, the professor Ruth Tobias was right when she stated, "The learning of new languages is the foundation of developing a wider and fresh thinking"

13. Suggestions for Further Studies

It is appropriate to say that it would be very constructive to deepen the studies on this matter. Albania has many study fields on this matter, either by studying the national minorities, or refugees who have migrated to other countries, or even married couples with their children under the influence of bilingualism.

After these studies one can come up with more in-depth findings on the impact of bilingual advantages in Albania and benefits as a result of this effect.

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Arshi Pipa as a National and International Figure

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1. Arshi Pipa: Academia and the Relentless Struggle of the American-Albanian Scholar and Writer

In "The Columbia Literary History of Eastern Europe since 1945" (Columbia University press, New York, 2008), Harold B. Segel states that Arshi Pipa published a series of books of more-or-less scholarly nature that sought to expose the Albanian dictatorship in the way that Paul Goma sought to expose the Romanian tyranny under Nicolae Ceausescu through his fiction (Segel, 2008). That was undoubtedly one of the aspects of Arshi Pipa's work, most of whose volumes in the English language being either a contribution to Italian studies – such was the case for Montale – or a dedication to the exposure of the richness and faults of the Albanian culture, literature, and contemporary politics to the English speaking audience.

Our paper approaches the multilateral personality of Arshi Pipa (1920-1997) by observing him as a national as well as an international figure. Due to the nature of the conference, more details and arguments will be presented in the published paper, and only a brief account of our findings and considerations are going to be introduced now.

Arshi Pipa was, undoubtedly, an Albanian writer, poet, literary translator, and political writer. But he was more than that. Having a multicultural education, holding a degree on philosophy from Florence University in Italy, and fulfilling the requirements of the professorship of North-American Colleges, his scholarly work includes a *cultural studies* component which has either passed in silence or been misinterpreted. Originating from a country which is a significant crossing path of western and eastern civilizations, such as Albania, and being educated both in a catholic school during mornings and a Muslim school (medrese) during afternoons throughout his childhood, excelling in philosophy in Florence, Italy, and teaching in the North-American Universities in 1970s, his body of English writing on Albania and Albanian culture was bound to be an epitome of the practice of cultural studies exercised on the aforementioned field of inquiry. Despite his probably better recognition for introducing the Italian poet Eugenio Montale to the English-speaking academia (Pipa 1968), followed by Montale who was awarded the Nobel Prize in literature in 1975, Pipa's main academic focus and preoccupation continued to remain the Albanian Studies and Culture as he wanted the english-speaking academia to be introduced to them.

2. The Albanian Writer and Communism

In one of his writings on Faik Konica, Pipa states: we support the belief that the key to the art of a writer stands on his own personality" (Pipa 1944). Pipa's work my well be better comprehended within the frame of his academic upbringing. Nor are the actual social and historical circumstances in which he had to write and communicate through his work of any less significance. (The *Gulags* of Former Eastern European Dictatorships are not exactly the ideal "writer's corner" to produce any kind of literary or philosophical written paper).

Our paper approaches his multilateral personality, especially his ideology and anti-Stalinism by examining his intellectual personality as well as taking a systematic view on his corpus of publications. We support the thesis that- in his work- two dimensions permeating his written papers can be traced: firstly, the patriotic dimension which is fundamental in most of his publications in the English language. And secondly, but of no lesser significance than the former is that of internationalism and multiculturalism of that kind that overcomes the narrow-mindedness of the old-fashioned nationalism and views the Albanian culture and politics from a very broad perspective, a perspective rooted in the western thought which Pipa learned from Italian philosophers in his youth and crafted to perfectionism through the spirit of academic discipline of the Cultural Studies which he researched and adopted in the later years.

The denouncement and exposure of Stalinism and dictatorship of Albania to the English-speaking academia,

indeed permeates most of his writing and research papers. This component brings together in a very easily notable manner both the aforementioned dimensions: the nationalistic and internationalist one.

At an early age, by the end of World War II, when he was in his twenties, he published essays on some emblematic figures of the Albanian culture, such as Migjeni, Noli, Fishta and others (Pipa 1944). What we note "in common" to all the profiles he writes about, is that Pipa views them, examines them, hails them and in more than one case calls them "Missionaries", missionaries of patriotism, missionaries of enlightening their people. Not only does he highly appreciate this component when observed to other writers, but he himself takes the role of a missionary in his later writings. Being a "missionary to your people" and an "educator to your nation" becomes another component that permeates all of his publications. The special position of an "educator of your people" bears in itself a strong element of internationalism. His essays and research papers in the English language offer complete evidence on this.

As a highly cultivated scholar with a degree in philosophy and as a distinct philosopher himself, he could not but observe the issues and concerns of his mother-land from a perspective much broader than that of a simplistic nationalism. However, the spirit and the international strata that can be noted in his publications do have a purely political component, which has either been passed in silence or misinterpreted.

After examining the scholarly writing of Pipa for more than ten years now, we have come to the conclusion that the work of Pipa, whether it is in poetry, essays, philosophy, literary studies, Albanology and politology is characterized by:

1. A commitment to patriotic issues like the ones that deal with the national case as well as problems of the Albanian nation. These writings are characterized by the spirit of an education that Pipa believes should be given from a philosopher to his people, once by teaching them about the literary criticism and literary taste or *gusti*, once by recounting them about the horrors of prisons and dictatorship, somewhere by teaching them how to escape from communism, and somewhere else by understanding the personalities of the Albanian culture.
2. The pervasive ideology of all Pipa's works is characterised by an extremely democratic and humanitarian ideology, as expressed somehow openly in "An outline on the concept of life", or elsewhere in the thoughts of the scholar when he deals with the problems of national culture, that are in principle covered almost all over his works. This democratic and humanitarian ideology has all the features of a western academic style of Marxism expressed in the issues of culture. Probably, the only elitist thing in him is the *taste in literature*, or *Il Gusto Literario* that originates in his talent, and is cultivated through a variety of good readings (see "Montale e Dante"), and even teachings from great philosophers like Bergson, Kroçe, Viko, De Sanctis etc.
3. The largest volume of his work consists of writings where the problems of Albanian culture are seen from a western multiculturalists perspective, like in the case of Migjeni where the effects of Albanian culture are investigated, but similarly at De Rada and in folklore alike. The Albanian authors obviously appreciated by him the most are De Rada, Migjeni, and Noli, all three seen as both an expression of the multiculturalism era and of the country where they come, a multiculturalism which is expressed through the instruments of literature, poetry and that can be noted even in their creative personality.
4. His research papers on Italian studies, successfully conducted in American universities and written in the English language, indeed demonstrate his trend towards multiculturalism. Here he takes this feature further on to another stage, so moving himself to the world of western academia, which is by his own definition fundamentally international

This section aims to outline the intellectual biography of Pipa through a critical analysis of his writings and speeches that show his commitment to use research, academic writing, and volumes of studies in order to expose the at-the-time-unknown aspects the Albanian dictatorship system to the western world. Due to the nature of our speech, the examples can not be but limited (the full published paper is going to provide elaborate details and arguments) and focus is narrowed down to the anticommunist element permeating Pipa's work.

*"And I have sworn upon my brother's blood
to fight Stalinism no less than Fascism
to the last drop of my blood"*

The above verses belong to the "Autobiografia" ("Autobiography") poetry taken from the book entitled the same. This edition of poetry in several languages was made ready for publication in 1988. At that time Pipa was in his 60s, and this collection of poetry was like a testament to him. As the author claims, those writings were composed in 1970-1971 by which time Pipa had returned to Italy to carry some scientific research. It is no doubt that such verses help us create his intellectual biography, and they are a self-evident portrayal of the anti-dictatorial dimension that covers all of his work, be

it the creative, or the scholastic one.

Indeed, Pipa's anti-Communism marks a personality value and an extraordinarily progressive courage. In a piece of study or creative work, that can not be a value per sé; the main values of a scholarly work lying mainly on the scientific apparatus and its use, methodology and analytical skills, just like the values of a work of art lie in the basic qualities of art and in the notion of literature, rather than pure content. But comprehending Pipa's work does require an understanding of his anticommunistic dimension that is noticeable everywhere in his work.

In 2008, Harold B. Segel, who published "The Columbia Literary History of Eastern Europe since 1945", in the publishing house of the Columbia University, New York, dealt with Pipa in the 6th chapter of his work, under the title "Writers behind bars / the East European literature of prison from 1945-1990." According to Segel, since the collapse of the former Soviet Union, the western world is increasingly understanding the endless network of prison camps known as "gulags", that existed in the grand state. It was the work of Soltzenicini that would open a window on what was happening in these camps, but what did really happen in the other European countries of the socialist camp was a different story. The dictatorship model operating in most of these countries would make us understand the truth about such concentration camps only after the overthrow of those regimes. In this chapter the author tries to explore the nature of these camps and prisons, by mainly focusing on East European writers convicted there. This is firstly reached by throwing light over the circumstances that led to the imprisonment of certain writers, and on the other hand by examining the impact that the prison experience had in the literary production of such authors, be it in the field of fiction or in other writings that aimed to denounce what was happening indeed (expository literary output). When everything is already said and done in relation to these camps, as Segel notes, there will be namely the literary community of Eastern Europe that will have presented the most vivid and touching writings about such prison camps. It is precisely on this fact where Segel bases his entire chapter "writers behind bars."

Through this approach Segel's portrayal starts with Romania, continues with all the countries and authors of Eastern Europe, and concludes with the Democratic Republic of Germany. In this overview, Albania comes second after Romania. According to the author, this is not because of the size of the country, but because when it comes to the conditions of the prison camps during the regime of dictator Enver Hoxha, Albania is the closest country to Romania. Despite being more educated than Ceausescu, Hoxha was equally violent in all of his policies. Finally, just like in the case of Romania, the main target of the secret police, the Security, was the small intellectual elite.

Arshi Pipa is the first writer discussed in this piece of work, firstly because of chronological reasons, but most importantly because of his deep hatred towards Hoxha's regime and communism in general, which made him publish, while in exile, a series of books based on research studies that aimed to expose the Albanian dictatorship. At this point, Segel finds strong parallels between the personality of Arshi Pipa in Albania and that of Paul Goma (l. 1935) in Romania. Paul Goma is the most famous dissident of Ceausescu's Romania and the first Romanian writer who threw light on the way how Romania was transforming to a huge prison camp in 1948-1964. What Goma did through his literary work on the Ceausescu's dictatorship, Arshi Pipa carried out in exile through his scholastic work. Segel notes that if Albanians produced no imprisoned dissident or student of a productivity literary rate and level comparable to Paul Goma, due to the underdevelopment of Albanian society under Hoxha's regime and because of the prolonged violations that he caused to the writers, it still does not mean that other author and writing should be underestimated. In fact, the opposite is true, and Pipa is an example of this. While in exile, he published a series of books based on a scholarly nature that aimed to expose the Albanian dictatorship to the West similarly to the Romanian writer, Goma, who tried through his literary work, to expose the Romanian tyranny under Ceausescu. Segel calls Pipa a talented and courageous writer and then proceeds by giving some biographical data about his poetic work and studies in the realm of Italian Studies.

Neli

...

*A peasant he was from Central Albania,
Plagued by malaria, rheumatism, an unhealed
knee wounded while a guerrilla fighter,
when his brothers were killed.
Suffering also from hunger
for having left at home
three motherless children
in care of his old folks.*

*Yet in such need and misery
I never saw or heard him*

*complain, get angry, envy
the guy receiving a parcel, speak badly of the others,
let alone quarrel with them
for an inch of room on the floor,
and generous to the point
of undergoing torture
not to denounce a fellow
who was not even a friend.*

*In prison much I learned
not found in books. Humanity
plucked bare of feathers
I saw, and was disgusted.
Yet something else I saw,
the like of Nell, No scores,
the good seeds of perhaps
a better future.
So I accepted life,
and could live out my fate*

Pipa reached the highest possible position that he was committed to not only as an anti Stalinist but also as a champion of democracy all over the Albanian territories. So he devoted himself to the cause of human rights of the Albanian population in Kosovo. He published two major political studies on this topic: "The political development of Albanian state, 1912-1962" in 1962, and "Studies on Kosovo" published in the English language in 1984.

Considering that the more-lengthy published paper of this honorable conference will provide chances for more elaborate arguments and details, I would like to end on a conclusive note. As his fellow colleagues at the University of Minnesota put it in his obituary,

"Arshi Pipa was an outstanding teacher. A former student remembers him as a gentleman and humanitarian: "His sincere admiration for the property of Dante, Petrarca, Leopardi, Pascoli, Ungaretti and Montale influenced all his students. His analytical method didn't have a label, nor did it need one. It was born of his intelligence, education and passion for poetry. his insightful criticism of my work, though often acute and sever, remains, even today, very valuable. I treasure most the respect he paid to my parents when my brother died."

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Këshillimi Motivacional në Fushën e Shëndetësisë

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Abstrakt

Per të vendosur një komunikim të mirë është e nevojshme para së gjithash të vëzhgosh cilin person ke përpara, në të gjithë globalitetin e tij, duke patur parasysh rëndsinë që problemi i shëndetit përbën për personin. Përmirësimi i komunikimit me personin e semur do të thotë të njohësh aspekte të ndryshme të personalitetit të tij ku operatori sanitar i përgjigjet me modalitete interaktive që konsiderojne nevojat e ndryshme dhe përgjigjet emocionale verbale dhe joverbale. Është e rëndësishme të mësosh të komunikosh në mënyrë efektive duke e dëgjuar pacientin ndërsa na rrefen çrregullimin, patologjinë dhe efektet që kjo ka në jetën e përditshme, në familje, në punë e në raporte sociale, sepse ajo çfarë na tregon pacienti nuk është vetëm sëmundja, por vetë jeta e tij. Intervista e motivimit është një tip këshillimi që nis nga këshillimi i raporteve. Këshillimi i motivuar qëndron konform kriterëve si: përballimi, ndryshimi, autonomia. Në fushën e shëndetësisë intervista motivuese është e dobishme për: a) pacientin, b) operatorin sanitar, c) sistemin shëndetësor në përgjithësi. Këshillimi motivues është një lloj këshillimi plus diçka tjetër si: (aleancë terapeutike mjek-pacient, anamneza, stade të ndryshimit në të cilin gjendet pacienti, objektivat e tij, objektivat e operatorit sanitar, shkalla e motivimit, kontrata mbi objektivat). Tre pikat kyçe të këshillimit motivues janë: 1. aleancë terapeutike 2. qëndrim empatik 3. negocim i objektivave të synuara. Në asistimin e pacientëve me sëmundje kryesisht terminale por jo vetëm, komunikimi paraqet një moment strategjik kure, një element kualifikues të shërbimit të ofruar dhe një pritshmëri legjitime e pacientit dhe familjes. Komunikimi midis ekipit mjek-infermier dhe pacientit, është një faktor kryesor i një asistimi cilësor dhe lidhet direkt me rezultatet e mira klinike. Përballimi i patologjive nënkupton të bërit parandalim duke gjeneruar në popullat aftësinë për të konsideruar drejt sëmundjen dhe të kuruarit me terapi të duhura të cilat nuk janë vetëm farmakologjike. Po aq të rëndësishme janë dhe marrëdhëniet, raportet e ndihmës me të sëmurin dhe familjarët e tij. Aftësia e raportimit dhe komunikimit në mënyrë efektive përfaqëson një nga aftësitë më të mëdha të kërkuara sot operatorëve që punojnë në fushën e infeksioneve nga HIV/AIDS apo sëmundjeve onkologjike terminale dhe konsiston në aftësi komplekse që implikon njohuri profesionale dhe faktor personal.

Fjalëkyç: komunikim, këshillim motivacional, pacient, operator sanitar.

1. Hyrja

"Mjeku sheh sëmundjen, pacienti ndjen dhimbjen, janë dy gjëra krejt të ndryshme, Umberto Galimberti". Konsultimet e literaturave, udhëzuesve, teksteve mbi tematika si Duahpirja, Alkoli, Komunikimi me pacientët Hiv/Aids, i kushtojnë rëndësi dhe hapësirë intervistës motivuese si një nga format e para të ndërhyrjes drejt promovimit dhe parandalimit nga operatorët e sistemit sanitar. Intervista e motivimit është një nga stilet e counseling më efektive për subjektet që paraqesin probleme vartësie. Ajo përkufizohet nga vetë krijuesit e saj si "një ndërhyrje e orientuar, e përqëndruar tek klienti-pacient, ku ky i fundit gjendet i përfshirë në përballimin dhe zgjidhjen e konfliktit mbi ndryshimin e sjelljes së tij" (Miller, Rollnick, 1991). Intervista motivuese lind në Norvegji me 1983, si vepër e një psikologu të ri amerikan, William Miller dhe nga punimi i tij kemi sot deri në vitin 2012, më tepër se 1000 publikime që trajtojnë intervistën e motivimit. Zhvillimi i mëvonshëm i intervistës motivuese dhe përhapja e saj lidhen me publikimin e manualit Miller dhe Rollnick (1991, 2002) dhe përkthimit të tij në dhjetra gjuhë. Publikime të metejshme për aplikimin e intervistës motivuese i gjejmë në fushën e shëndetësisë (Rollnick dhe kolegët 1999, 2008), në drejtësinë penale (Walters dhe kolegët 2007), me pacientët psikiatrik (Arkowitz 2008), me adoleshentët dhe të rinjtë (Naar – King, Suarez 2011) dhe shërbimi social (Hohman, 2011).

Qëllimi i këtij studimi është prezantimi dhe njohja me intervistën motivuese (karakteristikat, parimet themelore, aspektet metodologjike, fushat e aplikimit, rëndësia e saj). Eksperienca ka treguar mungesën në efikasitetin të screening të bazuar në friksimin, ndëshkimin si mesazhi i shkruajtur në paketën e cigareve. Duhet synuar në mirëqenien e përgjithshme, të ndërgjegjësimit për të bërë diçka për veten tonë dhe pa vuajtur nga asnjë sëmundje. Autonomia, përgjegjshmëria personale e pacientit duhet të drejtojë operatorin, pasi nuk ka kuptim realizimi i ndërhyrjes me forcë duke u ndjerë i gjithëpushtetshëm. Një mendje e angazhuar për t'u mbrojtur, nuk është e disponueshme për hyrjen e asnjë informacioni, as në pranimin e ndryshimit.

2. Metodologjia

Tema e studimit të zgjedhur është kryesisht teorik duke u bazuar në grumbullimin, përzgjedhjen dhe revizionin e literaturës, dokumentave, në përshkrimin e materialit të grumbulluar me metodë historike, krahasuese.

3. Rezultatet dhe Diskutimet

Intervista e motivimit është një metodë komunikimi më tepër sesa një seri teknikash apo strategji specifike. Objektivi i saj është të drejtojë pacientin drejt motivimit për ndryshim, duke nxitur arsyet e ndryshimit të vetë pacientit. Me në qendër pacientin, intervista motivuese nxjerr në pah faktin se ndryshimi i sjelljes është vullnetar dhe përgjegjësia ndaj vendimeve dhe rezultateve i takojnë pacientit. Kjo metodë është direktive, adresuar zgjidhjes së ambivalencës. Miller dhe Rollnick (2002) sugjerojnë tre procese përmes së cilave intervista e motivimit arrin në rezultatet e synuara perkatesisht: bashkëpunimi, përjetimi, autonomia. Një marrëdhënie bashkëpunuese midis mjekut dhe pacientit është elementi kyç i intervistës së motivimit. Mjeku duhet të komunikojë vullnetin për një marrëdhënie miqësore, duke ofruar më tepër mbështetje sesa bindje apo detyrim. Nga vëzhgimi në kontekstet ambulatoriale, spitalore, mbizotron komunikimi mjek-pacient ku ky i fundit i trembur mohon diagnozën si shenjë refuzimi. Shpesh mungon dëgjimi, mirëpritja e pacientit, gjuha e duhur, informimi mbi diagnozën. Mjeku i frustruar, zhvillon një bisedë kërcënuese, friksuese, si një figurë prindërore. Intervistë e tillë nuk frymëzon marrëdhënie besimi, shprese, që të motivojë ndryshimin e stilit të jetesës së pacientit, si bashkëjetesa me sëmundjen, gjërat që do ndryshojnë, komunikimi i avantazheve dhe disavantazheve të sëmundjes, gjëta e kompensimeve, prodhimi i empowerment të pacientit, identifikimi i pikave të forta dhe resurseve të pacientit.

3.1 Bazat Teorike të Intervistës Motivacionale

William Miller i njohur si ekspert në trajtimin e alkoolizmit, kryente supervizione në punën e psikologëve të rinj norvegjez, të cilët ishin të impresionuar nga mënyra se si ai trajtonte pacientët duke i kërkuar të shkruante “metodën e tij”. Shkruante Miller në punimin e tij: “...të gjitha dështimet terapeutike i atribuohen pacientit, mohimit, rezistencës, mungesës së tij të motivimit... në të kundërt, të gjitha sukseset i atribuohen karakteristikave të programit apo cilësisë së operatorit një sistem atributësh tepër komod për operatorin”: nëse gjërat shkojnë mirë, merita është e operatorit, nëse shkojnë keq faji është i pacientit. Përkundrejt këtij parimi të përshkruar në mënyrë “mizore”, Bill Miller në punimin e tij kreu një operacion kopernikan: vendosi në qendër pacientin dhe i ktheu operatorit rolin që i takon, atë të asistimit, favorizimit dhe të udhëheqesit, ndryshe nga ai i të qenit zot që nxit ndryshimin përmes procesit ku ky i fundit është eksperti dhe tjetri një subjekt pasiv. Ky është thelbi i intervistës motivuese, forca, efikasiteti i saj; por vetëm se këtij parimi teorik iu shtuan një metodë praktike koerente dhe e riprodhueshme, duke u bërë e matshme dhe me mundësi aplikimi në fusha të ndryshme sociale dhe shëndetësore.

Bazat themelore të intervistës së motivimit fillimisht identifikohen në tre teoritë eksistuese në psikologji: 1) Disonanca konjitive e Festinger (1957); 2) Vetëperceptimi i Bem (1967) dhe 3) Terapia me në qendër klientin e Carl Rogers (1951, 1970).

1. Teoria e Disonancës konjitive e Festinger - është marrë në formën origjinale të përshkruar nga (Miller dhe Rollnick 1991, 1994) si *discrepancy*, që nënkupton perceptimin inkoherent të gjendjes në të cilën personi ndodhet, dhe asaj që mendon mund/duhet/dëshiron të jetë.
2. Teoria e vetëperceptimit të Bem – pohon se në situatat kur personat janë të pavendosur mbi një sjellje, janë të prirur t'u besojnë pozicioneve favorizuese që argumentojnë.
3. Teoria me në qendër klientin të Carl Rogers – sipas tij, “një pranim i plotë dhe i pakushtëzuar” është në vetëvete një proces terapeutik. Empatia e Rogers (“mirëkuptimi, përkushtimi jo posesiv, mungesë gjykimi”) realizohet përmes procesit relacional të dëgjimit reflektiv. Dëgjimi reflektiv që nuk është thjesht kthim, por shtim i kuptimeve, gjithashtu instrument për të shmangur bllokimet dhe kurthet në komunikim. Transformimi i dëshiruar arrihet përmes përdorimit të teknikave që kanë parasysh vizionin e botës së pacientit, në një atmosferë empatie, mikpritje dhe besimi.

Teknikë e tillë lind si rezultat i tre kushteve kryesore:

1. studimet mbi përbërësit efikas të ndërhyrjes së shkurtër
2. modeli i ri i procesit të ndryshimit i përpunuar nga Prochaska dhe DiClemente
3. vizioni mbi ambivalencën e pacientit si simptom i konfliktit trajtim-shmangie

3.1.1 Përbërësit Efikas të Ndërhyrjes së Shkurtër

Përkufizohet si ndërhyrje e shkurtër një ndërhyrje që realizohet në 4 intervista me kohëzgjatje të ndryshueshme nga pak minuta në një orë. Objektivat e ndërhyrjes së shkurtër janë:

1. motivimi i pacientit për t'u nënshtruar trajtimeve me kohëzgjatje më të madhe
2. moderimi i konsumit
3. realizimi i ndërprerjes, shkëputjes

"Përbërësit aktiv" të ndërhyrjes së shkurtër sipas autorëve (Miller, Sanches) janë:

- Feedback
- Përgjegjshmëri
- Këshilla (Advertising)
- Lista e alternativave (menu of topics)
- Empatia
- Vetëefikasiteti (Self-efficacy)

3.1.2 Ndryshimi Sipas Modelit Prochaska dhe Di Clemente

Në modelin e Prochaska dhe Di Clemente tre janë aspektet thelbësore që duhen konsideruar:

1. fazat e ndryshimit
2. proceset e aktivizuara
3. nivelet e përfshira në vetë ndryshimin

Fazat që vijojnë përgjatë procesit të ndryshimit janë:

- Precontemplation: e karakterizuar nga mungesë ndërgjegjshmërie të nevojës për ndryshim
- Contemplation: e karakterizuar nga shfaqja e sjelljeve ambivalente drejt vartësisë, që e bëjnë subjektin të aftë për të analizuar anët pro dhe kundër të sjelljes së tij, por jo për të vendosur në favor të ndryshimit.
- Determination: shfaqja e dëshirës për të bërë diçka, por që nuk konkretizohet me plane veprimesh të caktuara.
- Action: veprimi drejt realizimit të planeve që synojnë ndryshim.
- Maintenance: ku subjekti kërkon të ruajë të fiksuara rezultatet e arritura.
- Relapse: rikthimi në gjendjen fillestare.

3.1.3 Proceset e Ndryshimit

Proceset e ndryshimit mund të përkufizohen si "tipe aktivitetesh të ndërmarra ose të jetuara nga personi kur ndryshon mënyrë të menduari, të sjellurit përballë një problemi të caktuar" (Spiller, Scaglia, Ceva).

<u>Stadi i klientit</u>	<u>Detvat e operatorit për të nxitur motivimin</u>
<i>Precontemplation</i>	a. le të kuptohet dyshimi b. të risë tek klienti perceptimin e rrezikut dhe të problemeve që sjellja aktuale krijon.
<i>Contemplation</i>	a. përcaktimi i aneve pro dhe kundër të sjelljes aktuale b. përcaktimi i arsyeve për të ndryshuar dhe reziqet që hasen nëse nuk ndryshohet c. mitja e vetëvlerësimit të klientit për të ndryshuar sjelljen aktuale
<i>Determination</i>	a. të ndihmojë klientin për të përcaktuar rrugën më të mirë për të gjetur mënyrën e ndryshimit.
<i>Action</i>	a. të ndihmojë klientin të përshkojë hapat e nevojshme për aktivizimin e ndryshimit.
<i>Maintenance</i>	a. të ndihmojë klientin për të identifikuar dhe përdorur strategjite të cilat pengojnë një rikthim të sjelljes së mëparshme.
<i>Relapse</i>	a. të ndihmojë klientin për të riaktivizuar proceset e contemplation, determination, dhe action pa u demoralizuar mbi rikthimin e gjendjes fillestare.

Trajtuar nga Miller dhe Rollnick (1994), Intervista e motivimit, teknika të këshillimit për problemet e alkolit dhe të vartësisë të tjera" fq.31

3.1.4 Ambivalenza

Shpesh motivimi i personave që kërkojnë ndihmë për probleme të vartësisë duket i lëkundshëm dhe përshtypja që kanë operatorët është që pacienti alternon me shpejtësi momente kur dëshiron ndryshimin me momente kur kundërvihet me energji. Pikërisht, për problemet e vartësisë alkolistët, toksikodendentët, qëndrojnë të lidhur me sjelljen e tyre edhe pse i njohin rreziqet dhe dëmet që ajo sjell. Në raste të tilla, reagimi instiktiv i operatorit është të shtyjë subjektin drejt ndryshimit duke i përmëdur dhe renditur seri argumentash në favor të ndryshimit. Teknikat e përdorura në intervistën e motivimit kanë si qëllim menaxhimin në mënyrë të dobishme të ambivalencës në këshillim (Miller, Rollnick, 1991, fq.55). Sipas autorëve, ambivalenza konsiderohet "normale, e pranueshme, e mirëkuptueshme" pasi i mundëson operatorit të shoh më qartë kompleksitetin e dilemës sesa "të sulmojë mostrën e mohimit". Ambivalenza interpretohet si simptomë e konfliktit (në veçanti si konflikt i tipit tërheqje-shmangie) sesa të atribuuar "një patologjie vartësie të caktuar" apo "mekanizmave mbrojtës të një çrregullimi karakteri (mohim, racionalizim, projektim)" (Miller, Rollnick, 1991, fq.63-64). Duke shmangur së atribuari vetëm fenomene "negative" pacientit si mohimi dhe mungesë motivimi, e detyron operatorin të ketë parasysh sjelljen e vetë dhe të zhvillojë në çdo kohë një sforcim për t'u vendosur në vendin e klientit-pacient me emocionet dhe ndjenjat e atij që kërkon ndihmë. Për të përbushur analizën e konfliktit është e rëndësishme që operatori të shmangi caktimin e vlerave faktorëve që përfshijnë ndryshimin, pasi vlerësimi i kostos dhe benefiteve është tepër subjektive dhe zor se vlerat e operatorit mund të perputhen me ato të klientit. Ajo që për disa është shumë e rëndësishme si (puna, familja, shëndeti) për dikë tjetër ka pak apo aspak rëndësi. Gjithashtu, duhet patur parasysh se dëshirueshmëria ndaj sjelljeve "të rrezikshme", rriten nëse ato bëhen strumenta për afirmimin e lirisë personale që duket e cënuar. Në shumë raste, pranimi se familjarët kanë të drejtë për sa i përket teprisë së konsumimit të një substance, do të thotë të pranohet dështimi në menaxhimin e autonomisë personale dhe nevoja për ta kufizuar atë. Qasja motivacionale përkundrazi, kërkon të ruajë vetëbesimin e subjektit duke u bazuar në teorinë e vetë-efikasitetit të Bandurës, sipas së cilit, operatori e lë pacientin të thotë gjithmonë fjalën e fundit.

3.1.5 Aspektet Metodologjike

Konceptet bazë të intervistës së motivimit janë:

1. ambivalenza nuk është fenomen patologjik
2. motivimi nuk është statik
3. ekzistojnë faza të ndryshme të procesit të ndryshimit, nëpërmjet të cilave duhet modeluar ndërhyrja
4. sjelljet dhe qëndrimet e operatorit nuk duhet të ndikojnë në shfaqjen dhe kristalizimin e fenomenit të rezistencës përgjatë këshillimit

Teknikat e intervistës së motivimit bazohen në pesë parime themelore:

1. të shprehurit empati
2. zhvillimi i frakturës së brënjshme
3. shmangie të debateve
4. përdorimi dhe menaxhimi i rezistencave të pacientit
5. mbështetja e ndjenjës së vetë-efikasitetit

Për të zbatuar në praktik parimet e lartpërmendura, operatori mund të përdori në fushën e counselling të motivimit teknika si:

1. formulimi i pyetjeve të hapura
2. praktikimi i dëgjimit reflektiv
3. të mbështetja dhe të konfirmojë
4. të përmbledhi
5. të nxit deklaratat automotivuese
6. të ristrukturojë

3.2 Konteksti komunikues

Për sa i përket kontekstit komunikues spitalor duhet patur parasysh marrëdhëniet me personin që jeton në kufizim të lirisë së tij dhe i nënshtrohet kushteve që kanë të bëjnë me çfarë dhe kur të hajë, çfarë veshje të ketë, kur të flegjë, çfarë ilaçe të pijë, kur të dali nga dhoma apo me kë të ndajë etj. Për sa i përket ambjentit komunikues (Berçeli, et al., 1999) nënvizon si komunikimi rezulton e influencuar nga faktorë të jashtëm dhe aspekte që i paraprijnë siç janë:

- ku jemi
- me kë jemi
- sa veta jemi
- çfarë raportesh kemi me të tjerët
- motivi i takimit
- siguria e vetes
- besimi ne vetvete
- personaliteti

Flitet për “setting apo kontekst të brendshëm” kur i referohemi qëndrimit të brendshëm të operatorit, që ka të bëjë me “disponueshmërinë”, “të qenurit i hapur” me pacientin në atë moment në atë vend.

3.2.1 Komunikimi i diagnozës

Komunikimi i diagnozës respekton rregullat e komunikimit të një lajmi të keq. Një lajm i keq është një informacion që modifikon në mënyrë drastike dhe negative vizionin e personit me infeksionin Hiv/Aids apo sëmundje tumorale. Detyra e profesionistit konsiston ta bëjë më pak traumatike kalimin nga perceptimi i realitetit të pacientit (realiteti subjektiv) me gjendjen reale (realiteti objektiv). Janë pesë motivet që argumentojnë nevojën për të komunikuar lajme të këqija (De Santi et al., 2007; Baile et al., 2000):

1. Është e drejtë e pacientit – njohja e diagnozës dhe prognozës përfaqësojnë kushtet e nevojshme për të qënë të ndërgjegjshëm në pjesmarrjen dhe vendimarrjen e kurimit.
2. Përfaqëson një nga detyrat e profesionistit – si ata që punojnë në spital, dhe mjekët e familjes.
3. Është detyrim për operatorët e shëndetit – në veçanti të mjekut për t'i komunikuar pacientit diagnozën të përcaktuar nga motivacione juridike, deontologjike dhe etike.
4. Lehtëson procesin e përshtatjes ndaj sëmundjes – literatura përmend shumë studime që evidentojnë efektet positive të një komunikimi korrekt ndaj personave me Hiv/Aids për sa i përket kuptimit të informacionit. (Maynard, 1996; Buton et al., 1995; Ford et al., 1996).
5. Përmirëson cilësinë/sasinë e të dhënave të grumbulluara në anamnez.

3.2.2 Si të Komunikojmë Lajme të Keqija

Në modelet për të komunikuar lajme të këqija, të përdorura në fushën e onkologjisë janë:

- Modeli i mos-komunikimit: më i përhapur kryesisht në vendet mesdhetare me kulturë latine.
- Modeli i komunikimit të plotë: tipike në vendet anglosaksone si USA, Kanada, Australi dhe Europa veriore.
- Modeli i komunikimit të personalizuar: sugjerohet si më i preferuari, ku sintetizojnë protokolle të ndryshme të njohura rishtazi në literaturë si:
 - a. *Udhëzimet e OBSH “Communication bad news”* – dokument për të kuptuar aftësitë e kërkuara dhe realizimin e ndërhyrjeve në praktikën klinike. (WHO, 1993)
 - b. *Protokolli i Girgis dhe Sanson-Fisher* – dokument me udhëzime mbi komunikimin e lajmeve të keqija. (Girgis e Sanson-Fisher, 1998)
 - c. *Protokolli i Okamura* – dokument me udhëzime për t'i komunikuar pacientit të vërtetën të adoptuar në Japoni nga National Cancer Center dhe spitale të tjera. (Okamura et al., 1998)
 - d. *Protokolli i Buckman i quajtur SPIKE* – inicialet e 6 hapave kryesore që përbëjnë ndërhyrjen nga eksplorimi i njohurive dhe pritshmërive të pacientit deri në komunikimin e të vërtetës duke respektuar ritmin dhe vullnetin e pacientit. (Baile et al., 2000).

3.2.3 Sugjerime mbi Komunikimet e Lajmeve të Keqija

Sipas Tuberi (Tuberi, 2005) sugjeron:

- Flisni me gjuhë të thjeshtë dhe të qarte.
- Pyesni veten: “Çfarë do të thotë ky lajm për pacientin?”
- Takohuni fillimisht në një “terren të qetë” (lereni pacientin t’ju rrëfeje historinë i tij dhe gjërat që ai njej).
- Mos e jepni të gjithë lajmin, informacionin përnjëherësh: mund t’i ktheheni argumentit në takimet e tjera.
- Të jeni gati për të vëzhguar, për të marrë dhe t’ju përgjigjeni emocioneve të pacientit.

- I jepni kohë pacientit për të bërë pyetje, dhe bëni dhe ju pyetje.
- Shmangni ashpërsin, të qënurit i drejtpërdrejtë dhe mos shkatërroni të gjitha shpresat.

Antonio Alfano në vëllimin e tij *Komunikimi shëndetësor në shërbimet shëndetësore dhe sociale* (Alfano, 2001) identifikon 10 rregulla të thjeshta për të përmirësuar komunikimin me pacientët:

1. Mos shprehni kurrë shumë koncepte njëkohësisht.
2. Kur flisni drejtohuni gjithmonë direkt pacientit, duke shmangur së bëri gjeste që mund ta shpërqëndrojnë.
3. Kur duhen trasmetuar informacione të rëndësishme, nëse pacienti e dëshiron, kërkonte t2 përfshini edhe familjarët e tij nëse janë të pranishëm.
4. Përsërisni nëse nevojitet informacionin disa herë në mënyrë që të jetë i kuptueshëm, sidomos nëse personi që dëgjon ka një nivel të ulët formimi.
5. Planifikoni diskutimin në mënyrë të tillë që pikat më kryesore të informacionit të jepen si në fillim dhe në fund të takimit.
6. Për të qënë më të qartë, përdorni shembuj që kuptohen më lehtë për pacientin, ndoshta duke ju referuar ngjarjeve klinike të pacientit apo familjarëve të tij.
7. Që pacienti të ndihet më rehat dhe ta ketë më të lehtë kuptimin e informacionit, përdorni terminologji të gjuhës së folur, popullore, ndonjëherë dhe dialekte.
8. Kur jepen udhëzime mbi dozat dhe llojin e medikamenteve që pacienti duhet të përdorë, i ilustroni me shembuj praktik: (qartësoni mbi llojin e ilaçit kapsul, tableta, ngjyra, forma, si mund të ndahen; në përdorimin e shurupit përcaktohet doza e marrë me lugë gjelle apo lugë e vogël).
9. Sigurohuni që pacienti ka kuptuar, duke e përfshirë në diskutim dhe i kërkonte të përsërisë dozimin e medikamenteve që duhet të marrë.
10. Shprehni gjithmonë optimizëm, duke inkurajuar pacientin në vështirësi: teprim pesimizmi mund ta çojë në një pozicion skepticismi, me rënie të mundshme të besimit dhe refuzim të kurës dhe terapisi.

3.3 Formimi dhe Trajnimi

Nevoja për trajnime specifike për një përgatitje të duhur psikologjike të operatorëve është gjerësisht e njohur. Mungesa e përgatitjes së nevojshme të tyre, mund të nxis reagime mbrojtëse të afta për të ndikuar negativisht marrëdhënien me pacientin dhe ambientin e punës. Efektet që formimi sjell në qëndrimet në punë konsistojnë në perceptimin pozitiv të profesionit, në favorizimin e njohjes të aftësive të veta për të vendosur një gjendje kontrolli mbi disa faktore të stresit. Trajnimet duhen të përfshijnë zona të vështira në të cilat është e pranishme komponenti emocional: vuajtja, dhimbja, vdekja, zija në mënyrë që të theksojnë njohurit dhe aftësit për të menaxhuar komunikimin. Përmirësimi i këtyre aspekteve prodhon një rikthim pozitiv të menjëhershëm mbi raportin me pacientin dhe redukon rrezikun e frustrimit dhe burnout për operatorin e shëndetësisë. Mbështetja ndaj operatorëve të fushës së shëndetësisë duhet të vendoset përtej dhe jo vetëm përmes trajnimeve teknike shkencore, por edhe përmes përgatitjes mbi përbërësit që përfshijnë marrëdhënien, komunikimin, dëgjimin dhe këshillimin. Aspekt tjetër i rëndësishëm ka të bëjë me trajnimin për zhvillimin e aftësive për të punuar në ekip, përmes eksperiencave përfshirëse në aktivitete në grupe, të finalizuara për përballjen e vështirësive të lidhura me situata konfliktuale individuale (shembull grupet e vetë-ndihmës) dhe të marrëdhënive midis komponentëve të grupit dhe ekipeve të ndryshme që veprojnë brenda të njëjtës strukturë. Në planin e mbështetjes, duhet të parashikohet dhe mundësia që operatorët të përfitojnë nga drejtimi individual i personalizuar, i kryer nga një figurë profesionale me kompetenza specifike psh, një psikolog dhe/apo psikiatër. Trajnimi për aplikimin e intervistës së motivimit ka mundësi për të qënë më efikase nëse zgjatet në kohë, me aktivitete verifikuese, mbikqyrje dhe coaching.

3.3.1 Strategji Komunikimi Efikas

1. Pyetje të hapura: Shembuj: "Më thoni diçka më shumë rreth dhimbjeve tuaja" "Për çfarë informacionesh keni më tepër nevojë të dini?"; "Mund të më jepni një shembull?"
2. Inkurajime minimale: "Humm"; "Ah-ah"; "Po"; "Dhe?" pohoni me kokë apo anohuni drejt bashkëbiseduesit.
3. Parafrazim dhe përsëritje: "Ju po më thoni se u shqetësuar shumë kur ju propozua përdorimi i morfines kundër dhimbjeve"; "Kam përshtypjen se ju jeni shqetësuar pasi ndiheni barr për familjarët tuaj...është kështu?"
4. Sigurohuni që tjetri ka kuptuar saktë: "Çfarë do t'i tregoni familjarëve tuaj mbi sa thamë?"; "A mund të më përsërisni me fjalët tuaja ato çfarë ju thash pasi dua të jem i sigurt nëse jam shpjeguar qartë".
5. Kundërshtoni me takt dhe indirekt: "Ju më thatë se keni një raport besimi reciprok me fëmijët tuaj, por nuk u

- keni komunikuar semundjen tuaj. Mendoni se kjo mund të ndikojë në marrëdhëniet tuaja?”
6. Përmbledhja: “Më lejoni të përmbledh diskutimin tuaj dhe nëse e kam kuptuar mirë.....”

4. Përfundimet

Intervista e motivimit është një tipologji këshillimi që e ka zanafillën nga counselling i marrëdhënieve. Fushat e aplikimit ku kjo metodë gjen jetë janë:

- fillimisht si ndërhyrje nga vartësitë si alkoli, drogat, 1985
- në promovimin e stileve për një jetë të shëndetshme
- duhanpirja
- në promovimin e screening

Intervista motivacionale synon përballjen, ndryshimin, autonominë. Ndryshimi ka tre karakteristika: 1) të qenurit gati; 2) të deklaruarit i disponueshëm; 3) të dish ta bësh.

Intervista motivuese është tipologji counselling që bazohet në aleancën terapeutike midis mjekut dhe pacientit, është e strukturuar në kohe, fillon me një analizë të pyetjes, është e aplikueshme jo vetëm në kurim por edhe në fushën e parandalimit sekondar dhe terciar. Është e zbatueshme kur mungojnë motivimi dhe ndërgjegjshmëria rreth problemit. Intervista e motivimit është dialog empatik, bazohet në dëgjim dhe lejimi i personit që gjendet përballë nesh të flasë lirisht për bën rregullin e parë të kësaj metode. Është e rëndësishme respektimi dhe i kohës së klientit-pacient ashtu siç është e nevojshme përcaktimi i pikënisjes me marrjen dhe grumbullimin e informacionit por pa u nxituar, detajet recuperohen në kohën në vijim. Duhet patur parasysh se objektivat e pacientit ndryshojnë nga ato të operatorit të shëndetit. Pacienti duhet siguruar se jeta e tij do të ndryshojë por jo vetëm negativisht, dhe kjo i komunikohet. Ndërtimi i aleancës para çdo lloj ndërhyrje, trajtimi, përmes dëgjimit krijon besimin tek pacienti. Gjithashtu dhe operatori i shëndetësisë duhet të ketë besim në atë që bën dhe si e bën, dhe tek pacienti për të cilin duhet të kujdeset. Para çdo lloj veprimi eksplorohet pranimi i gjendjes aktuale dhe statusi i të semurit, statusi pacient. Një instrument që përdoret në intervistën motivacionale është ditari përmes së cilit arrihen dy vlerësime: 1) vlerësimi i sjelljeve jo përshtatëse; 2) vlerësimi i impenjimit, resurseve personale dhe i rezultateve të arritura. Duhet të tregohemi të kujdesshëm ndaj aderences fallso, çdo operator duhet të punojë me pikat e forta të fshehura, të nënvlerësuara nga pacienti ku ky i fundit duhet mirekuptuar, pritur dhe mbështetur si person dhe jo për patologjinë që mbart. Kriteret e cilësisë së komunikimit operator-pacient janë:

1. efikasiteti – bazuar në plotësimin e objektivave
2. të qenurit i duhur – individualiteti midis komunikuesve dhe kontekstit
3. përshtatshmëria – sasia e komunikimit e nevojshme, e thjeshtë dhe koerente
4. vlershmëria – matja e cilësisë midis komunikimit verbal dhe komunikimit joverbal
5. fleksibiliteti – komunikim jo shumë i ngurtë, i vrazhdë, por as shumë miqësor

Tre pyetjet kyçe që i referohen çdo lloj komunikimi janë: Kush komunikon? Mbi çfarë komunikohet? Përse komunikohet? Aspektet e bashkëbiseduesit që duhen njohur janë:

- Gjinia
- Moshë
- Sa profesionista të tjerë ka takuar? (mjek, infermier, psikolog etj)
- Niveli i formimit arsimor, kulturor
- Qendrimet, sjellja

Zonat që duhen eksploruar:

- Ndjenjat
- Idete
- Pritshmëritë
- Konteksti
- Çfarë ndjen pacienti?
- Si ta interpretojme çfarë po ndodh?
- Çfarë prisni të ndodhë?
- Çfarë ka ndryshuar prej kohës kur jeni sëmurur?

Ambjentet organizative të përfshira në counseling dhe intervistën motivuese janë dy:

- 1) setting i brendshëm (duhet të jetë i mbrojtur, siguruar, duhet të heshtim çdo lloj zhurme për të dëgjuar problemet e tjetrit, distanca nga pacienti parashikohet 50 cm)
- 2) setting i jashtëm (përcaktohet kultura, vlerat personale, gjendja emocionale)

Aleatët dhe armiqtë e komunikimit janë: mekanizmat mbrojtës, barrierat komunikuese, kanalet pamore, dëgjimore, kinestetike të komunikimit (gjuha përçohet përmes 5 kanaleve sensoriale që mbledhin informacionin nga realiteti). Çdo individ ka kanalin ndjesor të tij të privilegjuar dhe duhet kerkuar përshtatja me kanalin sensorial të tij të zgjedhur. Faktori kohë është decisiv për një komunikim sa më të mirë. T'i japësh kohë pacientit mundëson ndërtimin e një marrëdhënie të mirë terapeutike, duke marrë më shumë informacione klinike mbi sëmundjen. Foljet që duhen përdorur gjatë intervistimit, këshillimit janë: dëgjoj, krahasoj, qartësoj, fokalizoj, inkurajoj, perifrashoj, pasqyroj, përmbledh. Foljet që duhen shmangur janë: refuzoj, kundërshtoj, përkrah, imponoj opinionet e mia. Disa prej rekomandimeve mbi komunikimin mjek-pacient janë:

- Pacienti a më kupton?
- E pyes nëse më ka kuptuar drejt
- Mos dhënia e informacionit, lajmit përnjëherësh
- Jepni kohë pyetjeve
- Mbani një komunikim të thjeshtë
- Bëni pyetje sqaruese
- Të dish të vëshgosh dhe të mbartësh detaje informacioni
- Të përgjigjesh emocioneve të pacientit.

Treguesit e cilësisë së counselling: vendi (studio); pozicioni (të ulur pranë); kohëzgjatja (10min); gjuha (e thjeshtë dhe e kuptueshme).

Disa nga rregullat e përgjithshme të një edukate të mirë në komunikimin me pacientët dhe familjarët e tyre parashikojnë kritere si:

- prezantimi emër, mbiemër, kualifikimi i mjekut kurues
- i drejtohem i me ju
- shmangjet të folurit në grup në prani të pacientit
- mbahet mend emri i pacientit
- pacientët thirren me emrin që dëshirojnë
- shmangni të flisni me pacientin në këmbë
- mbani kontakt pamor të vazhdueshëm
- mos përdorni fjalë të vështira, pak të kuptueshme

Këto rregulla të një edukate të mirë, shpesh të papërmendura, të ditura, luajnë një rol të rëndësishëm në ndërtimin e aleancës terapeutike dhe aderences ndaj kurimit. Aplikohen jo vetëm me pacientë të sëmurë me Hiv/Aids apo sëmundje terminale, por me çdo pacient në çdo lloj konteksti shëndetësor. Shpesh keto rregulla pengohen nga kohë e kufizuar institucionale, kultur komunikuese prevalente midis mjekëve. Qëllimi i tyre është se pacientët dhe familjarët e tyre duhen trajtuar me respekt dhe edukatë.

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The Added Value of 'Instructional Simulation Practices' in Teaching International Relations and European Studies (IRES)

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Abstract

Instructional simulation practices represent a milestone in the educational methodology of most western universities by harmonizing equal balance between theory and practice. This paper will describe and assess the positive role that simulation practices offer towards better acquisition of the theoretical input during the undergraduate academic courses in the discipline of International Relations and European Studies (IRES). It will investigate and identify the need for academic integration of simulation activities in the core academic courses shedding light on the discrepancies of the current academic practice at in Albania, simultaneously, highlighting the advantages of instructional simulation towards in-depth learning versus surface learning of theory. The paper will be conducted through utilizing observation method with the contrastive textual analysis of the theoretical and empirical data, thus providing an argumentative exhibition and credible insights on the necessity of simulation practices to be intertwined with the academic compulsory curricula for better comprehension of the IRES theoretical concepts. It will draw on the successful experiences applied by international academic initiatives and upon their advantageous value to engage students in analytical learning, critical thinking and eloquence, building public speaking models, seeing the correlation between scientific knowledge and the tangible testable hypotheses on the empirical level. Unfortunately, the traditional Albanian higher education suffers from an unbalance between the massive theoretical input of the academic curricula - in our case study to the discipline of IRES - with the transfer, implementation and active learning of the theories of international relations and theoretical approaches to European Union. Therefore, incorporating and practicing instructional simulation at the undergraduate academic courses of IRES implies equipping the future political leaders, international negotiators, European delegates and prospective Albanian experts of international organizations with the scholastic knowledge and the relevant social interactive skills.

Keywords: simulation, international relations and European studies, active learning

1. The Promotional Role of Simulations in Higher Education

*Tell me, I forget.
Show me, I remember.
Involve me, I understand.*

Chinese Proverb

Although educators have been designing, applying, assessing and exploring educational simulations for around 50 years, yet, there are no commonly accepted definitions of an instructional simulation or of its many variations. Hertel and Millis have made an attempt to define educational simulations as 'sequential decision-making classroom events in which students fulfill assigned roles to manage discipline specific tasks within an environment that models reality according to guidelines provided by the instructor'.¹ They emphasize in the first chapter the reasons why simulations further educational goals highlighting that simulations guarantee the traditional educational goals of knowledge transfer, skill development and the application of both knowledge and skills. Moreover, simulations teach the methods and strategies involved in the discipline, introduce students to significant organizations in the field, and provide more realistic interactions with other disciplines, and with people and organizations in the real world beyond the classroom.²

As the above top cited Chinese proverb implies, students tend to grasp concepts more easily when they are actively involved in the learning process; even more so, if they are assigned independent tasks to achieve the academic objective. This substantial role of simulation has already been identified and applied by western universities. For instance, the University of the West of England has undertaken the Simulation in Higher Education Project (SHE) which

¹ Hertel, J. P., & Millis, B. J. *Using simulations to promote learning in higher education: An introduction*. Sterling, VA: Stylus Publishing, 2002, p 15

² *Ibid*

was shortlisted in the Outstanding ICT Initiative of the Year category of the Times Higher Education Awards in 2010.³ The ultimate goal of this project is to successfully relate theory to practice thus, catalyzing students' careers in the domains such as law, social work, planning, architecture, medicinal subjects, and many more.

Moreover, current developments in technology have offered opportunities to students to experience simulations on highly sophisticated cases. The emergence of highly up-to-date technological infrastructure has been implemented to create a virtual world where students can experience events of the past and the present.⁴ The importance of this project has been emphasized by placing it under the framework of the E-learning Development Unit, which works with colleagues across the university to help with developments in curricula and delivery that use ICT. Similarly, Herbel and Millis accentuate the added value of simulations as problem-based units of learning that are set in motion by a particular task, issue, policy, crisis or problem.⁵ The implicit or explicit problem improvised in the simulation will be settled out by the students themselves through abundant density of interaction and negotiations.

Narrowing the research focus to the simulation practice in IRES, I bring as an early illustration the University of Maryland, USA, where ICONS evolved out of the Program in Global Issues established at this university in the early 1980s. The purpose of the program was to teach students about the "interdependence of global issues and the behavioral interdependence of nations" using simulation methodology.⁶ Likewise most other international universities, in this case study has been placed a great emphasis on integrating information technology into curricula giving rise to instructional technology and instructional in the IRES discipline.

Despite immense changes having undergone ever since its beginnings, the ICONS simulations have retained the same fundamental form of finding connections between the real world, the diplomatic arena over those problems where states have noticeable differences in interests and capabilities. Nonetheless, there remain gains to be achieved through cooperative action. Till the end of the Cold War the typical scenarios of these simulation activities encompassed 'high politics' level including START, NATO, Middle East, Sino-soviet Summit and Afghanistan.⁷ The end of the Cold War marked the launch of new simulation practices being transformed to the same rhythm of transformation in international relations. The exercises of educational simulation reflected these new evolutions focusing on issues like global warming, human security, environmental security, food security, global trading system, terrorism, European integration.

The Simulation of "International Relations of South East Asia" from the IRES domain will be an illustrative case study of the structural designing and empirical implementation.⁸ Referring to the said case study, students are divided into the role of diplomats from South Eastern Asian countries. They are provided with the preliminary insightful descriptions on the trade issues the region is being faced with. Despite the tangible rapid regional growth, the Association of Southeast Asian Nations (ASEAN) has been facing great internal challenges as economic disparities and equal access to basic services. Moreover, security and infrastructure deficiencies have already accelerated the region exposure to terrorism, crime, and public health crises. Currently, ASEAN has negotiating with Japan, China, and South Korea to create an ASEAN+3 pacts to increase global competitiveness. With increasing connections between countries, new cooperative approaches are needed to address the issues that after acquisition of the conceptual scenario outlining the preliminary negotiation issues to be discussed students will improvise round table discussions as representatives of their countries.

The instructor is accountable for administrating the simulation and providing feedback to the students. At the third stage - the process - students are provided with a brief scenario and they have to conduct independent research that will be represented at the negotiation simulation. The negotiation phase of the simulation itself lasts from 3 to five weeks. Through this interactive model students decide themselves on the negotiation directions, on the rhythm and climate of negotiations.⁹ Finally, regardless reaching a mutual agreement or not, the salience of the process is rather the in-depth understanding of the process of international negotiations. The ultimate impact of simulation practices in international relations is boosting the development of elaborative and sophisticated representations of the international systems.

³ University of the West of England Available at the following link <http://www.uwe.ac.uk/elearning/she/> Accessed on 26 March 2014

⁴ Ibid

⁵ Hertel, J. P., & Millis, B. J. *Using simulations to promote learning in higher education: An introduction*. Sterling, VA: Stylus Publishing, 2002, p 18

⁶ Brigid A. Starkley & Elizabeth L. Blake, "Simulation in international relations education", in *Simulation Gaming: An interdisciplinary Journal of Theory, Practice and Research*, volume 32, Number 4, December 2001, p 541-544

⁷ Ibid

⁸ University of Maryland, USA, "International Relations of Southeast Asia" Simulation http://www.icons.umd.edu/education/simulations/catalog/international-relations-of-southeast-asia#.UzLm_PldXOU Accessed on 26 March 2014

⁹ Ibid

With regard To European Studies track, a best tailored academic module is given at the Undergraduate Program of Newcastle University in the UK, - entitled *European Union: Decision-Making Simulation*.¹⁰ By examining this module for our research purposes, it aims at making students familiar with the European Union institutions like the Commission, the European Parliament, and simulate how each representative member state makes decisions at the EU level. The course is designed in a very symmetric manner combining theoretical lectures on EU regulatory mechanism with the group discussion, paper writing and finally the EU simulation practical session by any team in the class. Moreover, the module has incorporated some video seminars to demonstrate EU parliamentary sessions from real group meetings, briefings and decision-making at high EU level.¹¹

In brief, the rationale beyond any simulation practice is not only to provide students with immense knowledge on IRES but to enable them to research independently for the subject matter, to enhance their distinctive selective skills in voluminous sources, to build up team spirit and tolerance in committee meetings. Back to theatrical interpretation, Hertel and Millis maintain that much of what is successful outside of the academic environment can be extended to undergraduate instruction with careful curriculum design.¹² The following section will be a brief chronicle of the higher education inspirational approach in Albania during the communist regime.

2. Faulty Educational Philosophy in Communist Rule

The inclusion of simulation into the academic connotes even more significance for the Albanian higher education which for half a century was totally under communist ideology constraints. Typical of dictatorships, the indoctrination of communist ideology was achieved through 'invasion' of brain by treating students and academic elite as 'mechanic parrots' in service of the political credo of that regime. While focusing upon the legacy of communist regime in higher education, ever since its establishment in 1944 the communist government prioritized in its agenda not only the national scale education, but in particular, its pure reflection of communist ideology. Indisputably, the sole goal of the regime was not only to wipe out illiteracy in the country, instead, to transmit to Albanian youth the principles of communism as interpreted by the party, and finally to educate the children of all social classes on the basis of these principles.¹³

For instance, the 1946 communist constitution made it clear that the regime intended to bring all children under the control of the state. All schools were soon placed under state management. At the same time, due to the lack of specialists in many fields of knowledge, a lot of young people were sent abroad to the countries Albania had diplomatic relations. In particular, the 1946 Reform on Education Law explicitly accentuated that the Marxist –Leninist principles would permeate all school texts. In addition, the utter Soviet conceptual orientation was consolidated by 1950s with concerns to both communist ideological propaganda and central government control. Even the three higher institutes founded in 1951; the Higher Pedagogic Institute, the Higher Polytechnic Institute and the Higher Agricultural Institute all were built up upon Soviet models. Significantly, the core school textbooks were absolutely Soviet translations engendering Soviet teaching methods, curricular and ideological mainstream.¹⁴

Undoubtedly the educational culture of higher education inherited by communist regime does not provide any incentives towards reconciliation with the Western higher education philosophy. The *Special Report on the Future of Higher Education in Post –Communist States* states that "universities in the post-communist states have not developed an atmosphere and environment that would allow their faculty and students to engage in the free exploration and development of ideas that is, or should be, characteristic of higher education"¹⁵.

Moreover, it highlights that critical thinking and open classroom discussions are often discouraged because most professors and students have, yet, - cited by the report, - a deeply embedded fear of being punished for saying what they really think.¹⁶ Therefore, it strongly recommends 'the cultivating of freedom as the key to nourishing higher education and innovation in the post- communist states. Driven from the pedagogic interest, while tracing back the half a century lack of

¹⁰ Newcastle University, Undergraduate Study, Political Science track module on *European Union: Decision- Making Simulation*, 2014 Available at the following link and accessed in March 2014. <http://www.ncl.ac.uk/undergraduate/modules/module/POL3063/>

¹¹ *Ibid*. For complete syllabus and assessment methods see the above link.

¹² Hertel, J. P., & Millis, B. J. *Using simulations to promote learning in higher education: An introduction*. Sterling, VA: Stylus Publishing, 2002

¹³ *Education in Albania during communism* http://en.wikipedia.org/wiki/Education_in_Albania Accessed on 20 March 2014

¹⁴ *Ibid*

¹⁵ *Special report , The Future of Higher Education in Post-Communist States*, Interactivity Foundation and George Washington University , USA 2011, p7

¹⁶ *Ibid*, p 12-13

critical thinking in Albanian higher education system, it results that deeply flawed thinking has been rooted in the teaching methods, and consequently, the fostering of the independent thought and knowledge transfer into the students has been delayed.

Consequently, the academic elite itself demonstrated 'faulty models of pseudo-critical thinking as they simply propagandized flawed reasoning by playing the tune of the communist party ideology. In addition, the educational environment in universities does not retain any tradition conducive to critical thinking, interactive methodology and empirical role playing of the massive theoretical input. Hence, the cultivation of a culture of independent critical thinking, unbiased by any political ideology demands urgent curriculum amendments, and tailored interactive programs to enhance the independent analytical discourse.

3. The Study of Interantional Relations Theory

International relations theory entails the development of conceptual frameworks and theories to facilitate the understanding and explanations of the events and phenomena in the international arena. In addition, it offers analysis and information on the associated policies and practices.¹⁷ The international relations discipline was officially displayed after the World War 1 as a necessity to avoid future mass conflicts and, thus, aspiring to settle sophisticated international conflicts through peaceful negotiations and common understanding.¹⁸ Moreover, new conceptual frameworks and theories are required to improve diplomats' understanding of international policies and practices.

The major of International Relations and European Studies was first offered at the public university of Tirana in the beginning of the year 2000 within the department of philosophy at the Faculty of Social Sciences. This academic enterprise came as a response to the pressurizing need of Albania to prepare its future political elite, and in particular, its experts to conduct foreign relations to the best benefits of the country. Moreover, the country's aspiration for European Union membership constitutes an immediate incentive and prerequisite measure for the preparation of qualified human capital to guarantee the smooth adaptation and adjustment to European diplomacy.

International relations theories act as a pair of colored sunglasses, allowing the wearer to see only the salient events relevant to the theory.¹⁹ The three most popular theories treated by students in this discipline are realism, liberalism and constructivism.²⁰ International relations theories can be divided into "positivists/rationalists" theories which focus on a principally state-level analysis, and "post-positivists/ reflectivists" ones which incorporate expanded meanings of security, ranging from class, to gender, to post-colonial security. Nevertheless, two positivist schools of thought are most prevalent: realism and liberalism though increasingly, constructivism is becoming a major influential mainstream.²¹

Moreover, students will be exposed to four strata of analysis: *system level*, *state level*, *organizational level*, and *individual level*. At the first stratum of theoretical analysis students examine state behavior in the vein of the overall **international system level**. They study the relationship between the two variables where the international system is the cause and the state behavior is the accordingly effect. Consequently, any alteration of the international system will automatically lead to adjustments and change of the individual state behavior. As a matter of fact, what constitutes the key variable is the power possessed by the state. This level of analysis might explain the relationship between two blocks during COLD war, and, currently the humanitarian interventions in Kosovo, where the system is perceived as unipolar with a most powerful state imposing the changes to other states' behavior.²²

Furthermore, globalization trends might be well elaborated through the study of worldwide regimes, - rule governed activities within the international system.²³ The twentieth century has mostly witnessed the rise of regimes to a global level phenomenon having states acknowledging a set of rules and institutions that attempt to facilitate the international relations in the world arena.²⁴ In particular, by being exposed to theoretical literature, students and future diplomats or practitioners will better understand the complicated contemporary world politics being accumulated in huge piles of literature. They will also reflect and perceive the intriguing overlapping between politics and economy at high rank

¹⁷ *What is International Relations Theory?* [Http://www.irtheory.com](http://www.irtheory.com) Accessed on 12 March 2014

¹⁸ *Ibid*

¹⁹ John Baylis, Steve Smith and Patricia Owens, *The globalization of world politics*, Oxford University Press, Fourth edition, 2008, p 4

²⁰ Jack Snyder, 'One World, Rival Theories', *Foreign Policy*, 145, 2004, p.52

²¹ Christian Reus-Smit, "Constructivism." *Theories of International Relations*, ed. Scott Burchill ... [et al.], Palgrave 2005, pp 209-216

²² *Ibid* <http://www.people.vcu.edu/~wnewmann/468theory.htm>

²³ Richard Little, "International Regimes", a book chapter in John Baylis, Steve Smith and Patricia Owens, *The globalization of world politics*, Oxford University Press, Fourth edition, 2008, p 298-299

²⁴ *Ibid*

world politics.²⁵ The economic interdependence and the free market regulatory systems will be provided through theoretical frameworks at regional level like the European Union single market, and at global level like The World Trade Organizations.

The **state level** analysis examines the foreign policy behavior of states in terms of state characteristics. For example, some researches in IR argue that all democracies behave in a common manner; democracies do not run into conflict with each other. Again students need to be facilitated to understand democratization process. However, some other theoreticians take a special research interest precisely at the different behaviors of weak or strong states; states that comprise the core of European hegemony like Germany or France vs. states that are considered as the sole superpower assisting fragile democracies in tough regions, like the US. To illustrate this claim, the state level of analysis might explain the US intervention in Iraq as a function of the missionary quality of US foreign policy.

Organizational level analysis examines the way in which organizations within a state function to influence foreign policy behavior. States don't make decisions. Organizations bargain with each other to create a foreign policy that is a compromise between competing organizations. This level of analysis for example, might look at the Iraq war and try to explain it by examining the interests of the US military, the department of defense, the state department, and central intelligence agency.

Lastly, the individual level analysis focuses on people whose decisions make foreign policy. Scholars of IRES and students will have to study the psychology of the political leader in order to contemplate the decisive political role at world level politics. For instance, this analysis might look at the roles of different leaders. This level of analysis might explain World War II by examining the role of Hitler. It provides insightful argumentation on the distinctive role of prominent leaders like Gorbachev to mark the end of the Cold War. Furthermore, this level of analysis encompasses elaborative treatment of cognitive theories with the scope to reveal the correlation between leader's personality traits and foreign policy decision making.²⁶

Definitely this enormous literature on the theoretical framework turns a challenging piece for the undergraduate students newly enrolled into the Bachelor programs. Being beginners in this major of study, they are desperately in need of practical and empirical contextual situations extracted from international relations and European Studies in practice. In other words, the knowledge transfer process requires exposure to tangible models, real international organizations by role playing accordingly the member states. Hence, the following section will concentrate on the promotional function of instructional simulation at higher education. It will examine from a comprehensive cross-disciplinary, yet theoretical and empirical spectrum, - the significant impact of instructional simulation in teaching IRES university programs in Albania.

4. Applying Simulation in the Albanian IRES Domain

The necessity for good, reasonable and critical thinking has become absolutely a most fundamental human need. In the contextual framework of political transformations in the early 1990s, the reform on higher education has been one of the most prioritized prerequisites for European integration agenda of any government in Albania. The educational reforming measures consisted of adaptation of the Western university model; placing the independent critical thinker-student at the center of the higher education programs. On the contrary, the previous Eastern educational philosophy placed the teacher on the educational spotlight imposing his/her beliefs to the students. Therefore, in the vein of academic adjustments towards Western norms, the interactive methodology has been extremely accentuated by the educational central authorities. These institutions along with international organizations and foundations were aware of educational philosophy in Albania: pure mechanic memorization of propagandistic facts by the students.

To illustrate the international contribution into Albanian academic reforming, - the Civic Education Project has been among the first actors.²⁷ It was launched in Albania during the 1993-1994 academic years with one Visiting Faculty Fellow at Luigj Gurakuqi University in Shkodra. After one semester, this lecturer moved to the capital, Tirana, which became the focal point of CEP activities during the next two years. CEP Albania operated at the University of Tirana, Aleksandër Xhuvani University in Elbasan, the Albanian Magistrates' School, and Luigj Gurakuqi University. In the 2000-01 academic year, CEP expanded to three new departments — the newly created Department of Political Science, the Department of British and American Studies, and the Department of Journalism, all at the University of Tirana —and in

²⁵ John Baylis, Steve Smith and Patricia Owens, *The globalization of world politics*, Oxford University Press, Fourth edition, p 3-4

²⁶ Professor Bill Newman, - *Political Science Course*. Available at <http://www.people.vcu.edu/~wnewmann/468theory.htm> Accessed in March 2014

²⁷ Civic Education project, *Open society Institute, Headquarters in Budapest* <http://www.civiceducationproject.org/legacy/countries/see/index.html> Accessed in March 2014

particular it worked closely with Aleksandër Xhuvani University in Elbasan.²⁸

Apart from teaching in domains of law, political science, cultural studies and history the CEP fellows have made huge contributions to curriculum development, outreach activities attempting to build a cross-disciplinary approach to teaching. In addition to their teaching, CEP Fellows in Albania were active in curriculum development, outreach activities, and in bringing an interdisciplinary approach to teaching at these universities.²⁹ Every academic year CEP arranged national and regional project activities like in 2000 the Balkan Debate Forum in Sofia where students simulated parliamentary debates treating salient political themes.

In these academic initiatives students from Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Greece, the Former Republic of Macedonia, Romania, Slovenia, Turkey and Yugoslavia simulated in parliamentary teams standing for the national interest of their representative countries. This was an attempt to compensate for the lack of International Relations study programs in most of these countries, and in our case study of Albania.³⁰ Among other activities are to be mentioned the simulation entitled "South East European Economic Cooperation: Negotiation of a Free Trade Area on Agricultural Products". This simulation aimed at training South- Eastern European students to negotiate on a free trade area for agricultural products, hence playing the role of European Studies program familiarizing non EU member countries with the concept of free market economy, the abolishment of tariff barriers for the common European market not to the detriment of small or poor countries.³¹

Another simulation practice organized by the CEP program in Albania was the Parliamentary Debate Tournament held in Belgrade in February 2002 with the participation of university students from the region. The simulation activity again reshaped the bargaining skills even among post-ethnic conflicts areas aiming to ameliorate the political climate and reduce future ethnic clashes among young generations. However, this several days negotiation simulations cannot substitute for the academic theoretical course on Peaceful Settlement of Conflicts. Regardless the limited theoretical lecturer input, these simulations were excellent empirical practices that attempted to expose Balkan students to real political science scenarios, to role models and decision-making dilemmas anticipating their professional challenges in the future.

A second practical illustration is the activity called *Model European Union Albania* which has performed three simulation practices by now and, from 3th of May to 11th of May 2014, it will be holding the fourth one. This European simulation is supported by the European Commission through the Youth in Action Program.³² Its principal goal is the promotion of youth participation in democratic processes, familiarization and importance of the European Parliament elections, and above all, active citizenship in the decision making process. *In lieu* of the MEU 2014, students will play the roles of Ministers of the Member States of the EU, European Parliament MEPs, EU Commissioner and journalists.³³ Through role playing students will gain independent researching skills, will set foot on ground in terms of international organizations behavior and performance. Finally, they will take the opportunity to put into practice their vast theoretical knowledge on European Union and institutionalism literature. This program by European Commission aims to boost success at Political Sciences, Diplomacy and European Legislation students in Albania by offering an improvised forum to communicate freely, to take decisions and to evaluate a member state responsibility.

However, this one-week annual simulation does not provide adequate space for the outnumbered students of International relations and European Studies departments at the numerous universities of Albania. Therefore, this Model European Union simulation should be integrated into the academic curricula of the Bachelor programs. This successful model should be taken as an illustration by professors who lecture the fields, thus, providing exposure and access to all students to see how international organizations work in practice. Through placing these simulation practices, which are introduced successfully by the CEP program of Open Society Institute and European Commission, in the compulsory curriculum programs the natural harmonization of theory with tangible practice will be achieved *par excellence*.

Furthermore, simulation academic courses have proved conducive to active and critical learning in other crucial

²⁸ *Ibid*

²⁹ *The author of this research paper, I have been an active member of this project ever since its first launch in Albania till graduation from Central European University in 2004.*

³⁰ *As the author of this article I draw on my personal experience as a student where I participated as Albanian representative in several activities of the CEP program at Alexander Xhuvani University in Elbasan, Albania.*

³¹ *Again I refer to my personal experience as active participant and representative of Albania in this international simulation.*

³² *Model European Union Albania - Accessed in March 2014 <http://www.mladiinfo.eu/blog/2014/03/28/model-european-union-at-the-european-week-in-tirana-albania/>*

³³ *Model European Union <http://www.mladiinfo.eu/blog/2014/03/28/model-european-union-at-the-european-week-in-tirana-albania/#ixzz2xWWoiMEY>*

majors of study like Economics, Business Administration and Management, Marketing, and Finance. I refer to *Business Communications: International Case Studies in English* by Cambridge University press which is a book and a course conveyor at the same time.³⁴ This case study method-book is based upon the approach applied at Harvard Business School making the shift from teacher-centered to student-centered. The students are required to reveal their knowledge of business to stand for their positions in the case studies, to expand their repertoire of communications by developing team work, group work, and critical-analytical problem solving skills. In addition, each case is a complete unit and is pedagogically fragmented to bring a logical cohesion in the solving of the case.³⁵ It consists of a cultural background part, a description of the contextual environment, discussion questions before case activity and role play-division, written exercises to follow up the case and, finally the vocabulary with support materials.³⁶

Similarly, the conceptual framework and ultimate objective of instructional simulation in IRES fall into the same pillars. As already emphasized in the previous sections, students gain vast accumulated knowledge through theoretical core courses of the academic programs. Simulations like business case studies improvising will bridge the successful knowledge transfer to empirical level. Their added value to enhancement of academic interaction, boosting of active learning and critical and analytical thinking merges as the most immediate academic measure to be taken officially in the core curriculum.

5. Conclusion

This paper investigated and examined the need of Albanian higher education to harmonize theoretical input with instructional simulation practices. It first provided a theoretical framework on the added value of simulations in higher education in general. Then, it narrowed its focus on the discipline of International Relations and European Studies highlighting the intrinsic sophisticated correlation of the massive literature thus identifying the need for practical role playing to better grasp the abstract theory. Next, the communist indoctrination legacy was analyzed to reinforce the huge gap of independent critical thinking by students and scholars as ideal models. Afterwards, the research described the experience of simulation practices in Albania. They have mostly been sporadically preformed through the open Society initiate at Civic Education Project and, the current one the Model Europeans Union supported by European Commission.

However, despite shaping the warming up communicative environment, these one-week international simulations turn to be limited and insufficient based on the following already exhibited argumentation. First, though relatively a new discipline in Albanian higher education, the literature on IRES has grown dramatically fast likewise the accelerating pace of political, social, economic and cultural transformations at the global scale. Therefore, students of this major of study find themselves overloaded and bombarded with a massive flow of information and theoretical concepts. Students have to assess those theories by referring to the relevant historical evidence that supports them. Unlike natural sciences, in social sciences scholars, students and practitioners cannot conduct experiments because their subject matter is about nations: Instead they can interpret these concepts through usage of historical literature and contemporary case studies.

As argued by many academicians and scholars the negative legacy of communism ideology embedded deeply in the heart of university system, demands for practical contextual learning through instructional simulation as an indisputable tool to promoting analytical understanding and interpretation of the theory. To sum it up, instructional simulation will serve as the best empirical mechanism to engage students in deep learning rather than a classical *lettera per lettera* theoretical interpretation of the international relations and European events. Academic courses pursuing the structural and scope framework of *NATO Youth Summit, the Model European Union Youth Simulation, the Arab League of Nations Simulation, the United Nations Simulation Sessions*, should become a mandatory integral part of the academic curriculum for IRES undergraduate programs in Albanian universities.

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³⁴ Drew Rodgers, *Business Communications: International Case Studies in English*, Cambridge University Press, 2002, p VII

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Method for Economic Assessment of Regulatory Impact (Ria) in Albania. Advantages and Disadvantages of Economic and Inference Methods

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Abstract

The World Bank in its paper *Governance Matters III* (2003), refers to the Rule of Law as “the extent to which agents have confidence in and abide by the rules of society.” The indicators measured by the World Bank attempt to measure the success of a society in developing an environment in which fair and predictable rules form the basis for economic and social interactions. However, by the early twenty-first century it became clear the importance of the quality of laws and regulations for development. Then, “regulatory quality” started to be considered one of the pillars of good governance by most authors. In the World Bank papers published in 2003 and 2006, six indicators were considered to measure the level of governance of 199 countries: (1) Voice and Accountability; (2) Political Stability and Absence of Violence; (3) Government Effectiveness; (4) Regulatory Quality; (5) Rule of Law and (6) Control of Corruption. Regulatory Impact Assessment (RIA) is a tool which informs decision making in the public sector. It involves an analysis of the benefits, cost and risks of proposed actions by government. By providing information on the likely consequences of introducing a new law, RIA helps improve the effectiveness of government policy. Once the political decision has been taken to pursue a particular objective, RIA can be used to develop alternative policy options and to select the measure that will meet the objective in the most effective and efficient manner. The choice of preferred option will be based on a comparison of the expected positive (benefits) and negative (costs) impacts of each option. Referring above I would like to suggest same economic and inferential method that can be used from Albanian policy maker showing the advantages and disadvantages of using of methods in case of Albania.

Keywords: Impact Assessment, regulatory reform, decision, impact assessment.

1. The current system of RIA in Albania

The proposed RIA system for Albania is based on the principle of implementing a ‘*customised, simple and operational RIA system*’ that is workable in the current environment and which has the capacity to evolve over time. Albania has an *Explanatory Memorandum* as an important part of the law drafting process (Law no. 9000, 30th January 2003). According to the Council of Ministers Decision no.584, 28th August 2003, the Explanatory Memorandum should be produced for all regulations and covers the following:

- The aims and objectives of the draft legal act;
- Explanation of how the draft law is related to the country’s development strategy and policy objectives;
- Assessment of possible benefits, economic costs and level of effectiveness;
- Problems of enforcement;
- Conformity with existing laws and harmonization with EU legislation;
- Details of persons and institutions consulted and contributing to the drafting process;
- Specification of institutions and/or bodies responsible for enforcing the legal act.

In addition to the Explanatory Memorandum, the draft law should be accompanied by a *Budgetary Assessment* to include:

- Total amount of annual expenses for implementation of the act;
- Analysis of budgetary expenses for first three years of implementation;
- Where public funds are used, an indication of budgetary allocation.

The existing procedures require a Ministry to submit the draft law (together with the Explanatory Memorandum and Budgetary Assessment) for comment to the Ministry of Justice, the Ministry of Finance and the Ministry of Integration. The draft should also be sent to the Ministry of Economy, Trade and Energy if there is a significant economic content. The draft should also be sent for comment to other Ministries where the draft law is judged to relate to a particular Ministry’s area of responsibility.

The draft law is revised in the response to the comments received from Ministries and is submitted by the

proposing Ministry to the General Secretary of the Council of Ministers (legislative and coordination department). The General Secretary of the Council of Ministers may refer the draft back to the proposing Ministry; before passing it forward to the Inter-ministerial Committee.

The Explanatory Memorandum and the related Budgetary Assessment represent an embryonic Regulatory Impact Assessment. METE, the Council of Ministers and other state organs are convinced that this process offers great *potential for evolving into a RIA system*. However, this would require modification as well as capacity building in order for it to work effectively, leading ultimately to the creation of more effective policies and legislation.

2. Monitoring and Evaluation of the Regulatory Reform

Monitoring and evaluation of Regulatory Reform is intended to identify factors of success or failure of the regulatory management process and to define priority areas for further reform. The exercise participates also in the visibility of the government efforts.

The Systematic monitoring and evaluation of the regulatory reform is included in the long term objectives of the GoA1 and tools to conduct the related activities are already specified.

- Reports prepared by institutions involved in the implementation of the Action plans.
- Business surveys.
- Self-Assessment with the use of the specific tools (filling up of forms by regulators, group meetings, evaluation against the background of best international practices).

The monitoring and evaluation of the regulatory reform was also an individual measure planned in the Action Plan on Regulatory Reform for 2007 but it has been postponed until the BERIS Project provide the necessary support to design the monitoring and evaluation system.

Nevertheless, in the absence of any specific technical support, the DTP at the METE has already demonstrated its capacity to monitor the effectiveness of certain outputs of the Regulatory Reform². An ad-hoc methodology based on the analysis of samples has been implemented to verify on the spot that recommendations of the Task Force concerning the removal or the simplification of licensing requirements have been duly and uniformly implemented by the responsible public authorities (after the entry into force of the amendments to the relevant regulations on licensing requirements).

Among other monitoring activities of the DTP, worth mentioning also the routinely progress reports on the implementation of the annual Action Plans which are prepared before each meeting of the Task Force on Regulatory Reform.

Furthermore, as a kind of reference to a "peer review", it is clear that priorities of the GoA to deliver results within the Regulatory Reform refer implicitly to the quantitative indicators³ of the annual IFC/World Bank Doing Business reports⁴. Further steps to design other indicators to capture broader objectives of the Regulatory Reform do not prevent the continuing use of the World Bank tests which have the merit to represent the concrete situation of entrepreneurs on the ground and are comparable over time and across various countries.

To some extent, this review produced at the initial stage of the implementation of the BERIS Project with methodological elements drawn on OECD experience may be considered as the first contribution to the monitoring and evaluation system of the Regulatory Reform in Albania. Nevertheless, this contribution based mainly on desk research with limited resources had only modest ambitions. By the end of 2009, the BERIS Project is due to implement a specific activity to design and support the implementation of a monitoring and evaluation system for the Regulatory Reform and the RIA in Albania. Moreover, another assessment of the GoA's Regulatory Reform capacities will be made before the phasing out of the BERIS Project in 2010.

The prerequisite to further refine this methodology (with adjunction of ad-hoc questionnaires) or to adopt another official methodology is contingent on the concept of regulatory quality to be defined by the GoA because the international experience shows that indicators of regulatory quality may vary from one country to another. Those indicators relate to policy objectives and the progress expected in building up the administrative capacities to manage regulatory tools such as RIA and consultations with stakeholders.

¹ Point 1.3 of the Annex 2 to the Prime Minister Decree No. 157 of 15.03.2006 On "Approval of the Action Plan on the Regulatory Reform to improve business climate".

² Two monitoring rounds have been carried out.

³ Time needed ,administrative and financial costs and number of procedures necessary to comply with certain administrative requirements.

⁴ www.doingbusiness.org

3. Economic Valuation Methods and Discounting

There are three main stages in the application of economic valuation to impacts. The first involves the identification of the potential benefits (positive impacts) and costs (negative impacts). The second stage involves the valuation of the identified costs and benefits in economic terms. Third, since benefits and costs that occur at some time in the future are less valuable than those that accrue in the present, the procedure of discounting is used to convert impacts accruing in different time periods into equivalent values.

4. Financial Appraisal and Discounting

In financial appraisal the benefits are given by the revenue receipts from the project outputs and the inputs are given by the costs (expenditures) of production. Market prices are therefore used as the unit of valuation.

The first step in the financial appraisal is to calculate the project's cash flow. This is done by recording on an annual basis the revenues and expenditures for the entire life of the project. The difference between the yearly receipts and expenditures is the net cash flow. Cash received in the future is less valuable than cash received immediately. The reason for this is simply that money received in the future rather than the present represents an opportunity cost, in terms of the income that could have been earned by investing the funds in an interest bearing account or revenue earning productive activity. This is why borrowers have to compensate lenders for the income they are forgoing, by paying a rate of interest. The rate of interest therefore reflects peoples' preference for money in the future; i.e. it represents individuals' 'rate of time preference'.

In order to combine each year's net cash flow into a single aggregate figure, they need to be converted into equivalent terms. This is done by the process of discounting, which converts future values into an equivalent present period value.

5. Economic Appraisal

If markets were perfectly competitive, they would produce an economic efficiency outcome, and financial and economic project appraisal would be identical. But we know that perfectly competitive markets seldom, if ever, exist in the real world. The result is that market prices diverge from economic efficiency prices.

There are two main types of market failure which cause market prices to diverge from efficiency prices – imperfect competition and externalities. Most markets are characterized by a degree of imperfect competition. For example, the competitive market may be prevented from emerging by collusion among a small number of major producers preventing other firms from entering the market. Externalities occur when an economic activity has an impact on someone other than the consumer or producer. Environmental damage is one common type of external cost. On the benefit side, training and human capital improvements benefit society as well as the individual.

6. Economic Valuation Techniques⁵

There is a range of economic valuation techniques. The choice of technique will depend on the particular impact under consideration and on the availability of data. In some instances, it may be possible to apply several techniques to the valuation of the impact, which can provide a useful cross-check on the reliability of the estimates obtained. Many 'missing' market values occur in the environmental benefits and costs, and the remainder of this annex discusses the use of valuation techniques in relation to environmental impacts.

There are three main ways of calculating economic values: (i) Using market prices; (ii) Using information on individuals' preferences; (iii) Benefit transfer.

Valuation using market prices: Change in productivity: This method values environmental change by observing physical changes in the environment and estimating what difference they will make to the value of marketed goods and services. This approach is applicable in calculating direct and indirect use value. Water pollution can reduce fish catches, and air pollution can affect the growth of crops. In both instances, the environmental impact reduces marketed output, which may be valued using market prices.

Human capital cost valuation: This method may be used to value the impact of environmental hazards on human health. Environmental 'bads' such as air and water pollution or the use of pesticides reduce the quality of the human

⁵ A Guide to undertaking Regulatory Impact Assessment and completing the Explanatory Memorandum

capital stock, and therefore lower the economy's productive capacity. To apply the human capital cost method it is first necessary to determine the relation between the hazard and human health, by expressing the health impact in terms of premature death, sickness or absenteeism. Sickness can then be valued using medical and health care costs. Absenteeism is valued in terms of lost earnings (this assumes that earnings measure the contribution that the absent worker would have made to output).

Valuation using information on individuals' preferences: Often it will not be possible to link the environmental impact to a change in marketable output. In these cases, the willingness to pay has to be estimated indirectly, using a range of other techniques, such as:

Replacement cost or preventive expenditure method: The economic value that individuals attach to the environment can sometimes be inferred from the cost of preventing unwanted environmental impacts, or of restoring an asset to its original state after it has been damaged. For example, the costs of air pollution-related acid depositions could be estimated using the costs of restoring damaged physical infrastructure, or the costs of soil erosion could be estimated using the costs of providing preventive terracing.

Contingent valuation method: The contingent valuation method (CVM) relies on direct questioning of people to determine their willingness-to-pay valuation of an environmental impact. A detailed description of the environmental impact is provided, and interviewees are then asked what they would be willing to pay (WTP) for a hypothetical environmental improvement, or to accept (WTA) as compensation for an environmental deterioration. The contingent valuation approach may, in principle at least, capture the total economic value (use and non-use components), whereas other techniques may only provide estimates of direct or indirect use value.

Surrogate market valuation method: Whilst an environmental good or service may not be traded directly, it is sometimes possible to find a good or service, related to the non-marketed environmental item, that is sold in markets. In this situation, the individual may reveal his or her preference for both the market and non-market good or service when making a purchase. It may then be possible to separate-out the environmental component of value from the observed market price, and in this way use this component of market price as a 'surrogate' for the environmental value.

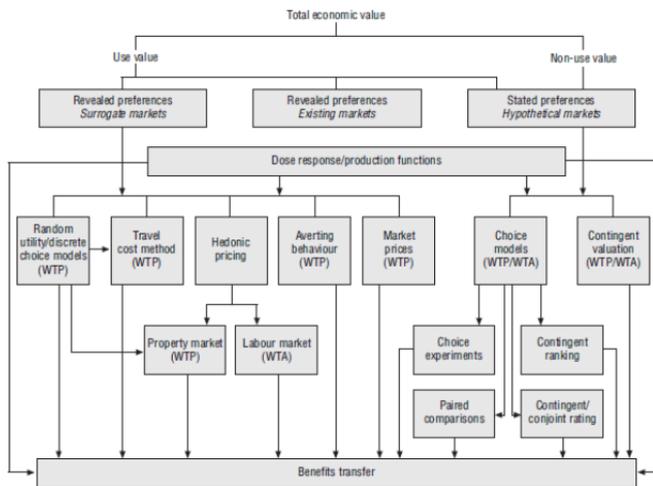
There are two main techniques which have been used for applying the surrogate market method: travel cost method and property value (hedonic price) method. *Travel cost method* Many natural resources (e.g. a national park or lake) are used for recreational purposes. The travel cost method bases its valuation on the money and time costs of visitors to such recreational facilities.

Property value (or hedonic price) method: The hedonic price method is based on the idea that differences in property prices can be used to infer the value which individuals attach to the difference in environmental quality between properties. For example, the difference in the price of two properties which differ only in, say, the local air quality, will provide a measure of the value which people give to difference in air quality. Even when properties differ in other ways, it may still be possible (though it is a complex task) to uncover the implicit prices of environmental quality using statistical techniques to separate out the contribution of each factor to the total market price.

Benefit transfer. Benefit transfer involves deriving estimates of economic value in one context for use in a different context, where the data required for the estimation are not readily available. For example, the value of health damage from air pollution in one city might be used to estimate health costs from air pollution in a different city or, more controversially, the values derived in one country might be transferred for use in a different country. Though this can provide quick and low-cost estimates, it is subject to a number of limitations.

Referring above the OECD has generalized in a table the use of different economic methods as below. (OECD, Recent development 2006)

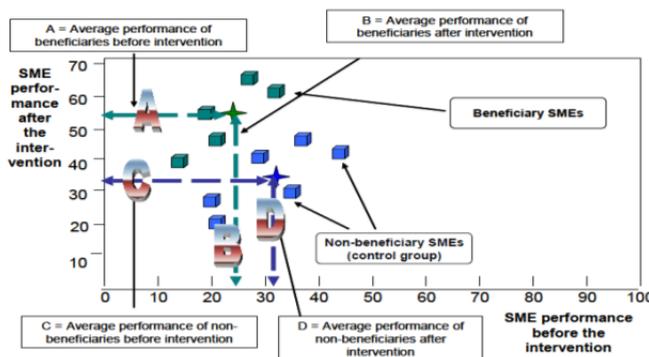
Figure 6.2. Total economic value



7. Inferences Methods

Beside of above mention methods we judged that an alternative method of economic evaluation that can be used is one of inferential method, “Difference to Differences” or “Before and After” methods. This two methods are based on the comparisons of effects of regulation because of regulation implementation.

Differences to Difference methods . Operation of the method is shown in the graph. This method consists in selecting a key variable which is able to express the success of the intervention.⁶ The graph below present an example that tell how the inferential method operate .



Since the work by Ashenfelter and Card (1985), the use of difference-in-differences methods has become very widespread. The simplest set up is one where outcomes are observed for two groups for two time periods. One of the groups is exposed to a treatment in the second period but not in the first period.

The second group is not exposed to the treatment during either period. In the case where the same units within a group are observed in each time period, the average gain in the second (control) group is subtracted from the average gain in the first (treatment) group. This removes biases in second period comparisons between the treatment and control

⁶ Evaluation and Impact Assessment of Business Climate Development, Péter Futó Institute of Sociology and Social Policy Corvinus University, Budapest, 2011

group that could be the result from permanent differences between those groups, as well as biases from comparisons over time in the treatment group that could be the result of trends. Inference based on even moderate sample sizes in each of the four groups is straightforward, and is easily made robust to different group/time period variances in the regression framework.⁷With repeated cross sections, we can write the model for a generic member of any of groups as

$$Y = \beta_0 + \beta_1 dB + \delta_0 d2 + \delta_1 d2 * dB + u$$

where y is the outcome of interest, $d2$ is a dummy variable for the second time period. The dummy variable dB captures possible differences between the treatment and control groups prior to the policy change. The time period dummy, $d2$, captures aggregate factors that would cause changes in y even in the absence of a policy change. The coefficient of interest, δ_1 multiplies the interaction term, $d2 \cdot dB$, which is the same as a dummy variable equal to one for those observations in the treatment group in the second period. The difference-in-differences estimate is

$$\hat{\delta}_1 = (\bar{y}_{B,2} - \bar{y}_{B,1}) - (\bar{y}_{A,2} - \bar{y}_{A,1})^8$$

Inference based on even moderate sample sizes in each of the four groups is straightforward, and is easily made robust to different group/time period variances in the regression framework. In some cases a more convincing analysis of a policy change is available by further refining the definition of treatment and control groups.

Based on above, conclude that there are a lot of methods for economic and impact evaluation of regulatory reforms. The question stands Albania Capacity are prepared for using the different methods of assessing the impact of regulatory reform..... ??

8. Conclusion and Recommendation

RIA now is a problem to be solved that ask for all elements of government to improve the way that ensure regulatory efficiency, effective protection for citizens and reduced opportunities for corruptions.

Experience of regulatory reform in OECD countries indicates however that economic performance in the international competitive environment call for broader objectives of good governance to change the administrative culture towards the transition from "state-led to market-led" economic growth

Improving the quality of regulatory decision making is the core of Albanian development. By insuring a method for improving the quality of regulatory decision making, RIA can assist policymakers in addressing regulatory needs in Albania.

Taking into account the existing capacity constraints in the Albanian public administration, the immediate launch of a comprehensive system of RIA launch of an RIA light system is more favourable for Albania conditions as actually happened in Albania.

Based above we recommends setting up a centre for economic and social research for gathering and analysing dates for most important fields in interest of decisions makers. This centre will be the fundamental rink that will help decisions- maker with quality and coherence informacion and analyses.

It was said in substance that South East European Countries have no other choice than to accelerate regulatory reforms beyond the stage of simplification of regulation, because the international context is changing rapidly and other regions in the world are competing vigorously

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⁷ Imbens/Wooldridge, Lecture Notes 10, Summer '07

⁸ Imbens/Wooldridge, Lecture Notes 10, Summer '07

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Youth's Attitudes Towards Other Religions in Turkey (A Research on the University Students)

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Abstract

Within the theological literature, especially in the field known as theology of religions, three such views or models are commonly distinguished: exclusivism, inclusivism and pluralism. This typology, which was initially proposed by Race during the early eighties, is both popular and useful. The exclusivist view is rooted in mono-faith societies or homogeneous cultures in which plurality of religions or world-views did not yet exist. The exclusivist claim would be that only one's own religion is absolutely and uniquely true and that other religions, therefore, should be prohibited. Like the exclusivists, the inclusivists maintain the truth and superiority of their own religious tradition. The difference, however, is that in the inclusivist framework other religious traditions are considered much more positively as products of divine revelation or as legitimate paths to salvation. In the pluralist view, there is an absolute and divine sooth and religions offer different but equally representative ways to the absolute. Therefore, no matter which way is followed, one can achieve the salvation at the end. In this research, it was aimed to analyze the university students' attitudes towards other religions. The research was carried out in the sample of Kastamonu University. In the research, it was used the attitude scale developed by Vermeer and Van Der Ven (2004) as a measuring instrument. The data were analyzed via Statistical Package for Social Sciences (SPSS) 16.0 programme. In order to determine whether the attitudes of students make significant differentiations in terms of independent variables or not, independent samples t-test and correlation analysis were used. In the end of the study, it was determined that the youth's attitudes towards other religions are highly in the exclusivist framework.

Keywords: Youth, Religion, Attitude, Quantitative Research.

1. Giriş

Dünya sürekli şekilde bir değişimden geçmektedir. Bilhassa son otuz yıldan bu yana değişim daha da hızlı yaşanmaktadır. Çevremize baktığımız zaman, hayatımızı etkileyen bu değişimler rahatlıkla fark edilmektedir. Radyo ve televizyonun ardından internet ve yeni bilgi teknolojileri, gündelik yaşamımızda ağırlığını daha çok hissettirmektedir. İletişim araçlarındaki bu gelişmeler ile dünyanın diğer ülkelerindeki insanlarla konuşmak, yazışmak ve ileti göndermek mümkün hale gelmekte, dünyada meydana gelen olaylardan anında haberdar olunmaktadır. Görülen bu değişim sürecinden şüphesiz aile, din, eğitim ve hukuk gibi toplumsal kurumlar da etkilenmektedir.

Diğer yandan, tarihin farklı dönemlerinde, sosyal yapılar ve şartlarla da bağlantılı olarak dinin konumu ve algılanışında değişimler olmuştur. Günümüzde ise dinin insanlar tarafından algılanışında küreselleşmenin etkisinden söz edilebilir.

Din ile küreselleşme arasındaki etkileşimin, dünyada ortaya çıkardığı yeni formlar konuşulmaya devam etmektedir. Gelişen noktada, hayatın birçok alanında dinin çok çeşitli şekillerde kendisini göstermesi söz konusudur. Ekonomik, politik, kültürel vb. birçok toplumsal sorunun dinle bağlantılı olarak tartışıldığı gözlemlenmektedir. Bu açıdan, dinin küreselleşen dünya içindeki yansımalarını izleyerek, konuyu olabildiğince geniş bir perspektiften ele almak mümkündür.

Ancak bu çalışmada odaklanılacak temel husus, günümüz şartlarında insanların diğer dinlere bakışlarını şekillendiren unsurların ne olduğudur. Bu unsurlar toplumsal olarak mı, eğitim temelli ya da değişik hangi nedenlerle şekillenmektedir. Bireyler kendi dinlerini, diğer dinlere göre nasıl algılamaktadırlar. Bu algılamaları ilgili literatür üç temel sınıflama çerçevesinde açıklamaktadır. Bunlar dışlayıcı, kapsayıcı ve çoğulcu din görüşüdür.

1.1 Dışlayıcılık

Tek dinli ve homojen toplum yapılarında yoğun olarak görülen dışlayıcı din anlayışı, bireyin kendi dinini yegâne doğru olarak görmesi, kendi inancı dışındaki dinleri tamamen yanlış kabul etmesidir (Sterkens, 2001: 49-50). Dışlayıcı anlayışın daha ileri boyutunda ise insanlar, sahip olduğu görüşü tek ve eşsiz olarak nitelemekte ve diğer din ya da inanç

oluşumlarının yasaklanması gerektiğini savunmaktadır. Buna karşın daha ılımlı bir dışlayıcı anlayışa sahip olan insanlara göre sahip oldukları din her açıdan doğruları barındırmamaktadır ve kendi dininden diğer dinlerden insanlar da bir şeyler öğrenebilecektir (Hobson & Edwards: 1999: 48-49).

1.2 Kapsayıcılık

Kapsayıcı görüşte, inanılan dinin gerçek ve diğerlerine göre üstün olduğu kabul edilmekle birlikte, dışlayıcı anlayıştan farklı olarak diğer dinlerin insanlara ilahi alanla ilişki sunduğuna inanılmakta ve insanları kurtuluşa ulaştırma noktasında diğer dinler de meşru görülmektedir. Bu görüş daha yoğun olarak kişinin diğer inançları, kendi inancından doğmuş ama sonradan şekil değiştirmiş şeklinde yorumlaması biçiminde ortaya çıkmaktadır (Knitter, 1995: 28). Bu bağlamda dışlayıcı yaklaşım ile kapsayıcı anlayış arasındaki dinlere bakış açısı, sadece bir derece değerlendirmesi gibi gözükmemektedir.

1.3 Çoğulculuk

Çoğulcu anlayış, ilk bakışta insanların aynı Tanrıya inanmaları ve ibadet etmeleri sebebiyle temel anlamda dinlerin eşitliği gibi düşünülmesine rağmen, bu yaklaşım fenomenolojik ve epistemolojik düşüncenin bir sentezi olarak ortaya çıkmıştır (Race, 2001: 29). Fenomenolojik bakış açısına göre tüm dinlerin temeli ilahi alanla yaşanan insani tecrübeye dayanmaktadır. Epistemolojik düşünceye göre ise teolojilerde ve inanç sistemlerindeki temel tecrübelerin açık ifadeleri, her zaman belirli bir sosyo-kültürel gerçekliği yansıtmaktadır ve bu sebeple her hangi bir dinin nihai gerçeklik iddiasında bulunması mümkün değildir. Bu iki argüman çerçevesinde dinlere bakıldığında, her din ve inanç sistemi temelde ilahi alanın kendilerine uygun resmini yansıtmaktadır. Bu durum dinlerde metafiziksel ve teolojik farklılıkların olmadığı anlamına gelmemesine rağmen, çoğulcu anlayışta temel vurgu, farklı dinlerdeki ortak paylaşılan unsurlardır (Race, 2001: 31-33).

Yukarıda ifade edilen üç yaklaşımın da günümüz toplumsal dinamikleri üzerinde etkili olduğu düşünülmektedir. Herhangi bir yaklaşımı kabullenen bireyin, inandığı düşünce çerçevesinde kendisinin dışındaki diğer insanlara karşı düşünce ve tavırları önemli oranda değişebilecektir. Bu anlamda savunduğu inanç ve bu inancın nitelikleri ile dünya görüşü oluşturacak ve diğer insanları da bu noktada etkileyebilecektir. Bu bağlamda dışlayıcı yaklaşımların dünya üzerinde istenmeyen kutuplaşmalar oluşturabileceği gibi, çoğulcu yaklaşımların da dinlerin temelleri üzerinde olumsuz etkilerinin olabilecektir.

Bu araştırmada gençlerin diğer dinlere bakışının dışlayıcı, kapsayıcı ve çoğulcu anlayışlar çerçevesinde analiz edilmesi amaçlanmıştır. Bu genel amaç doğrultusunda çalışmada; "Gençlerin dinlere yönelik bakış açıları; cinsiyet, mezun olunan lise, fakülte, dindarlık düzeyi ve okul dışında din eğitimi alma değişkenlerine göre anlamlı farklılık göstermekte midir?" sorusuna yanıt aranmıştır.

2. Yöntem

Araştırmada yöntem olarak genel tarama modeli tercih edilmiştir. Bu modelde çok sayıda elemandan oluşan evrenden seçilen belirli bir örneklemeden veriler elde etmek suretiyle evren hakkında genel bir yargıya varmak amaçlanmaktadır. Bu yöntemle yapılan araştırmalarda inanışlar, görüşler, davranışlar ve eğilimler üzerinde durulurken, mevcut durum olduğu gibi ortaya konulmaya çalışılmaktadır (Karasar, 2012).

2.1 Örneklem

Çalışma, 2013-2014 öğretim yılı bahar yarıyılında Kastamonu Üniversitesi İlahiyat (N=66), Eğitim (N=46), İktisadi ve İdari bilimler (N=70) ve İletişim (N=46) Fakültelerinde öğrenim gören 228 öğrenci üzerinde gerçekleştirilmiştir.

2.2 Veri Toplama Aracı

Araştırmada veri toplama aracı olarak "Dinlere Bakış Ölçeği" (Teacher Multicultural Attitude Survey) kullanılmıştır. Vermeer ve Van Der Ven (2004) tarafından geliştirilen ölçek toplam 12 maddeden oluşmaktadır. Ölçeğin Cronbach alpha değeri 0,87 ve toplam varyansı açıklama oranı %68,5'dir. Ölçek maddelerinin aritmetik ortalama değerleri 1,00-1,79 aralığında "hiç katılmıyorum", 1,80-2,59 "katılmıyorum", 2,60-3,39 "kararsızım", 3,40-4,19 "katılıyorum" ve 4,20-5,00 "tamamen katılıyorum" şeklindedir.

2.3 Verilerin Analizi

Çalışmada elde edilen veriler SPSS 16.0 programı kullanılarak analiz edilmiştir. Gençlerin dinlere yönelik tutum puanlarının bağımsız değişkenlere göre anlamlı fark gösterip göstermediğini belirlemek amacıyla bağımsız örneklem t-testi ve korelasyon analizi kullanılmış, karşılaştırmalarda anlamlılık düzeyi olarak 0.05 değeri esas alınmıştır.

3. Bulgular

3.1 Betimsel Bulgular

Tablo 1. Dinlere Bakış Ölçeği Betimsel Sonuçları

	N	Minimum	Maksimum	X	Ss
Dışlayıcı	228	1,00	5,00	4,27	,335
Kapsayıcı	228	1,00	5,00	4,03	,596
Çoğulcu	228	1,00	5,00	2,89	,853

Araştırmaya katılan 228 gencin dinlere yönelik tutum puanları 1,00 ile 5,00 aralığında değişmektedir. Gençlerin dinlere yönelik dışlayıcı tutum düzeyi 4,27 ve standart sapma değeri ,335; kapsayıcı tutum düzeyi 4,03 ve standart sapma değeri ,596 ve çoğulcu tutum düzeyi 2,89 ve standart sapma değeri ,853'tür. Buna göre araştırmaya katılan gençlerin çoğunlukla dinlere yönelik dışlayıcı bir bakış açısına sahip olduğu söylenebilir.

3.2 Bağımsız Değişkenlerin Anlamlı Farklılaşmalarına İlişkin Bulgular

Gençlerin dinlere yönelik tutum düzeyi ile cinsiyet, okul dışında din eğitimi alma, mezun olunan lise ve öğrenim görülen fakülte değişkenleri arasında anlamlı bir ilişkinin var olup olmadığını tespit etmek için t-testi, dindarlık düzeyi ile dinlere yönelik tutum düzeyleri arasındaki ilişkiyi analiz etmek için ise korelasyon analizi yapılmış ve elde edilen bulgular aşağıdaki tablolarda gösterilmiştir.

Tablo 2. Gençlerin Dinlere Yönelik Tutum Düzeyinin Cinsiyet Değişkenine Göre Farklılaşması t-Testi Sonuçları

	Cinsiyetiniz?	N	X	Ss	Sd	T	P
Dışlayıcı	Erkek	86	4,33	1,005	,673	226	,502
	Bayan	142	4,24	,893			
Kapsayıcı	Erkek	86	4,02	,629	,304	226	,761
	Bayan	142	4,04	,577			
Çoğulcu	Erkek	86	2,99	,699	1,414	226	,159
	Bayan	142	2,82	,931			

Tablo 2'de görüldüğü gibi araştırmada cinsiyet değişkeni, dışlayıcı, kapsayıcı ve çoğulcu boyutlar da gençlerin dinlere bakışı üzerinde anlamlı bir fark oluşturmamıştır (T=,226, p>.05). Buna göre üniversite öğrenimi gören gençlerin kız ya da erkek olmalarının dinlere yönelik düşünce ve tutumları üzerinde etkili olmadığı söylenebilir.

Tablo 3. Gençlerin Dinlere Yönelik Tutum Düzeyinin Okul Dışında Din Eğitimi Alma Değişkenine Göre Farklılaşması t-Testi Sonuçları

	Okul Dışında Din Eğitimi Aldınız mı?	N	X	Ss	Sd	T	P
Dışlayıcı	Evet	160	4,42	,840	3,822	226	,000
	Hayır	68	3,92	1,054			
Kapsayıcı	Evet	160	4,05	,557	,664	226	,507
	Hayır	68	3,99	,682			
Çoğulcu	Evet	160	2,85	,894	,977	226	,330
	Hayır	68	2,97	,745			

Araştırmada okul dışında din eğitimi alıp almama değişkeninin gençlerin dinlere bakışı üzerinde anlamlı fark oluşturan bir faktör olduğu belirlenmiştir. Dışlayıcı boyutta öğrencilerin dinlere yönelik bakışında anlamlı fark gözlenirken ($T=.226$, $p<.05$), kapsayıcı ve çoğulcu boyutlarda herhangi bir anlamlı farklılaşma tespit edilmemiştir ($T=.226$, $p>.05$). Dışlayıcı boyutta araştırmaya katılan gençlerin tutum puanlarına bakıldığında, okul dışında din eğitimi alan gençlerin 4,42 ortalamaya, din eğitimi almayan gençlerin ise 3,92 ortalamaya sahip olduğu görülmektedir. Buna göre okul dışında din eğitimi alan gençlerin dinlere yönelik dışlayıcı bakış açısına daha güçlü şekilde sahip olduğu söylenebilir.

Tablo 4. Gençlerin Dinlere Yönelik Tutum Düzeyinin Mezun Olunan Lise Değişkenine Göre Farklılaşması t-Testi Sonuçları

	Mezun Olunan Lise	N	X	Ss	Sd	T	P
Dışlayıcı	Diğer Liseler	188	4,14	,971	5,017	226	,000
	İmam-Hatip Lisesi	40	4,91	,244			
Kapsayıcı	Diğer Liseler	188	4,01	,634	1,371	226	,172
	İmam-Hatip Lisesi	40	4,15	,353			
Çoğulcu	Diğer Liseler	188	2,95	,817	4,465	226	,001
	İmam-Hatip Lisesi	40	2,59	,958			

Diğer taraftan mezun olunan lise türü de araştırmada anlamlı fark oluşturan bir değişken olmuştur. Tablo 4 incelendiğinde, dışlayıcı ve çoğulcu boyutlarda öğrencilerin dinlere yönelik bakışında anlamlı farkın olduğu ($T=.226$, $p<.05$), kapsayıcı boyutta ise herhangi bir anlamlı farklılaşmanın olmadığı görülmektedir ($T=.226$, $p>.05$). Dışlayıcı boyutta araştırmaya katılan gençlerin tutum puanlarına bakıldığında, imam hatip lisesi mezunu gençlerin 4,91 gibi yüksek bir ortalamaya, diğer liselerden mezun olan gençlerin 4,14 ortalamaya sahip olduğu ve çoğulcu boyutta ise diğer liselerden mezun olan gençlerin 2,95 ortalamaya, imam hatip lisesi mezunu gençlerin 2,59 ortalamaya sahip olduğu görülmektedir. Buna göre imam hatip lisesi mezunu gençlerin dinlere yönelik dışlayıcı bakış açısına daha güçlü şekilde sahip olduğu, diğer taraftan çoğulcu görüşü ise zayıf bir şekilde benimsediği söylenebilir.

Tablo 5. Gençlerin Dinlere Yönelik Tutum Düzeyinin Fakülte Değişkenine Göre Farklılaşması t-Testi Sonuçları

	Fakülte	N	X	Ss	Sd	T	P
Dışlayıcı	İlahiyat fakültesi	66	4,87	,285	6,754	226	,000
	Diğer fakülte	162	4,03	,997			
Kapsayıcı	İlahiyat fakültesi	66	4,18	,336	1,046	226	,202
	Diğer fakülte	162	3,97	,665			
Çoğulcu	İlahiyat fakültesi	66	2,51	,833	4,451	226	,000
	Diğer fakülte	162	3,04	,814			

Araştırmada gençlerin dinlere karşı bakışında öğrenim görülen fakülte değişkeninin, önemli bir etkiye sahip olduğu tespit edilmiştir. Tablo 5'de yer aldığı üzere gençlerin dışlayıcı ve çoğulcu boyutlarda dinlere bakışını, öğrenim görülen fakülte değişkeni anlamlı şekilde farklılaştırmış ($T=.226$, $p<.05$), kapsayıcı boyutta ise herhangi bir değişiklik yaratmamıştır ($T=.226$, $p>.05$). İlahiyat fakültesinde öğrenim gören gençler dışlayıcı boyutta 4,87 ve çoğulcu boyutta 2,51 ortalamaya sahip iken, diğer fakültelerde öğrenim gören gençler dışlayıcı boyutta 4,03 ve çoğulcu boyutta 3,04 ortalamaya sahiptirler. Buna göre ilahiyat fakültesinde öğrenim gören gençlerin dinlere yönelik dışlayıcı bakış açısına daha güçlü şekilde sahip olduğu, çoğulcu görüşü ise zayıf bir şekilde benimsediği, diğer fakültelerde öğrenim gören gençlerin ise dışlayıcı görüşü zayıf şekilde benimsediği, buna karşın çoğulcu yaklaşımı daha güçlü benimsediği görülmektedir.

Araştırmada, bir tarafın diğerine göre daha fazla din eğitimi almasının farklılık oluşturabilecek bir değişken olarak düşünülmesi sebebiyle ilahiyat fakültesi ile diğer fakülteler ve imam hatip lisesi ile diğer liseler iki farklı taraf olarak düşünülmüş ve karşılıklı olarak değerlendirilmiştir. Çünkü imam hatip lisesi dışındaki tüm liselerin ders programlarında aynı ders saati kadar din eğitimi dersi bulunmakta ve ilahiyat dışındaki fakültelerde de eğitim fakültesi hariç herhangi bir din ile ilgili bir ders yer almamaktadır. Eğitim fakültelerinin sınıf öğretmenliği bölümünde ise son sınıfta din kültürü ve ahlak bilgisi

adıyla bir dersin olduğu görülmektedir. Bu çerçevede araştırmamızda mezun olunan lise değişkeni ile ilgili betimsel verilere yer verilmezken, öğrenim görülen fakülte değişkeni için betimsel verilerin değerlendirilmesi gerekli görülmüştür.

Tablo 6. Gençlerin Öğrenim Gördükleri Fakülte Değişkenine Göre Dinlere Yönelik Tutumları Betimsel Verileri

	Fakülte	N	X	Ss
Dışlayıcı	İlahiyat	66	4,87	,285
	Eğitim	46	4,11	,968
	İktisadi İdari Bilimler	70	4,01	1,070
	İletişim	46	3,97	,923
Kapsayıcı	İlahiyat	66	4,18	,336
	Eğitim	46	4,10	,666
	İktisadi İdari Bilimler	70	3,98	,618
	İletişim	46	3,84	,721
Çoğulcu	İlahiyat	66	2,51	,833
	Eğitim	46	3,12	,826
	İktisadi İdari Bilimler	70	3,01	,850
	İletişim	46	3,01	,755

Tablo 6'de görüldüğü gibi araştırmada dışlayıcı ve kapsayıcı boyutta ilk sıradaki ortalamaları ilahiyat fakültesinde öğrenim gören öğrenciler alırken, ikinci sırayı aynı boyutlarda eğitim fakültesi öğrencileri, üçüncü sırayı iktisadi idari bilimler fakültesi öğrencileri ve son sırayı da iletişim fakültesi öğrencileri almıştır. Buna göre dinlere karşı en güçlü dışlayıcı ve kapsayıcı görüşü ilahiyat fakültesi öğrencileri, sonrasında eğitim fakültesi öğrencileri, sonrasında iktisadi idari bilimler fakültesi öğrencileri ve son sırayı da iletişim fakültesi öğrencileri almaktadır. Buna göre ilahiyat fakültesi öğrencileri dinlere karşı dışlayıcı ve kapsayıcı görüşlere daha güçlü şekilde sahip oldukları ve iletişim fakültesi öğrencilerinin ise daha zayıf olarak dışlayıcı ve kapsayıcı tutumlara sahip oldukları söylenebilir. Bu boyutlarda eğitim fakültesi öğrencilerinin de ikinci sırada yüksek ortalama değere sahip olmaları da dikkat çekicidir. Bu sonucun ortaya çıkmasında, eğitim fakültelerinin öğretim programlarında yer verilen "din kültürü ve ahlak bilgisi" dersinin etken olduğu düşünülmektedir.

Diğer taraftan çoğulcu boyutta ise diğer boyutlara göre farklı bir sıralama görülmektedir. Çoğulcu boyutta en yüksek ortalama değer eğitim fakültesi öğrencilerinin, en düşük ortalama değer ilahiyat fakültesi öğrencilerinin, iletişim ile iktisadi ve idari bilimler fakültesi öğrencileri ise aynı ortalama değere sahip oldukları belirlenmiştir. Buna göre ilahiyat fakültesi öğrencileri dinlere karşı çoğulcu anlayıştan çok uzak gözükürken, eğitim fakültesi öğrencilerinin diğerlerine göre daha güçlü çoğulcu fikirleri benimsedikleri söylenebilir.

Tablo 7. Gençlerin Dindarlık Düzeyi ile Dinlere Karşı Tutum Puanları Korelasyon Analizi Sonuçları

		Kendinizi ne kadar dindar görüyorsunuz?
Dışlayıcı	Pearson Correlation	,238
	P	,000
	N	228
Kapsayıcı	Pearson Correlation	,571
	P	,110
	N	228
Çoğulcu	Pearson Correlation	-,039
	P	,563
	N	228

Tablo 7'deki korelasyon analizi sonuçları incelendiğinde araştırmaya katılan gençlerin dindarlık düzeyleri ile dinlere karşı

tutum puanları arasında dışlayıcı boyutta pozitif, yüksek düzeyde anlamlı bir ilişkinin olduğu ($p < .05$), buna karşın diğer boyutlarda herhangi bir anlamlı ilişkinin olmadığı ($p > .05$) görülmektedir. Elde edilen veriler çerçevesinde gençlerin dindarlık düzeyleri arttıkça, dışlayıcı boyuttaki tutumlarının da güçlendiği söylenebilir.

4. Tartışma

Günümüzde toplumlar için sosyal ve kültürel yapının ayrılmaz bir parçası dindir. Din inananlarına bir dünya görüşü ve hayat felsefesi sunması açısından da insanları etkileyen önemli bir sosyal kurumdur. Bunun yanı sıra içinde barındırdığı birtakım akidelerle de din, inananlarının diğer dinlere karşı tavır alışlarında belirleyici olabilmektedir. Bu yönelimler bazen küresel ölçekte büyük olaylara neden olabilmekte ya da uluslararası ilişkilerde farklı yönelimleri doğurabilmektedir. Bu bağlamda bireylerin dinler arası ilişkileri değerlendirme durumlarının incelenmesi sonucu elde edilen bilgiler, öncelikle o kültürdeki hâkim dinin diğer dinlere bakış açısını ortaya koymakta, din algısının oluşumunda sosyal süreçler hakkında fikir vermekte ve genel anlamda insanların kendi dinleri penceresinden diğer dinleri nasıl gördüklerini betimlemektedir. Üniversitesi öğrenimi gören bireyler üzerinde gerçekleştirilen bu araştırmada gençlerin dinlere karşı bakışları incelenmiş ve konu ile ilgili birtakım sonuçlara ulaşılmıştır.

Araştırma ulaşılan en genel sonuç; üniversite öğrenimi gören gençlerin, dinlere yönelik dışlayıcı, kapsayıcı ve çoğulcu yaklaşımlar arasında daha yoğun olarak dışlayıcı bir bakış açısına sahip olduklarıdır. Buna göre gençler dinlerinin mutlak doğru iddiasında bulunduğunu ve inananlarını da kurtuluşa erdireceğini düşünmektedirler. Gençlerde bu düşüncenin oluşumundaki etkenleri belirleyebilmek için daha detaylı bilgilere ihtiyaç duyulmaktadır. Öncelikle dışlayıcı, kapsayıcı ve çoğulcu yaklaşımların öğrenim görülen fakültelere göre farklılaşmalarına bakmak yarar vardır. Bu konudaki veriler (bkz. Tablo 6) incelendiğinde, dışlayıcı boyutta ilk sırayı ilahiyat fakültesinde öğrenim gören öğrenciler, ikinci sırayı eğitim fakültesi öğrencileri, üçüncü sırayı iktisadi idari bilimler fakültesi öğrencileri ve son sırayı da iletişim fakültesi öğrencilerinin aldığı görülmektedir. Buna göre dinlere karşı en güçlü dışlayıcı düşünceye ilahiyat fakültesi öğrencileri sahiptirler.

İlk ve ortaöğretim kurumlarda örgün şekilde verilen din derslerinin dışında Diyanet İşleri Başkanlığına bağlı Kur'an kurslarında veya özel kurumlardaki din eğitimi kurslarında bulunmak suretiyle okul dışında din eğitimi alma durumu da araştırmada bireylerin dinlere bakışını etkileyebilecek bir değişken olarak düşünülmüş ve örneklem grubuna bu amaçla bir soru olarak yöneltilmiştir. Elde edilen bulgulara göre okul dışında din eğitimi alan gençlerin, kapsayıcı ve çoğulcu yaklaşıma göre dışlayıcı yaklaşımı daha güçlü şekilde benimsedikleri tespit edilmiştir. Bu konuda okul dışında en yaygın şekilde din eğitimi veren kurumlar Kur'an kurslarıdır. Kur'an Kursları Öğretim Programları'na (2004) bakıldığında ise diğer dinlerle ilgili *İtikat* dersinde, "İnsan ve Din" başlıklı üniteye farklı din açıklamaları verilmektedir. Bu açıklamalar, İncancım (2010) adlı ders kitabında şu şekildedir:

"Mukaddes dinimiz İslam'a göre dinin kaynağı yüce Allah'tır...İslam dininin birincil kaynağı Allah tarafından sevgili Peygamberimiz Hz. Muhammed aracılığıyla gönderilen vahiylerdir. Dinimizin diğer bir kaynağı ise Peygamber Efendimizin söz ve davranışlarıdır (s. 15)."

"Tek Tanrıcılığa; Tevhid, Monoteizm de denir. Tevhid, bir tek, yüce ve aşkın bir varlığa inanmayla ilgili bir inanç sistemidir. İslâm, en son tevhid dinidir. Bütün peygamberlerin tebliğ ettiği din de İslâm'dır. Bu inanca göre, Allah kendi kendine var olan ve her şeyi yoktan yaratan en yüce ve her şeye gücü yeten yegâne varlıktır (s. 16)."

Kur'an kursu ders kitabında geçen bu ifadelerde dışlayıcı bir din sunumunun yapıldığı görülmektedir. Bu şekilde bir öğretim sürecinden geçen öğrencilerin de kendi dinlerini tek doğru din ve diğer dinleri de bozulmuş olarak ve insanları yanlışla götüreceği şekilde algılamaları doğal karşılanmalıdır.

Araştırmada ulaşılan diğer bir sonuç; imam hatip lisesi mezunu gençlerin, diğer liselerden mezun olanlar göre dışlayıcı bakış açısını daha güçlü şekilde benimsedikleridir. İmam hatip lisesi mezunu üniversite öğrencilerinin bu şekilde bir görüşü benimsemelerinde lise öğrenimlerinde gördükleri din sunumunun etkili olduğu düşünülmektedir. İmam Hatip Lisesi Öğretim Programları'nda (2010) yer alan *Karşılaştırmalı Dinler Tarihi* adlı derste dinlere yönelik bazı açıklamalara yer verilmektedir. Bu açıklamalar, söz konusu ders kitabında (2010) şu şekildedir:

"İslam'da inanç ilkelerinin başında Allah'a iman gelir. İslam, sadece Allah'ın varlığı açısından birliği değil, varlığın yanı sıra bütün isim ve sıfatlar bakımından da bir birlik ve teklifi vurgular. Tevhit inancı doğrultusunda Kur'an, Cahilliye Dönemi Araçlarının Allah inancının yanlışlığını vurgular ve eleştirir. Onların, Allah'ı gereği gibi takdir edemediklerini belirtir. Benzer şekilde Yahudiler ve Hristiyanlar gibi grupları da eleştirir ve onları tevhit inancına davet eder... Tevhit inancı bozulan Hristiyanlıkta, yaratıcı bir tanrının yanında onun sıfatlarını paylaşan başka tanrılara yer verilmiştir. Bu, Hristiyanlık inancında baba-oğul-kutsal ruh olarak sistemleştirilmiştir. Yahudilikte her ne kadar tek Tanrı inancı

korunmuşsa da Tanrı'ya istirahat etmek gibi sıfatlar verilmiştir. (s. 70-71)"

"İslam, diğer dinlerin peygamberlerini ve kutsal kitaplarını tasdik eder. Ancak bunların tahrif edilmiş olduğunu belirtir. Peygamberler arasında ayırım yapmaz. (s. 72)"

"Kur'an kendisinden önceki vahiyleri doğrulamakla birlikte kendisinden önceki kitapların değiştirildiğine ve bozulduğuna dikkat çeker. Kur'an'ın genelinde kendinden önceki kutsal kitaplara yapılan tahriflere çeşitli örnekler vermekte ve benzeri birçok konuyla ilgili ehlikatın (Yahudilerle Hristiyanların) yanlışları düzeltilmektedir. Kur'an hem Yahudileri hem Hristiyanları unuttukları veya farklılaştırdıkları Allah'ın dinine tekrar davet etmekte ve bir Allah inancında buluşmaya çağırmaktadır. (s. 72)"

Karşılaştırmalı Dinler Tarihi ders kitabında geçen bu ifadeler, İslam dininin tek doğru din olduğunu ve insanlığa gerçek kurtuluşu sunduğunu, diğer dinlerin ise bozulmuş olduğunu, dolayısıyla müntesiplerini yanlış hakikatlere çağırdığını vurgulamaktadır. Ders kitabında geçen bu ve benzeri ifadelerin, imam hatip lisesi öğrencilerinin kendi dinlerini mutlak olarak görmelerini sağladığı ve diğer dinlere karşı öğrencilerde dışlayıcı bakış açısını da güçlendirdiği söylenebilir.

Araştırmanın ulaştığı önemli bir sonuç ta ilahiyat fakültesinde öğrenim gören gençlerin, diğer fakültelerde öğrenim görenlere göre dışlayıcı bakış açısına daha güçlü şekilde sahip olmalarıdır. İlahiyat fakültelerinin bu konuda imam hatip liselerinden belirli bir anlayışla gelen öğrencilerin perspektiflerinde herhangi bir değişiklik ortaya koymadığı görülmektedir. İlahiyat fakültelerinin Öğretim Programı'nda (1998) yer verilen *Dinler Tarihi* dersinin dinlere karşı yaklaşımının değerlendirilmesi bu konuda elde edilen sonucu açıklama adına önemli olacaktır. İlahiyat fakültelerindeki dinler tarihi dersi ile ilgili olarak şu şekilde bir amaç ve içerik belirlenmiştir.

"Dinler tarihi dersinin amacı öğrenciye din olgusunun evrensel bir realite olduğunu, bu realiteyi bilimsel metotlarla anlama ve incelemenin bir gereklilik gerekliliğini ve yöntemlerini kavratarak, bazı yaşayan dinlerin ana inanç ve fenomenleri hakkında bilgi sahibi olmasını sağlamaktır. Dersin içeriği dinler tarihinin tanımı, konusu, metodu, önemi ve gelişmesi, Din bilimleri arasındaki yeri, Batı'da, İslam dünyasında ve Türkiye'de dinler tarihi çalışmaları. Günümüz dini coğrafyası (Yaşayan dinler hakkında genel bilgiler). Yahudilik, Hristiyanlık, İslam, Hinduizm, Budizm ve diğer dinlerin genel tarihçesi, temel özellikleri, inanç, ibadet, dini gelenek ve bayramlarını kapsamaktadır."

Görüldüğü gibi dinler tarihi dersinde, günümüzdeki din olgusu ve dini çeşitlilik hakkında objektif şekilde öğrencilere bilgi kazandırmanın amaçlandığı ve içerikte de yaşayan dinler hakkında genel bilgilere ve temel anlatımlara yer verildiği görülmektedir. Bu bağlamda dersin dışlayıcı bakış açısı yerine daha çok çoğulcu ve kapsayıcı bir din sunumu yaptığı söylenebilir. Ancak araştırmanın ulaştığı ilahiyat fakültesi öğrencilerinin çoğunlukla dışlayıcı anlayışı benimsediği bulgusu, dersin amaçları dışında işlendiği ya da içeriklendirildiği veya öğretim hedeflerine ulaşma konusunda derste eksikliklerin yaşanması ile açıklanabilir.

Son olarak araştırmada gençlerin dindarlık düzeyleri arttıkça, dışlayıcı boyuttaki tutumlarının da güçlendiği belirlenmiştir. Bu sonuç, imam hatip liseleri, Kur'an kursları ve ilahiyat fakültelerinde yer verilen dışlayıcı din sunumunun, dindarlığını geliştiren bireylerde dışlayıcı anlayışı da güçlendirmesi ile açıklanabilir. Bakıldığı zaman geleneksel olarak tek yönlü teolojik bakış açısının toplum içinde yerleştiği, aynı zamanda dışlayıcı bu anlayışın örgün ve yaygın eğitim kurumlarında aşamalı olarak geliştirildiği görülmektedir. Ayrıca dini alanda yoğun olarak yer verilen bu dışlayıcı yaklaşımın, bu alan ile çok yönlü etkileşim kurarak bireysel dindarlığını oluşturan bireylerde de gözlenir hale geldiği araştırmanın bulguları arasındadır. Diğer taraftan dini ağırlıklı eğitim vermeyen liselerden mezun olan ve ilahiyat dışındaki fakültelerde öğrenim gören gençlerin kapsayıcı ve çoğulcu anlayışlara yakın görüşlerde olmaları da (bkz. Tablo 4-5-6) yukarıda dile getirilen düşüncelyi destekler mahiyettedir.

5. Sonuç

Üniversite öğrenimi gören gençlerin dinlere karşı bakışlarını incelemeyi amaçlayan bu araştırma sonunda şu sonuçlara ulaşılmıştır:

1. Araştırmaya katılan gençler, dinlere yönelik dışlayıcı, kapsayıcı ve çoğulcu yaklaşımlar arasında daha yoğun olarak dışlayıcı bir bakış açısına sahiptirler.
2. Cinsiyet, gençlerin dinlere bakışları üzerinde etkili bir değişken değildir.
3. Okul dışında din eğitimi alan gençler, dışlayıcı bakış açısına daha güçlü şekilde sahiptirler.
4. İmam hatip lisesi mezunu gençler, diğer liselerden mezun olanlar göre dışlayıcı bakış açısını daha güçlü şekilde benimsemektedirler.
5. İlahiyat fakültesinde öğrenim gören gençler, diğer fakültelerde (eğitim, iktisadi ve idari bilimler, iletişim) öğrenim görenlere göre dışlayıcı bakış açısına daha güçlü şekilde sahiptirler.

6. Araştırmaya katılan gençlerin dindarlık düzeyleri arttıkça, dışlayıcı boyuttaki tutumları da güçlenmektedir.

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Si Po u Mesoj Studenteve Sociologjine e Turizmit

Alket Dino

Te flasësh për turizmin tanime në këto kohë diskutimesh për shkak të vetë dinamikës së zhvillimit që po ndodhin në vendin tonë është bërë pothuaj një trend i natyrshëm i cdo tavoline të rrumbullakët ku flitet për sektore strategjike, burime njerezore, resurse natyrore, edukim në sektorin e shërbimeve etj. Prej pak kohësh pothuaj që kur kam nisur studimet e mia doktorale gjithashtu kam ideuar një kurikulë që e ndaj me studentët e fakultetit të ekonomisë degë ekonomituri të pranë Universitetit "Fan.S.Noli" të Korçës tek filiali i Pogradecit, të cilën e kam quajtur Sociologji Turizmi. Mund të jete edhe një nën-degë e sociologjisë e pa konsumuar teresisht. Për hir të së vertetës për t'u mesuar studentëve të Universitetit "Fan.S.Noli" teknikën e sociologjisë së turizmit, pra në njëfarë mënyre, të zbulosh se çfarë i bën vizitorët për vetë në Shqipëri? Çfarë i tërheq vizitorët në rajonin tonë? Cilat janë specifikat kryesore të zhvillimit në Shqipëri?

Sipas sociologëve edhe pse mund të duket si term i lehtë, sociologjia e turizmit është në fakt jo i lehtë dhe në vetvete përfshin një sërë metodash që kërkon shumë punë e mjeshtëri. Duke e vënë theksin të koordinimi me komunitetin lokal, pra me njëzërit që jetojnë në zona turistike, si një armë e fortë për zhvillimin e kesaj veprimtarie, e cila në fitel të saj përveç zhvillimit të turizmit ka edhe fitimin atë ekonomik, pikerisht kjo behet e mundur duke u mbështetur tek konceptet e "biznesit social" dhe atë "mikrokredite" apo "mikrofinances". "E rëndësishme për të gjithë është të kuptoni para se gjithashtu se çfarë vlen për t'u vlerësuar me shumë në cdo rajon specifik, si psh, gastronomia, agrikultura, ritet tradicionale, arkeologjia etj., dhe pasi të zbuloni t'i meshoni asaj me shumë". Mendoj sepse këto ndodh edhe diferencë në prezantim e asaj që quhet product turistik, për të sjellë prioritetet rajonale si edhe vecanësitë lokale që e bëjnë akoma e më të bukur trajtimin e kesaj pjese të sociologjisë. Për të ilustruar me mirë këto, si edhe disa nga konceptet që përmenden studentëve u është marrë si shembull edhe ekonomisti dhe bankieri i suksesshëm nga Bangladeshi, Muhammad Yunus, i cili fitoi çmimin Nobel në vitin 2006, për shkak të zhvillimit të tezes së tij për mikrokredite. Ajo ishte në fakt një ide që funksionoi në mënyrë të mrekullueshme. "Një pjese e studentëve" mendoj se "kane ide të qarta dhe të vlefshme, sa i përket zhvillimit të turizmit. Jo vetëm se një pjese e tyre jetojnë në një rajon turistik, deri diku por edhe sepse tendeca e politikave zhvillimore në të ardhmen për vendin tonë është pikerisht sektori strategjik i turizmit, dhe për këtë të rinjtë duan të jenë sa më të përgatitur për një të ardhme më të mirë. Këtu doja të përmendja sidomos ata që kanë jetuar jashtë Shqipërisë për disa kohë, e janë kthyer serish në vendlindje, në të shumtën e rasteve femijë emigrantësh. Këta janë më të aftë për të diagnostikuar se ku qëndrojnë problemet dhe të hidhen në sulm për t'i zgjidhur ato". Kjo sjell në vetvete një burimë njerezore të cilat kanë nevojë të "kanalizohen" ose më mirë të themi "edukohen" për të shfrytëzuar me se miri resurset natyrore që ofron zona ku ata jetojnë. Kjo sjell si pasojë sociale edhe lufën ndaj një fenomeni negativ të shoqërisë sonë që është papunësia dhe varfëria, pikerisht këto përveç edukimit dhe informimit hyn në lojë konceptet e mikrokredite dhe të mikrofinances, si edhe politikën zhvillimore për një bashkëpunim ndërmjet pushtetit lokal dhe atij qëndror në kuadër të zhvillimit rajonal dhe jo vetëm.

Se pari le të japim një pasqyrë se çfarë u kemi mesuar studentëve deri tani?!

Sic duket edhe nga emri, është e qartë se unë u mesoj studentëve lenden e Sociologjisë së Turizmit. Në përgjithësi duhet të jap mesim për sociologjinë të përgjithshme, sociologjinë urbane dhe antropologjinë urbane etj. Kursi që kam organizuar në kurrikulën që kam ideuar për studentët e Universitetit "Fan.S.Noli", ka si qëllim që të kristalizojë elementet baze të sociologjisë së territorit, ndërsa më specifikisht sociologjinë e turizmit. Deri tani, kemi parë mënyrat e kërkimit që përdoren në vende të tjera, ndërsa kurikula ka si qëllim përvetësimin e koncepteve baze të kesaj disipline, duke e vënë theksin të turizmi lokal dhe rajonal dhe mjetet e nevojshme që duhen ndërmarrë në mënyrë që ai të funksionojë sa më mirë. Vete kurikula është e ideuar dhe konceptuar në rreth 60 orë mesimore ku gjatë pjesës së parë merren njohuritë teorike baze për sociologjinë, ndërsa një rëndësi i është kushtuar praktikisht me mënyrën se si behet një pyetesor. Pyetesori i cili më pas do të shërbejë në mbledhjen e të dhënave konkrete nga studentët në terren. Në javën e vijimit të kursit ata do t'i shpërndajnë këto pyetesore të turistit, për të kuptuar se pari arsytet se përse ata zgjedhin të vizitojnë këto vende, dhe mbi të gjitha cili është perceptimi i tyre mbi qytetet tuaja.

Kuptohet që larmishmeria e specifikave të turizmit për vetë resurset që ofron territori ynë do të duhe një punë vertetë kolosale por le të themi që kjo të pakten është një mënyrë për të mbledhur të dhëna apo për të dhënë një mesazh dhe tek vetë të rinjtë që dha ata mund të bëjnë dicka për të ardhmen e tyre dhe të zonës ku jetojnë. Vete për studentët është hera e parë që ndajne eksperiencën të projekteve që kanë si baze përfshirjen e komunitetit të një rajoni ose zone

turistike. Kjo pasi, para se gjithash, turizmi i qendrueshem është një veprimtari që përfshin zhvillimin lokal, ndaj duhen mesuar teknikat që lidhen me të. Në leksionet e para, kjo gjë tingëllon pak e nderlikuar. Studentët gjithashtu duhen të njihen me organizmat baze nderkombetare të turizmit në bote si Organizatën Botërore të Turizmit, apo Karten e Lanzarotit dhe me rregullat që vende të ndryshme në shkallë botërore zbatojnë për turizmin, sipas direktivave të percaktuara për turizmin nga Komisioni Evropian. Kjo behet për një lloj aktualizimi në shkallë nderkombetare, duke u dhënë të rinjve instrumente, që kur të dalin në jetë, të dinë si të sillen dhe të veprojnë në lidhje me turizmin e qendrueshëm.

E gjitha kjo me qëllimin se janë pikerisht këta student të degës së ekonomisë së turizmit që do të kryejnë ekspertizat e zonave perkatese për turizem në të ardhmen.

Pikerisht për të kuptuar sipas zonave dhe rajoneve se cilat janë vlerat që duhet t'u japim me shumë rendesi, duke nisur që nga agroturizmi, etnografia, etj. Sepse në fund të fundit nuk mund të vijë një i huaj ose dikush tjetër, që nuk ka eksperiencë në këtë vend, për të thënë se cilat janë pikat ku duhet të fokusohemi. Kjo është detyrë e atyre që jetojnë këtu e që merren me turizem. Maksimumi që mund të bëjnë të huajt është që të mund t'u japin këtyre studenteve, sikurse e thashe edhe më sipër, janë vetëm disa instrumente konceptuale dhe praktike mbi mënyrën sesi duhet bërë një vlerësim real.

Kuptohet që njohuritë e studenteve në lidhje me resurset dhe potencialet e vendit të tyre janë të ndryshme, pasi vete ata studentët, disa prej të cilëve vijnë nga zona të ndryshme të Shqipërisë. Duhet të them se ata që janë pak me të mëdhenj në moshe, kanë ide më të qarta dhe më të kristalizuara sesa me të rinjtë. Pra, masa e studenteve është heterogjene dhe normalisht që ka dallime mes tyre. Duket se ata që kanë jetuar jashtë vendit, bien në sy pasi kanë një koherencë më të madhe të problemeve që ka vendi, si dhe një motivim më të madh për të ndryshuar dikë në këtë situatë. Vullneti dhe besimi i tyre nuk mungon, shpresoj se do të behet dikë e më e mirë në të ardhmen. Megjithatë, ata me kanë vënë në dijeni se sipas rajoneve, p.sh në kemi zona ku vlen t'i jepet rendesi artizanatit, po kështu, kemi zona të tjera ku duhet t'i jepet më tepër peshe agrikultures etj. Duhet të ketë padyshim fshatra shqiptare që kanë përparësi në këtë aspekt, por është e qartë që duhet rritur niveli i njohurive të personat që merren me turizem në këto zona. Madje kjo duhet theksuar në ato vende apo pika turistike në hartën e Shqipërisë ku ofrohet njëherësh disa tipe apo lloje turizmi. Studentët me kanë treguar disa gjëra, por jo vetëm Korça si kryeqendra e juglindjes por edhe Shkodra p.sh është në fokus të një zhvillimi rajonal në lidhje me turizmin e Shkodrës, bashkë me të cilën edhe të huajt pasi kanë parë fotot perkatese duhet të them se janë shprehur të mahnitur është një qytet me të vertet shumë i bukur.

Por edhe njëherë për të kuptuar se çfarë pelqejnë turistët ?!, këtë lloj të dhënës në vendet europiane na i japin sondazhet të cilat vlerësojnë se çfarë kërkojnë turistët dhe është pikerisht sociologjia e turizmit ajo që shërben për të kuptuar se çfarë percepton turisti në vendet që viziton. Jemi duke ndërtuar pyetesore që do të shërbejnë me pas si sondazhe. Nuk u kam dhënë studenteve shumë të dhëna teorike, ajo që kam dashur të arrij është përvetësimi i njohurive të tyre në lidhje me pasuritë dhe vlerat lokale në territorin ku ata jetojnë. Sigurisht që janë marrë edhe shembuj reale, sic është rasti i Muhammad Yunus, bankierit dhe ekonomistit në Bangladesh, i cili fitoi çmimin Nobel për shkak se zhvilloi idenë e mikrokredive, që rezultoi të ishte shumë e suksesshme, dhe më anë të se çiles ai mposhti varferinë në vendin e tij.

Normalisht kemi ndarë edhe eksperinca në lidhje me turizmin që zhvillohet në vendet fqinje si greqia apo italia. P.sh Italia është në fakt një rast specifik. Megjithatë kemi folur e do të flasim do të flasim për ekomuzetë, si ndërtohet një projekt i tillë, vertet duhet të merremi seriozishtme dikë të tillë edhe në vendin tonë, dhe nuk përjashtoj as veten nga kjo e fundit.

Çfarë janë ekomuzetë do të pyesni ju ?

Ekomuzetë merren me projektet lokale, që zhvillojnë një rajon të caktuar. Qëllimi është aktivizimi i pasurive dhe vlerave të resurseve. Edhe pse quhen muze, nuk janë të mbyllur, por perkundraz, u japin jetë vlerave lokale.

Si funksionojnë ekomuzetë konkretisht dhe a do dinë studentët tane të modelojnë një të tillë?

P.sh. në Itali, nese do të ngrihet një projekt i zhvillimit të turizmit lokal, e para gjë që behet është vlerësimi i territorit. Mblidhen të dhëna në një terren të paracaktuar, merren të dhënat demografike, ekonomike, çfarë veprimtarish kryhen aty, a janë të suksesshme etj. Pyetet gjithashtu se a ka site arkeologjike, monumente, tradita, si kenge e valle, etj. Vetëm me pas, personat që kanë interes mbi territorin nisin të hedhin bazën e investimit, që sigurisht ka me shumë siguri.

Pra dhe vete shembulli i mesipër na motivon që në të edukojmë me se miri brezin e ri për ndërtimin e politikave zhvillimore të qendrueshme si edhe për shfrytëzimin e resurseve dhe potencialeve që ofron vendi ynë.

The Impact of Task-Based Projects in the Drafting of Learning Journals during the Teaching of English for Specific Purposes

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Abstract

Language learning is largely determined by learner-internal, rather than external factors. Task-based language teaching is based on a theory of language learning rather than a theory of language structure because tasks are believed to foster the processes of negotiation of the meaning, modification and rephrasing that are at the centre of second language learning. Language helps people not only as an important means of survival and communication, but it also leads to a better communication and unity. The use of task-based projects during the teaching of English for Specific Purposes aimed at helping the students to distinguish between the different phases of a TBL lesson. It resulted to be a very helpful experience because it drew students' attention to language form by encouraging them to write down notes during the lesson, it enabled them to be more cooperative within the group and feel free in the project and at the same time the use of the right strategies helped them promote creativity. The use of task-based projects in teaching English for Specific Purposes has been very helpful to us because it made it possible for the students to work together in order to perform tasks and solve linguistic problems that go beyond their personal abilities.

Keywords: *ESP teaching, task-based project, language form, cooperation, language complexity.*

1. Introduction

Language helps people not only as an important means of survival and communication, but it also leads to a better communication and unity. At time we are living learning English is very important. Achieving high levels of competence in English is something that enhances one's chances on the labor market.

Government policy for the introduction of ESP learning in higher education asks for ESP teachers who are able to teach not only language skills, but also prepare their students with intercultural and communicative skills. In this context the role of the language teacher has changed because language learning is for the *learner*, for *intercultural communication* and for *life*.

Language learning and teaching is not simply teaching the phonology, grammar and vocabulary of a language but it is learning and teaching in use in a certain cultural context. Research in SLA (second language acquisition) has shown that teaching does not determine the way how the learner's language will develop. It is largely determined by learner-internal rather than external factors. During the process of learning learners do not simply acquire the language however carefully it is explained to them by their teachers. It is not simply a matter of converting input into output.

As experience shows, during the process of production students focus on meaning and carry out their activities without including new items they have learned during the process of learning. This is a good argument for TBL: Why not include tasks then, let students use what they already know and search for new ways of improving and expanding their language abilities?

2. Theoretical Base and Context for Task-Based Language Learning

TBL is based on a theory of language learning rather than a theory of language structure because tasks are believed to foster the processes of negotiation of the meaning, modification and rephrasing that are at the centre of second language learning.

First of all, let us make clear what we mean by "task". The study and description of task has been approached from

different perspectives and for different purposes. Researchers describe tasks in terms of their usefulness for collecting data and drawing samples of learners' language for research purposes. Others look at tasks from a classroom interaction perspective. Nunan's definition (1989a) is one of the most cited pedagogical ones of a classroom task. He proposes that a communication task

... is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form (Nunan, 1989a: 10).

Long and Crookes (1991) argue that classroom tasks must have a clear relationship with real-world contexts of language use and language need. Skehan (1996a: 20) views classroom tasks as "activities which have meaning as their primary focus. Success in the task is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use". Ellis (2003: 9-10) also includes the concept of task as a "work plan for learner activity", which "requires learners to employ cognitive processes", and "can involve any of the four language skills".

In spite of all the definitions, an agreement seems to be reached over the central characteristics, in particular for pedagogic tasks. The basic definition is as follows:

A language learning task is:

- an activity
- that has a non-linguistic goal
- with a clear outcome
- that uses any or all of the four skills to accomplish it
- by conveying meaning in a way that reflects real-world language use

Teachers are free to choose among different types of tasks, considering the characteristics of them and the conditions under which students have to work in order to complete them. Dialogic interaction is very important for language learning. When individuals interact with each-other, their cognitive processes awaken. These processes, which occur on the social plane, are believed to include cognitive and language development. Vygotsky argues that the language development moves from the social plane to the individual's internal mental plane on the assumption that what originates in the social sphere will eventually be represented internally, that is, within the individual. One good way to achieve this in the classroom is through the joint completion of tasks or projects. This helps learners collaborate in order to carry out tasks and solve linguistic problems that go beyond their individual abilities. As Ellis (2000: 209) has explained "learners first succeed in performing a new function with the assistance of another person and then internalize this function so that they can perform it unassisted."

The aim of this paper is to demonstrate how collaboration is important in a classroom context.

We agreed on a project based on tasks in our work in order to see how a series of tasks can be helpful in distinguishing between different phases of TBL and to encourage the students to write notes during the lesson. Willis framework, being quite practical, is the model most commonly employed by classroom teachers. It is divided into three main parts: pre-task, the task cycle and the language focus. The pre-task phase provides the necessary background, knowledge and procedure, introduces students to – and familiarizes them with - the topic and the task to be performed. In the task phase, learners carry out a meaning-focused activity. In this phase, learners are more likely to concentrate on fluency, producing forms that come readily to them. In the report phase, learners are required to present the results of their task phase work to the whole class. In this public performance they are motivated to be not only fluent but also more accurate. In order this happen, learners are given a planning phase between task and report. During this phase they will focus on form and produce more complex language.

Our students in the Faculty of Agriculture and Environment were mainly beginners to intermediate. Their ages varied from 18 to 27 years old. They had two 60-minutes classes a week, with 25-35 students in a class. In the oral communication classes we had noticed that most of the students neglected language form for the sake of meaning.

When we first introduced TBL they were very enthusiastic because they loved the idea of being free to communicate. However we soon realized that their accuracy suffered a lot because they were so eager to talk spontaneously. Skehan (1996a: 22) has stated the same problem. He contends that task-based interaction favors fluency-based speaking strategies. Certainly, when students are doing tasks where real-time communication is needed, they don't have enough time for grammar. They need to be made aware after doing the task, at the reporting phase where they have to present it before the class, that it is appropriate to use more accurate language.

Another problem we had was the fact that even if they took notes to prepare for the task they often wrote in a jumbled way and it was very difficult for them to understand their notes.

3. Method

We designed a format called "learning journal" where students could write down their notes during each phase of the task-based lesson. They would complete these journals every lesson and could look back to their notes after a period of time to see their progress. The regular use of these journals is of great importance for learners and teachers.

When we began to use the lesson journals, the four principles of planning, acting, observing and reflecting were included into it.

3.1 Planning

At this first phase, the class was distributed a blank "learning journal" and students were asked to write down the language used during the stages of the task framework. We called it "learning journal" because it stresses the idea of continuous reflection and progress. This journal would help students understand the role of writing in focusing on form during their task-based lessons. Our experience in ESP classes in AUT has discovered that it is very difficult to explore a topic with students who are more inclined to listen than to take part actively in the debate or students who find it very difficult to express themselves appropriately in time. In such cases, oral exploration is time consuming and increases the dependency of the student on the teacher.

So, we decided to let students do their own planning at the pre-task phase through writing in their journals. Writing is a good way to better recall and organize what students have stated so we asked them to do the same thing with planning and report phases.

We also planned a language analyses led by the teacher, during which we would interrupt them to correct, explain and add new words or expressions. We would write them on the blackboard so that all students had the possibility to write them down in the analysis section of their journals. We agreed on a real-time analysis because we noticed that an immediate feedback keeps students focused on form. On the other hand, it was easier for us to correct after each report than recall and summarize at the end of the reports. This was the most important phase for the students because it was a usual practice for them not to take notes at this phase.

3.2 Task in course

At the beginning of each session, after giving blank learning journals to them, we presented tasks of the type described here such as "*Describe the life cycle of a plant*". We briefly wrote on the blackboard such techniques as mind-maps to introduce potential language and ways of approaching the task. Students were given 15 minutes to prepare for the task by writing down everything they knew about the topic or had available in the Pre-task section of the journal. They had the possibility to ask each-other, use their dictionaries, consult the book of Agriculture and Environment or check out language with us. Without a guided planning, students managed to use a comprehensive variety of relevant language. They liked the idea of being free to manipulate with the language.

If they finished the task quickly, they replicated the task with other partners without leaving them time to look at their journals or other materials. As the tasks were open-ended, the information they received from their new partners was different, so they didn't find it boring. They repeated the task two or three times and gained confidence by doing so: see Lynch and Maclean (2001) for further benefits of task repetition.

When the task finished at our choosing or naturally, students prepared a report of what they had talked about in the Notes section of their journals. Those that had difficulty in writing the report did it in dialogue form. This form made their work easier because it guaranteed that their reports would have a variety of responses as well as questions. During the presentations of their reports, we provided feedback and other instructions focused on form which they recorded in the Summary section. Finally, we asked them think about an aspect of the lesson and they filled in their journals the page entitled: *Task Reflections*.

3.3 Analysis

At the end of the semester, we observed all the learning journals and realized that Skehan's warning about learner's overuse of lexicalized language (1996a: 22) was true. In the journal examples, phrases like *How many phases in the life cycle of a plant?* were frequently used. These expressions can be memorized as "fixed wholes", which explains the fact why students bypass the grammar that is very important for greater language ability and on-going language development.

The most common type of language we found out at the pre-task phase were *Wh*-question fragments (*wh*-question

word followed by an auxiliary or modal verb, e.g. *What is the farmer going to do during the germination?*), *Yes-No question fragments* (auxiliary or modal verb followed by a subject pronoun, e.g. *Did you water the soil before the seeds germinate?*), overuse of Simple Present and confusion between the use of it and Present Progressive eg (*What happens after germination?/ What is happening after germination?*).

Most of these expressions are incomplete and require some form of grammatical competence to use them properly. The purpose of identifying the errors is that they are grammatically based and therefore it is necessary for students to be familiar with the grammar that is involved in formulating or modifying the questions. All these problems became public during the report stage and we provided instruction on language complexity which students could register in the final section of their journals.

4. Evaluation of the Situation

ESP teachers cope with different problems in their everyday teaching practice. They must design language lessons to meet student's needs and use teaching techniques that promote active learning and motivation. In most cases they teach large classes where they must teach and use communicative strategies and promote autonomy, cooperation and creativity. This was the aim of our task-based project. We got a lot of important insights during the project. Lexicalized language is used for making easier the cognitive load during conversation, and is also a kind of platform for building message and language form, for which a certain level of grammatical competence is required.

In addition, by mirroring the TBL process, the learning journal made the continuity of the lesson easier. It guided student's focus of attention from meaning to form and vice versa. Inexperienced students may have trouble understanding the pedagogical sequence of TBL and teachers have problems articulating it. This happens because TBL requires a high level of autonomy that is not supposed to be in many ESP environments where language learning is still associated with passive learning through habitual methodologies. Skehan's concern may derive from this fundamental problem because it is when attention cannot be focused in TBL sequence that imbalances between meaning and form can occur.

Our idea of the learning journal had to do with a more systematic approach to learning through tasks by focusing students' attention at language form during specific stages in the task cycle. It succeeded to the point that doing the task was as central to the class as journal completion.

Towards the end of the winter term we asked the students to complete a survey in order to see how they felt about the journal. They all agreed on the importance of getting the opportunity to write down their ideas before speaking. They also liked the idea of being corrected in front of the others after each presentation. Many students stated that for the first time they were learning "real grammar". At the very beginning a group of students regularly indicated that their English had not improved or they didn't know if it had improved or not. After the introduction of the journal this group disappeared because the journal introduced students to the potential of TBL, helped them to be aware of the amount of language covered and enabled them to be more cooperative within the group and feel free in the project.

In the ESP teaching there is a need for a gradual shift towards a focus on the learner and learning rather than the teacher and teaching. To achieve this ESP teachers should provide ample practice opportunities so that to build students' self-efficacy, increase students' motivation for learning and help them become reflective and critical thinkers. They do so by building on students' current learning strategies and demonstrating how to use the learning strategies by modeling different ones in the class. Language use is an act of creativity and if ESP teachers take this into account and use the right strategies they will help to promote creativity. The creation of class environment that promotes creativity ensures the education of creative individuals. This environment is a class where there is no over control on students, where lateral thinking is encouraged and where the teacher himself is a creative model. Teacher and students are encouraged to play and experiment with new learning and teaching strategies, to appreciate and value what is new and different from the conventional one.

The use of task-based projects in teaching English for Specific Purposes has been a helpful experience to us because it was possible for the students to work together in order to perform tasks and solve linguistic problems that go beyond their personal abilities and enabled them to get greater language complexity. It is very important in this context the student understanding of this.

5. Conclusions

Task-based language teaching is based on a theory of language learning rather than a theory of language structure because tasks are believed to foster the processes of the negotiation of the meaning, modification and rephrasing that

are at the centre of second language learning.

- Firstly, teaching does not determine the way how the learner's language will develop. It is largely determined by learner-internal, rather than external factors.
- Secondly, dialogic interaction is very important for language learning. When individuals interact with each other, their cognitive processes awaken. These processes are believed to include cognitive and language development. This helps learners collaborate and carry out tasks which would have been impossible to be solved alone.
- Thirdly, teachers are very important in TBL. They should provide ample practice opportunities so that to build students' self-efficacy, increase student motivation for learning and help them become reflective and critical thinkers. They have a number of choices in terms of type of the task and conditions under which students can work in order to complete it.
- Finally, the use of task-based projects during the teaching of English for Specific Purposes aimed at helping the students to distinguish between the different phases of a TBL lesson. It resulted to be a very helpful experience because it drew students' attention to language form by encouraging them to write down notes during the lesson, it enabled them to be more cooperative within the group and feel free in the project and at the same time the use of the right strategies helped them promote creativity.

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June's Revolution and His Impact in Albania

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Abstract

Is one of the most important and the interesting event of Albanian state during 1924. The most important figure that emerges in this period on the Albanian political arena was Fan Noli. He demanded the overthrowing of the government of Ahmet Zogu, where the later was the biggest opponent of Noli. According to Noli , Zogu was ruling Albania dictatorial views and features and was orienting it increasingly in the arms of her neighbor opponent Yugoslavia. During this time, Belgrade was constantly trying to get in Albania and some vital issues of concern to this country, for example, the issue of Shen- Naum, Vermoshi, establishing trade and custom relations among them etc. Noli sow the approach of Yugoslavia with Albania very threatening. On June 24, Noli, overthrew Ahmet Zogu, with the latter leaving in the direction of Belgrade. Noli creates the new government. The question arisen is: Weather Fan Noli came to power through a coup, or was it a revolution?

Revolucioni Demokratik i Qershorit

1. Revolucioni i Qershorit dhe qëndrimi i Jugosllavisë.

Në 10 qershor të vitit 1924, në Shqipëri shpërtheu Revolucioni i Qershorit, e cila ishte një ngjarje e shënuar historike, që do të çonte në rrëzimin e qeverisë së Zogut dhe zëvendësimin me një qeveri demokratike. Qeveria e re përbëhej nga njerëz intelektualë që përfaqësonin rrugën e progresit dhe të demokracisë, ku në programin e tyre politik kishin mbrojtjen e shtresave të ulta dhe të mesme. "Revolucioni sollë në fuqi qeverinë më demokratike në historinë e shtetit të pavarur shqiptar...".[1] Qeveria e re u kryesua nga intelektual i njohur i kohës, që kishte vepruar në Shqipëri dhe jashtë saj, Fan Stilian Noli. Qeveria e re parashikonte ndryshime radikale në reformat që do të ndërmermin si: "ç'rrenjosjen e feudalizmit, vendosjen e demokracisë, reforma administrative ushtarake dhe legjislative, çlirimin e bujkut pakësimin e taksave për shtresat e ulta, mbrojtjen e ekonomisë nacionale nga kapitali i huaj organizimin e arsimit në baza nacionale, ngritjen e prestigjit të shtetit shqiptar në botën e jashtme, marrëdhëniet miqësore me të gjithë shtetetet etj...".[2] Qeveria Noliste ishte për ruajtjen e marrëdhënies të mira me të gjitha vendet evropiane dhe sidomos me ato fqinje. Ai kishte nevojë dhe për ndihmë financiare. "Nevoja për mbështetje financiare e detyroi Nolin t'i drejtohej për ndihmë Lidhjes së Kombeve".[3] Ajo e hodhi poshtë kërkesen e Nolit, sepse sipas tyre, ajo kishte ardhur në pushtet në mënyrë revolucionare. Noli kishte si synim njohjen e qeverisë së tij në arenën ndërkombëtare. Sipas tij kjo ishte qeveria më demokratike që kishte njohur ndonjëherë Shqipëria.

Noli u dërgoi një numër telegramesh Fuqive të Mëdha dhe fqinjëve të saj. Ajo i dergoi telegram edhe Lidhjes së Kombeve në 17 dhjetor të vitit 1924. Qeveritë e Fuqive të Mëdha nuk e njohën qeverinë e Nolit si të ligjshme, sepse sipas tyre kjo qeveri kishte ardhur në pushtet nëpërmjet dhunës dhe rugeve revolucionare, duke dëbuar nga pushteti personin më të favorshëm sipas interesave ndërkombëtare , Ahmet Zogun. Kuptohet që qëndrimi i shteteve fqinje dhe i Fuqive të Mëdha ishte negativ ndaj qeverisë së re, sepse prekeshin direkt interesat e tyre. Revolucioni Demokratik nuk u mirëprit në Jugosllavi, sepse Beogradit i interesonte një Shqipëri e drejtuar nga A. Zogu, pasi me të kishte patur kontakte të shumta në zgjidhjen e problemeve mes dy vendeve. Një problem që u has me Beogradin gjatë qeverisë noliste ishte problemi i Shën- Naumit. "Çeshtja e Shën -Naumit... ishte një çështje shumë e rëndësishme që u dha tonin marrëdhënies shqiptaro-jugosllave në këtë kohë. Ndërsa, për jugosllavët, Shën- Naumi ishte pjesë e lavdisë së Ohrit, qendër e mësimit sllav dhe pjesë e Jugosllavisë ".[4]

Fitorja e qeverisë demokratike do të sillte në skenën politike shqiptare ardhjen e disa figurave kundërshtarë të Ahmet Zogut, të cilët kishin kontribuar në rrëzimin e tij, bëhej fjalë për H. Prishtinen dhe B.Currin. Këto personalitete përfaqësonin edhe çetat dhe komitetet kosovare që vepronin kundër Jugosllavisë. Siç shihet qarte, A. Zogu dhe Beogradi kishin një qëllim të përbashkët, asgjësimin e figurave të lartpërmendura dhe rikthimin e Zogut në pushtet. Kjo gjë do të realizohej me ndihmën e Jugosllavisë. Madje Jugosllavia nuk e njohu qeverinë e Nolit "për shkak të mbështetjes që i dhanë Nolit, iridentistët e Kosovës dhe ngaqë në përgjithësi besoj se kryeministri i ri ishte vegël e

italianëve". [5] Pakënaqësinë e saj, Jugosllavia e paraqiti në deklaratat e shumta që jepte në shtyp. Ajo deklaronte, se ndryshimet e fundit në Shqipëri nuk japin arsye që të ndjehmë një gëzim të vecantë për to. Noli i dërgoi një telegram Pashiçit, ku i kërkoi që Jugosllavia e kishte rrugën të hapur, për të hyrë dhe negociuar politikisht me Shqipërinë. Pashiçi u tregua i ftohtë, në qëndrimin që ai mbajti ndaj qeverisë së re. Ne Jugosllavi gjatë kesaj kohe *ç'eshtëja e njohjes së qeverisë demokratike mund të konsiderohet e mbyllur përfundimisht në kontaktet diplomatike Italo- Jugosllave*". [6] Mbreti Aleksandër e akuzoi qeverinë e Nolit, si nxitëse të bandave të armatosura në kufi. Mbreti i Jugosllavisë gjatë një takimi me ministrin Italian Bodrero, i bënte të ditur këtë gjë të fundit që *"sdonte gjë tjetër, vec të jetonte në paqe"*. [7] Jugosllavët dyshonin për qëndrimin e Italisë ,por më vonë sipas gazetës Tirana doli teza se: Italia nuk ka gisht në këtë lëvizje. Jugosllavia përdori cdo lloj menyërë, për të penguar konsolidimin e pozitës, si brenda vendit ashtu edhe në arenën ndërkombëtare.

Qeveria shqiptare ishte kundër nxitjes së armiqësisë dhe grindjeve me popujt fqinjë. Fan Noli dha një intervistë më 1 shtator 1924 ku sipas korrespondentit të gazetës greke politika në Gjenevë, *"Fan Noli theksoi nevojën e bashkëpunimit midis dy vendeve, i cili mund të vendosej me respektimin e të dy palëve"*. [8] Noli preku dhe problemin e pakicave ku ai bënte të ditur *"se pakicat kombëtare në të dy anët e kufirit duhet të jenë jo si një pengim, por si një urë mes dy palëve duke bashkëpunuar miqësisht me njeri- tjetrin"*. [9] Ministri i jashtëm italian Ninçiq, në bisedimin që pati me të ngarkuarin me punë të Italisë Sola, në 22qershor tha se nuk i bëri efekt paralajmërimi i të ngarkuarit Italian Sola, i cili pohoi se: Roma ishte e gatshme për ta njohur qeverinë shqiptare. Ninçiqi deklaronte në shtyp se njohjen e qeverisë së re, mund ta bënte dhe Jugosllavia, por ajo në të vërtetë nuk mund ta bënte një gjë të tillë.

Pasi problemi shqiptar u bë i njohur në Lidhjen e Kombeve, Ninçiq u mundua ta paraqiste gjendjen e krijuar në Shqipëri, si kaotike dhe të paqëndrueshme. Kjo vinte prej faktit se në Shqipëri ishin ndryshuar shumë qeveri dhe se qeveria e Nolit kishte ardhur në mënyrë jo të ligjshme. Në Jugosllavi ndodhën ndryshime politike, në fuqi vjen qeveria liberale e përfaqësuar nga Davidoviçi. Noli shpresonte në ndryshimin e qëndrimit që do të mbante Jugosllavia, me ardhjen e qeverisë së re . Beogradi filloi një luftë kundërshtuese jo vetëm diplomatike por edhe ekonomike. Ajo ndaloi eksportet e drithrave që shkonin në drejtim të Shqipërisë, me preteksin se Jugosllavia vuante për drithëra. Jugosllavia e shprehte hapur qëndrimin kundër qeverisë së Nolit, sepse sipas saj, Shqipëria bënte përpjekje për të nxitur veprimtarinë e bandave të armatosura në kufirin shqiptaro- jugosllav. Noli kërkoi ndihmën e Lidhjes së Kombeve, për t'i dhënë fund pretendimeve jugosllave për të shkelur në kufijtë shqiptar. Çdo ditë në kufi vinin banda të armatosura, duke shfaqur dhunë dhe genocid mbi popullsinë shqiptare. Një numër i madh agjentësh jugosllav, vepronin kundër qeverisë së Nolit dhe mundoreshin, që të vërtetonin pranë Lidhjes së Kombeve se: shqiptarët nuk janë të zotë për të drejtuar një shtet. Ata hodhën idenë se: Shqipëria duhej të merrej nën mbikëqyrjen e Lidhjes së Kombeve ose ajo të copëtohej ndërmjet vendeve fqinje. Mprapa tyre fshiheshin qëllimet grabitqare të Jugosllavisë dhe Greqisë. Beogradi u përpoq të thurte komplete për të rrëzuar Nolin. Ai u bëri thirrje shteteve fqinje në Lidhjen e Kombeve, se ishte për vendosjen e marrëdhënieve të mira mes dy vendeve, pra me Jugosllavinë, por dhe kjo nuk dha rezultat. Me rikthimin në pushtet të Pashiçit në Jugosllavi, marrëdhëniet shqiptaro-jugosllave u ashpërsuan. Jugosllavia ndoqi një numër të madh fushatash kundër shqiptarëve, si nga pikëpamja diplomatike, por dhe ushtarake. Probleme u shfaqën në zonat kufitare, ku Jugosllavia mbylli kufirin nga frika se *"mos fitorja e demokratëve në Shqipëri ushtronte ndonjë influence në minoritetin shqiptar të Jugosllavisë..."*. [10]

Konsulli jugosllav i Tiranës mori urdhër nga Beogradi që të mbante kontakte me përfaqësuesin diplomatik të Italisë Markeze di Duraco. Konsulli jugosllav ishte i shqetësuar se mos emigrantët politikë kosovarë, i bënin presion qeverisë shqiptare *"në një mënyrë preokupuse për Jugosllavinë"*. [11] Noli u mundua që të orientohej drejt Fuqive të Mëdha të cilat mbajtën qëndrime të ndryshme. Anglia nuk e njohu qeverinë e Nolit. Edhe Italia nuk do ta njohte qeverinë demokratike sepse kjo, *"e trembur nga programi i qeverisë së tij, si dhe nga mosrealizimi i interesave të saj ekonomike nuk pranoi ta njohë"*. [12] SHBA e përzemëri qeverinë e Nolit por shumë shpejt diplomacia amerikane do të ndryshonte mendim, sepse qeveria e Nolit nuk zgjidhi problemin e dy vrasësve që vranë dy turistë amerikanë në Mamurras, si dhe nuk e favorizoi atë për interesa ekonomike. *"Qeveria e vetme që e njohu Nolin, ishte ajo sovjetike"*. [13] Orientimi i Nolit drejt një vendi që kishte përfaqësuar komunizmin në Evropë e etiketoi atë si qeveri bolshevike. Fuqitë e Mëdha e dënuan veprimin e Nolit, se ai po përhapte komunizmin në Ballkan dhe më pas do të përhapet me shpejtësi në Evropë. Ata e cilësuan Nolin si: *"agjenturë të Moskës dhe Shqipëria si fole të komunizmit"*. [14]

Një nga problemet që hasi qeveria demokratike, ishte problemi i kufijve shqiptarë dhe sidomos kufiri verior. Meqëse nuk ishte caktuar kufiri i Veriut të Shqipërisë me Jugosllavinë, ky problem do të diskutohej pas lufte. Një nga pikat më të nxehta kufitare ishte pika e Vermoshit . Zona e Vermoshit kishte qenë prej kohësh pjesë e pandarë e bajraqeve të Kelmendit. Kjo zonë ka qenë objekt sulmesh dhe grindjesh të vazhdueshme midis shqiptarëve dhe malazezeve. Gjatë kohës së sundimit turk ishte shënuar në kufi me Malin e Zi, një zonë neutrale, ku në këtë zonë nuk

duhet të shkëlpin as shqiptarët dhe as malazet, por në Konferencën e Ambasadorëve të vitit 1913, Fuqitë e Mëdha vendosën t'i a linin Vermoshin Shqipërisë. Jugosllavia e kundërshtoi këtë vendim, sepse e shikonte zonën e Vermoshit me rëndësi të madhe ekonomike. Konferenca e Ambasadorëve vendosi t'i a caktonte përfundimisht Vermoshin Shqipërisë. Ky vendim solli një acarim nga ana jugosllave, e cila po bënte një serë incidente në kufirin shqiptar. Autoritetet jugosllave ishin të vendosura ta merrnin atë me doemos. Qeveria shqiptare aksionin e saj diplomatik, do ta ushtronte mbi Lidhjes e Kombeve. Gjatë qëndrimit në Gjenvë, Fan Noli mësoi nga qendra se në kufijtë shqiptarë po zhvilloheshin luftëra midis bandave të armatosura jugosllave dhe postave shqiptare të kufirit. Qeveria shqiptare dërgoi përforsime, ajo kërkoi në Lidhjen e Kombeve, që t'i jepeshin fund vuajtjeve të popullit shqiptar, që kishte derdhur gjak në konfliktin shqiptaro-jugosllav për çështjen e kufijve. Fan Noli në krye të delegacionit, mbajti një fjalim në seancën e parë të Lidhjes së Kombeve, që u mbajt në 3 tetor 1924.

Po në këtë ditë përfaqësuesi jugosllav u bëri të ditur Lidhjes së Kombeve, se nuk kishte qëllim që t'i linin territoret e shumë kërkua në duart e Shqipërisë. Delegacioni shqiptar kundërshtoi kundër këtyre kërkesave që ishin të padrejta nga ana e Beogradit. Sipas delegacionit shqiptar, forcat ushtarake jugosllave kishin depërtuar në drejtim të kufijve shqiptar dhe se ata ishin duke shkatërruar gjithçka. Sipas tyre, kjo ngjarje nuk duhej të përsëritej më. Jugosllavia dha një version tjetër të ngjarjes, sikur një bandë shqiptarësh u vërsulën mbi fisin malazet të Kucit, ata morën kopetë e lopëve, madje rrëmbyen edhe disa nga bareshat e tyre. Jugosllavia përdori edhe akuza të tjera, se bandat shqiptare vepronin në pika të ndryshme të kufirit me Jugosllavinë. Ajo bën përgjegjëse qeverinë e Nolit, për përkeqësimin e gjendjes në kufi. Sipas historiografisë shqiptare dhe asaj të huaj, këto akuza ishin shumë të rënda për Shqipërinë dhe se ato po hiperbolizoheshin me qëllimin e vetëm, se Jugosllavia po përgatitej për një sulm të ri në Shqipëri. Fan Noli mbajti një fjalim të ashpër dhe ironizues, se kjo ngjarje ishte qesharake dhe mosbesuese, e kurdisur nga Jugosllavia. Noli ngrinte me të madhe pikëpyetjen, se përse ky fis, duhet të kalonte malin e Vermoshit, kur dihej që kjo zonë ishte objekt mosmarrëveshesh mes dy vendeve fqinje. Pas shumë debatesh dhe diskutimesh problemi i Vermoshit nuk gjeti zgjidhje, sepse ajo do t'i mohojë Shqipërisë nga Ahmet Zogu, i cili do t'i a premtonte këtë territor Jugosllavisë, në këmbim të ndihmës që ata do t'i jepnin, për t'u rikthyer sërish në pushtet. Një problem tjetër kufitar ishte edhe rasti i Manastirit të Shën – Naumit, edhe pse Konferenca e Ambasadoreve sipas vendimit të saj në 6 dhjetor të vitit 1922, "kishte marr vendimin që manastiri t'i mbetej Shqipërisë". [15] Kjo gjë kundërshtoi fort nga Beogradi. "Ministri i jashtëm i Francës u tregua i gatshëm të ndërmjetësonte për zgjidhjen e problemit... pala shqiptare hyri në bisedime duke trajtuar bashkarisht si Vermoshin ashtu dhe Shen- Naumin në kundërshtim me kërkesën jugosllave". [16] Problemi i saj u shqyrtua deri në Gjykatën e Hagës. Qeveria shqiptare caktoi si delegatë në Paris dhe Londër Mehmet Konicen, kurse qeveria e Beogradit caktoi si përfaqësues, ministrin e saj në Paris, Spalaikoviç. Qeveria paraqiti pikëpamjen e vet në memorandumun e 19 korrikut, i cili u paraqit dy javë më vonë se memorandumun jugosllav. Te dyja memorandumet, si ai shqiptar dhe ai jugosllav, shprehnin po ato fakte që u bënë të njohura para gjykatës së Hagës në seancën e 23 korrikut nga përfaqësuesit e të dyja palëve shqiptare dhe jugosllave. U diskutuan dy çështje kryesore:

a) Nëse Konferenca e Ambasadorëve ishte i vetmi organ kompetent që caktonte kufijtë shqiptar.

b) Nëse dokumentet e paraqitura nga pala jugosllave, ishin me të vërtetë të reja dhe të panjohura për Konferencën e Ambasadorëve. Që në fillim duhet theks se, të dyja palët kishin ndryshuar qëndrim në lidhje me rolin që duhej të mbante Konferenca e Ambasadorëve për caktimin e kufijve të Shqipërisë. Pala shqiptare ishte duke mbrojtur tezën, se për caktimin e kufijve të saj, kompetente ishte Lidhja e Kombeve, kurse Jugosllavia këtë kompetence ia "vishte" Konferencës së Ambasadoreve. Më vonë të dyja palët, Shqipëria dhe Jugosllavia do të kenë qëndrime të ndryshme ndaj këtyre instancave. Qeveria shqiptare nëpërmjet avokatit të saj Zhidel, mbronte tezën se Konferenca e Ambasadorëve pas lufte ishte e plotfuqishme, për të vendosur mbi kufijtë, pa qenë e lidhur me vendimet e Konferencës së Ambasadorëve të vitit 1913. Ndërsa qeveria jugosllave u përpoq të argumentonte, se Konferenca e Ambasadorëve nuk kishte kompetencë të plota, sepse ajo nuk kishte të drejtë të ndryshonte vendimin e vitit 1913. Sipas palës jugosllave Konferenca nuk kishte kompetencë ekskluzive, ajo nuk kishte të drejtë të ndryshonte vendimet e vitit 1913. Qeveria shqiptare e kundërshtoi tezën jugosllave, duke mbrojtur pikëpamjen e vendimit të 6 dhjetorit 1922, duke e quajtur atë si përfundimtare. Në ndihmë të pretendimeve jugosllave erdhi qeveria greke. Ajo i kërkoi Gjykatës Ndërkombëtare që të shprehte pikëpamjen e saj në lidhje me çështjen e Shën-Naumit. Kjo kërkesë u pranua në seancën e 23 korrikut, ku përfaqësuesi grek bëri një deklaratë të shkurtër. Ai u shpreh se: Qeveria greke përputhet plotësisht me argumentat jugosllave që solli Spalaikoviç. "Argumentet që solli Spalaikoviç mbi misionin e Konferencës së Ambasadorëve janë po ato që ka edhe pala greke". [17] Gjykata Ndërkombëtare vendosi t'i a njoh sërish vendimin e Konferencës së Ambasadorëve të 6 dhjetorit 1922, sepse sipas saj, Fuqitë e Mëdha e kanë përsosur detyrën në lidhje me kufirin shqiptaro-jugosllav. Sipas gazetës së Korçës, ajo bënte të ditur në opinionin shqiptar se: "qeverisë së Beogradit nuk i pelqen vija e kufirit e caktuar nga komisioni përkatës". [18] Ky vendim shkaktoi irritim brenda Jugosllavisë, duke e cilësuar atë si të padrejtë. Shtypi jugosllav shpërtheu në një fushatë të gjerë propagandistike në linjën e vjetër të pretendimeve antishqiptare. Çështja e

Shën Naumit dhe Vermoshit do të rikthehej si objekt diskutimi, kur Zogu do të rikthehej në pushtet.

2. Shpeshtimi i raporteve Italo- Jugosllave.

Gjatë qeverisjes së Nolit në Shqipëri pati një largim të Beogradit dhe të Romës, të cilët nuk e shihnin me sy të mirë Nolin dhe as nuk donin ta njihnin qeverinë e tij. Dobësimi i marrëdhënieve të Shqipërisë me dy vendet fqinje, Italisë dhe Jugosllavisë, do të intesifikonte raportet mes dy vendeve fqinje të saj, të cilat e shikonin qeverinë e Nolit si kundërshtuese ndaj interesave të tyre. Musolini në fillim u tregua diplomat me Nolin duke u munduar të vendoste marrëdhënie me të, por nuk pati sukses. Roma tregojte edhe me Jugosllavinë. Ajo ndiqte cdo veprim të saj në lidhje me Shqipërinë. Roma ishte për një ndërhyrje të politikës jugosllave, por kjo gjë do ti jepte prioritet edhe politikës italiane mbi Shqipërinë. Dy shtetet rivale mbi çështjen shqiptare duket se po i linin mënjanimë mosmarrëveshjet mbi Shqipërinë dhe po hynin në rrugën e negociatave. *"Secilës palë i lihet dorë e lirë të veprojnë me rrisht dhe me kurs, kurse larja e hesapeve do të behet ne fund"*. [19] Aksioni kundër qeverisë demokratike të Nolit filloi me dekretin e këshillit të lartë i nxjerr më 14 nëntor për zhvillimin e zgjedhjeve. *"Qarqet drejtuese jugosllave vendosën që të mos lejonin zhvillimin e zgjedhjeve, të cilat mund të rezervonin edhe ndonjë të papritur"*. [20] Aksioni kundër qeverisë së Nolit pasqyrohet jo vetëm në burimet arkivore shqiptare, por edhe nga dokumentet e shumta italiane dhe jugosllave. Diplomacia italiane dhe ajo jugosllave i lidhte një gjë e përbashkët, të rrëzonin qeverinë e Nolit. Aksionin kundër qeverisë së Nolit bëhej edhe nga Fuqitë e Mëdha. *"Qeveria e Nolit nuk u shiti gjë monopoleve anglo- amerikane, nuk ratifikoi traktatin tregëtar, që kish lidhur me Musolinin, nuk i dha asnjë pëllëmbë tokë Jugosllavisë, nuk i ndoqi dhe nuk i vrau emigrantet kosovare e të tjerë t'arratisur"*. [21]

Në politikën e jashtme qeveria shqiptare pati lëkundje. Qeveria angleze nuk e njihje dhe e luftonte qeverinë e Nolit sepse ajo kishte hyrë në rrugën e negociatave me BS. Shtypi i huaj reagonar bëri një presion të madh *"kundër ardhjes në Tiranë të përfaqësuesve sovjetike fillim i dhjetorit 1924"*. [22] Qeveria demokratike i pezulloj marrëdhëniet jo vetem me Anglinë por dhe me mbretërinë Serbo- Kroate –Sllovene dhe me BS. *"Në këtë mënyrë qeveria shqiptare mbeti pa asnjë mbështetje dhe të brendshme"*. [23] Në këto kushte Italia dhe Jugosllavia e kishin rrugën të hapur për në Shqipëri për të realizuar sa më shumë synimet e tyre në territorin shqiptar. Në këtë kohë filloi një intesifikim i fortë i raporteve mes tyre. I ngarkuari me punë Sola mori një takim me ministrin e jashtëm jugosllav Ninçiq. Zhvillimi i drejtpërdrejt i qeverisë së tij ishte në kundërshtim me deklaratat që ai vet kishte marr në qershor për mosndërhyrje në punët e brendshme në Shqipëri. *"Qeveria italiane theksonte se nuk kishte ndërmend të dilte si protektore e kësaj apo asaj qeverie"*. [24]

Në nëntor në Jugosllavi erdhi sërisht qeveria e Pashiqit, e cila e gjeti këtë problem, por sipas shqiptarëve problemi i politikës agresive ndaj Shqipërisë, ka qënë traditë qysh nga e kaluara. Italia luante një lojë të dyfishtë me shqiptarët. *"Ajo nuk donte t'i prishte marrëdhëniet me jugosllavët sepse i konsideronte si aleatet më të mirë, por nga ana tjetër ajo kërkonte mandate për Shqipërinë e cila shpresonte se do ta siguronte nga Lidhja e Kombeve"*. [25] Intesifikimet jugosllave në kufijtë shqiptarë binin në kundërshtim me interesat italiane, të cilat ishin për ruajtjen e integritetit të saj. Në parlamentin Italian bëhen disa interpelanca lidhur me ngjarjet në kufirin shqiptaro- jugosllav. Qeveria shqiptare nuk kishte dhënë ende përgjigje. Qeveria shqiptare i kërkon Romës ndihmë për blerje municionesh aty nga mesi dhjetorit, por kjo ndihmë nuk i'u dha asaj asnjëherë. Roma heshti ndaj agresionit jugosllav, duke i dhënë pëlqimin në heshtje jugosllavëve, të cilët duhet të vazhdonin intesifikimin e tyre kundrejt Shqipërisë.

Nga kjo situatë e krijuar do të përfitonte edhe qeveria italiane, e cila dukej se po luante mjaft mirë në kurriz të të jugosllavëve, për të dominuar me vonë mbi Shqipërinë. Kjo gjë do të bëhej realitet mbas rrëzimit të qeverisë së Nolit. Ardhja e Ahmet Zogut në pushtet do të ndikonte në ndryshimin e kursit të tij politik duke u orientuar terësisht drejt Italisë.

3. Konkluzione

Lëvizja e Qershorit erdhi si rezultat i pakënaqësisë së brendshme shqiptare që kishte përfshirë vendin. Dy ishin problemet më të mprehta që shqetësonin vendin. Së pari qeveria zogiste po e orientonte gjithnjë e më tepër Shqipërinë drejt Italisë, duke u dhënë një pjesë të mirë të koncesioneve shqiptare dhe në këtë mënyrë italianët po bëheshin padronë të vërtetë në Shqipëri. Së dyti Ahmet Zogu afrohej edhe me Jugosllavinë, gjë që kërcënonte kufijtë shqiptarë, pasi Jugosllavia ishte e interesuar për kufirin e Shën Naumit dhe Vermoshit. Shqiptarët e ndjenin veten të rrezikuar dhe të kërcënuar nga fqinjët e tyre. Noli i cili dallohet si një nga opozitarët dhe kundërshtarët e qeverisë zogiste bëri përpjekje të vazhdueshme për të rrëzuar qeverinë e tij. Ai u kërkoi ndihmë patriotëve shqiptarë që vepronin Brenda dhe jashtë vendit si; Bajram Curri, Rexhep Shala etj, të cilët të ndërhyenin ushtarakisht për të rrëzuar me forcë qeverinë Zogiste. Kjo qeveri do të rrëzohet në qershor të vitit 1924, ku Ahmet Zogu do të largohet nga vendi, duke u strehuar në Beograd. Sipas historiografisë komuniste lëvizja e Qershorit quhej ndryshe një revolucion, i cili do ti sillte të mira vendit, do të zhdukte

feudalizmin, do të sillte reforma përparimtare demokratike, por e parë në kontekstin e politikës ballkanike dhe më gjerë, qeveria e Zogut ishte larguar në mënyrë të paligjshme dhe se po në këtë mënyrë kishte ardhur edhe Noli në pushtet. Në të vërtetë kjo ishte një lëvizje që kërkonin qarqet patriotike shqiptare për të ndryshuar stilin dhe mënyrën e të qeverisurit në Shqipëri. Ata e shikonin qeverisjen e vendit duke e identifikuar me figurën Nolit, i cili ishte edhe një nga figurat më të dashura dhe që kishte fituar popullaritet në Shqipëri. Fuqitë e Mëdha nuk e donin Nolin, sepse ai nuk do tua plotësonte kërkesat e tyre për të zotëruar me koncesionet e tyre në Shqipëri. Sipas tyre Qeveria e Nolit kishte ardhur në mënyrë jo legjitime. Ata nuk vendosë që ta njihnin atë, me përjashtim të BS. Noli erdhi në pushtet nëpërmjet një lëvizjeje që përfshiu një pjesë të mirë të shqiptarëve. Ardhja në pushtet e Nolit u realizua me anë të një grushti shteti, por idetë e tij ishin përparimtare dhe revolucionare.

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The Supervision of the Training: Contributions to the Analysis of the Transfer of Learning to the Workplace – A Case Study

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Abstract

Over the years, we've witnessed considerable financial investments with a view to the qualification of Portuguese population. On – Job Training was assumed as engine to productivity, efficiency, self and professional employer's development with impact in economic and social development. The evaluation performance, the coaching, management skills earn more adherents in management of Human Resources, however yet still there is no involvement of all stakeholders in the process of management. The work that we're presents result from a research- intervention project, carried out in a municipality Northern Portugal. The main goal was understand the impact that the training activities have in the productivity, development and performance of organizational goals by evaluating the transfer of learning to the workplace, through the training supervision practices for the purpose – as "a method of counseling in the professional context" (Schürkman, 2007, p.2) and expanding, in this context, the field of Education Sciences intervention that, in questions directed to the supervision, are still linked to the training of teachers. Also, we wanted to demonstrate the breadth of the field of the Sciences of education and its ability to promote knowledge and pedagogical impact and economic changes and organizational. Methodologically we chose by methods – qualitative and quantitative – allowing us to cite conclusions resulting from an inter-metodologic triangulation, being possible to remove stronger lessons from, taking into account the variety of instruments and we reiterate the value of qualitative research as a source of information through proximity to the terrain. We started the research with the survey and diagnosis of needs of our audience – target, by conducting interviews and brainstorming, problem tree. Complete this process we transform the topics listed by subject on the list of priorities, by building an array of Severity, urgency and trend, which translated the main needs of the employees of the organization vis-à-vis the formative process. Subsequently, continuous supervision instruments have been designed for training, in order to give time and voice to employees who participated in training, logbooks were used, held Focus Group sessions, in order to achieve the overall objective of our intervention and we reach our specific goals: 1) Stimulate a more integrated and systemic approach of the processes linked to the various stages of the training cycle; 2) Increase the degree of suitability of the design of courses to the specific needs of the workplace; 3) Enhancing the comprehensive understanding of the learning transfer process; 4) Design, implement and evaluate supervisory instruments which make it possible to monitor the training evaluation; 5) Adapt the teaching methods used in the training to the target audience; We present the main results the trainees ' recognition, training and acquisition while recycling of theoretical and practical knowledge and one whose intercession brought improvements of character relational view and rise in career; awareness of the factors inhibitors and facilitators of learning transfer; and importance of needs assessment in the legitimation of the formation.

Keywords: Supervision of training; Evaluation of training; Transfer of Learning to the workplace; Vocational Training

The last years have required business organizations and citizens to take an active role in the regain of economic power and the development that the global economic crisis seriously weakened the last. The economic sector and its agents have encountered economic constraints which made them to perspective new forms of production and profitability of its human resources what has given rise to a vertiginous climb in unemployment worldwide, in constant intention to do "more with less" in order to ensure the financial viability of the organization. Thus, the versatility and the enlargement of the worker's skills, makes him an asset to the organization, in a logic of rationalization of costs and resources by reducing labor, being possible for a worker to become multifaceted effectively. In this way, faced a continuous vocational training as a driving force able to contribute to the personal, social and economic development of a society with a strong qualifying deficit, considering the [training] in a planned learning experience that is designed to result in a permanent change of knowledge, attitudes or skills. (Campbell, Dunnette, Lawler & Weick, 1970; Campbell & Kuncel, 2001, in Velada, 2007, p. 12). In recent years, vocational training was receiving hefty financial amounts under the European programmes aimed at the development and human potential, by pressing and holding the realization of effective utility of training actions within the professional skills and organizational development.

The assessment of transfer of Learning to the workplace assumes a crucial role in the reflection on the proficiency training for participants and on his return (positive or negative) being, naturally expected that this contributes to the

improvement of services provided by the organization.

Throughout this article, we will address the following topics of analysis, framed in four themes: 1) Contextualization and relevance of the topic presented and their theoretical references; 2) methodology adopted in the development of the study; 3) presentation of the main results; 4) Conclusive Synthesis which makes a critical analysis of the results, the implications of the same and the disclosure of the impact that the study might have on the organizational development of the economic sector.

1. Context and Relevance of the Topic Presented and their Theoretical References

The role of evaluation and supervision of the training took over as crucial techniques for controlling and monitoring the quality and effectiveness of training contributing to the "process to identify, obtain and provide useful information and descriptive about the value and importance of the goals, planning, implementation and impact of a particular object, in order to serve as a guide for decisions solve liability issues and promote understanding of the phenomena involved" (Ventosa, 2002, p. 83). The assessment does not represent the culmination of a formative process, but rather, as Ventosa (2002) is a process of information gathering that runs through the whole process, from its conception to the evaluation of the results achieved, in turn, the supervision comes as a follow-up of the training management process contributing to the consistency of the evaluation of the results of the training. The supervisor may be a figure who acts in the "background" of the entire process for the training cycle, however, eventually, can only have direct contact with the trainees at the end of the process for evaluation of results.

As Boeuf & Muchielli (cited by Rodrigues & Ferrão, 2006, p. 3) "the formation becomes (...) a key component of the management and mobilization of human resources within the organization. Through a strategy of global, participatory and interactive training, it is possible to build a shared and agreed vision of the future of the Organization, its purposes, means of action and of the underlying values (...)". In this sense, "the training should therefore be regarded as a decisive factor of strategic management (...) being that glimpsed the possibility of ensuring organizational defrauding not of investment in human capital (...)" (Rodrigues & Ferrão, 2006, p. 3).

According to Schürkmann (2007), the supervision of the training can be assumed as a way to promote continuing training, allowing "increase the degree of professionalism (...); promote transparency and clarify the tasks and objectives related to professional change processes; facilitate the self-regulation of employees (...); follow procedures for movement of people and organizations [and] help develop a deeper relationship (...)" (p. 2). In this sense, the supervision of the formation is assumed as an asset for quality, efficiency and proficiency of quality training plans, abandoning the notion of initial and final assessment of the training and ongoing supervision of betting on fomenting a follow-up of this, as well as the enhancement of communication in training processes with emphasis to training based on the experiences and sharing. I.e. the knowledge and implementation of supervise practices allows "Dialogic communication, promotion through knowledge of experiences, interests, expectations, needs and languages in an interactive process that is characterized by a high degree of contingency, symmetry and democracy, social construction of knowledge facilitator" (Vieira, 2009, p. 6) This study focuses on the implementation of the training Supervision practices within the framework of the evaluation of transfer of learning to the workplace referring to training "on-Job" for enterprises (IQF, 2006) and drifting away supervision while technique directed to the pedagogical practice and teacher training. The intent of this study was to determine whether the formation is assumed as effective for the range of practices and actions more satisfactory in the everyday performance of each employee and focused on the third-level evaluation of the hierarchical model of Kirkpatrick (1959) – transfer of Learning to the workplace – which aims to answer two key questions: "the extent to which the knowledge acquired/developed during the training were effectively applied?" (IQF 2006, p. 203) and "to what extent the application of knowledge acquired/developed allowed achieve the desired outcomes?" (idem).

In this way, this work becomes a chance to add something to the field of supervision as this practice and essential training and assessment, revealing this experience as an asset in the future at a professional level, since the institutions increasingly require improvements in training, boosting the work of its employees, providing a recycling of knowledge and skills to the needs of the labour market and increasing thus their potential for success and external funding, which currently is crucial in private companies and public institutions. The approach proposed by D. Kirkpatrick, in 1959, has been to date, the most applied by the entities that carry out training. The taxonomy proposed by this author endeavored to give a logical sequence of assessment interventions, constituting an important contribution towards the management of the evaluation process, dividing it into four levels, in this intervention we focus only on level 3 which consists in assessing the behaviors in the real context of work, questioning the changes of employees with regard to their behavior and methods of work on the basis of learning they have acquired and developed based on training. The assessment of trainees' behaviour change as a result of the formative frequency is the main goal of this level, analyzing the applicability

of learning in practice daily labour and may be held immediately following the training and/or a few months later, depending on the situation: seeks to answer questions: learning can be effectively applied when graduates return to work? What were the most relevant knowledge and techniques that used? Was a change in behavior and a sustained level of knowledge? The trainee will be able to transfer their learning to someone else? There is awareness of the level of importance of learning for change in behavior? (Kirkpatrick in Kirkpatrick's learning and training evaluation theory, s/d). In the formation, or the assessment or the supervision of the training are regarded as a form of control, however, it is intended, in effect, that these processes can access a set of information that allows reflect on the planning and what was effectively conducted in training. The supervision is assumed as a monitoring process that allows you to monitor and improve internal efficiency, adapt training options to existing resources and information from contribute to more balanced decision-making. Supervision underlies the action of "look and see, hear and listen, observe, record and clarify" (Afonso & Ribeiro, 2009, p.8). Supervision and evaluation are two separate processes commonly associated with, however cannot be considered synonyms of each other, i.e., although distinct, are closely linked and complementary tasks, hence the difficulty in decouples them. The supervision is assumed as a formative cycle phase that becomes a privileged source of information for the evaluation, both meet different objectives, hence cannot be considered synonyms.

This develops as an internal process that is performed by the responsible of the project and used to assess their progress at regular intervals, allowing the identification of mismatches between the level of execution and the initially planned, making constant comparisons between the ex ante and the ex-post. The indicators and methods to verify the progress are usually included in the conception phase but, to be effective, need to be understood and suitable for the team and the stakeholders the involvement of development "(idem, p. 10). Throughout the formative process, supervision is used as an accompaniment with the goal of ensuring that decisions are made assertions regarding the management of daily processes and so that they can be given accounts responsibly and rigorously about how the capabilities and opportunities are being used. Reiterating the importance of the complementarity of supervision while monitoring method of evaluation "increasingly recognizes that the ex-post evaluations and impact of certain types of development interventions that focus on populations, are very difficult to perform if the monitoring system has not collected the necessary baseline data" (ibidem). It is also, increasingly, the value of participatory evaluations that combine the skills and the views of all stakeholders to assess interventions, however, it should be noted also that the interdependence of these two processes once the evaluation also provides crucial information to the oversight process of training through the existing studies are fundamental bases for monitoring activities.

2. Methodology Adopted in the Development of the Study

The process of survey and diagnosis of Need ran for two months with the team of the training sector of the organization under study, in which were held Focus Group sessions, brainstormings, interviews and documentary analysis of ongoing projects, in order to obtain the greatest possible knowledge about the context. Based on the guidelines of the methodology of Project Planning by objectives (Pena, Rui & Bee, 2005), the initial phase of the intervention had as objective the tree construction problems with a view to identification of seminal issues organized according to the different stages of formation. In order to give consistency to information collected, has built up an array GUT – decision support tool built through the problems evidenced in previous instrument terminals. This is a tool for analyzing priorities organizationally and comes into consideration for Gravity vectors, urgency and the tendency for each problem evidenced; been filled by each employee of the institution's Training Division, being established a form of calculation according to the hierarchical position of the speakers: administrative sector is 1, technician sector 2 values, top leaders 3 values, resulting these weights in the formula for calculating $G * U * T$. Thus, the severity of the impact analysis assumed that the problem will have on the process and their long-term effects if the problem is not resolved; as to urgency was considered the time to hatching of damage or undesirable results if you act/intervene on the problem; in relation to the trend we analyzed the potential growth of the problem, reduction or disappearance of this, as well as its development in the absence of intervention. All dimensions were evaluated using a Likert type scale (from 1 to 5). Indeed, managing to prioritize actions, outlined the general objective: Implement supervisory practices that allow the monitoring of the evaluation while crucial phase formative process; and defined specific objectives 1) stimulate a more integrated and systemic approach of the processes linked to the various stages of the cycle of formation; 2) monitor the development of the grid C&F; 3) to increase the degree of suitability of the design of courses to the characteristics and specific needs of the workplace; 4) enhance the understanding of Learning Transfer to Workplace processes; 5) design, implement and evaluate supervisory instruments which make it possible to monitor the evaluation of training.

To achieve the goals, resorted to use of the logbook, populated along the training action for each form; to the questionnaire to evaluate data with regard to the process of transferring learning to the workplace, after 3 months of

practical training and streamlined to focus group sessions six months after forming in order to consolidate the data collected through dialogue with the trainees.

Having regard to the variety of techniques, it was considered that this investigation would not fully in objectivism and neutrality of the positivist paradigm, nor on the interpretative paradigm subjectivity marked, positioned itself therefore socio-critical paradigm as a basis for the development of a case study based on theory of action-research in education. Indeed, the option for this eclectic position aimed at "removing the greatest possible information from the context of the investigation, proceeding to the crossing of different methodologies, regardless of its epistemological assumptions" (Sousa, 2005, p. 33).

Denzin (1989 in Duarte, 2009) presents a proposal for a theory that allows us to see clearly the added value of methods through the triangulation of data, with the possibility of the collapse through various sources, even if we have in mind the same object of study (transfer of learning to the workplace), or the methodological triangulation which consists in the option of placing each method in confrontation in order to maximize its validity with reference to the same object of investigation. It was assumed as primary objective that the combination of methods would be the convergence in the results of research, and these will be considered valid when they lead to the same conclusions.

With regard to the processing of qualitative data, we opted for the "content analysis the data analysis is the process of systematic organization and search transcripts of interviews, field notes and other materials that have been accumulated, in order to increase their own understanding of these same materials and allow him to present to others what he found (Bogdan & Biklen, 1994, p. 205), in its genesis, content analysis assumes a form of the pursuit of knowledge through what the subject broadcast, the analysis consists in search of explanation and understanding about which arise subsequently, concepts and theories. Under qualitative, the questionnaires to transfer learning's were categorized and analyzed using the statistical analysis program Statistical Package for the Social Sciences (SPSS), at the end were integrated the information collected through the different methods and listed the main results.

3. Presentation of the Main Results

The whole process of investigation described allowed was possible to analyze and compare the results obtained with the objectives initially proposed, either with the existing literature.

Of the results obtained, it was noted that despite training promoted by the organization be considered valid and pertinent on the part of employees, the fact that some of the issues concerned have sporadic use is seen as one of the major inhibitors to transfer of learning, so that it was possible to suggest strategies that this particular embarrassment, in particular through the Simulacra to put into practice the knowledge acquired in particular with regard to civil protection and natural phenomena, as well as, presented a series of content which would make it possible to build a new training plan, in accordance with the objectives and actual practices of employees having contributed to the construction of an array of competence and functions that allowed prioritize different sector of the municipality regarding your training needs as well as its employees.

The development and understanding of the processes of transfer of learning was, effectively, one of our goals achieved more effectively, since the subjects were quite participatory in logbooks, either in the "Focus Group" sessions, making it possible to infer conclusions that, through their written reflections and discussions generated allowed perceiving the trainees' point of view on the procedure for the transfer of learning. In these two supervisory instruments of transfer to the workplace we consider as focus of the formative evaluation issues participation with central focus on relationship between Formative and participation processes of transfer of Learning to the workplace, so we focus the instruments in the register of shares, transfer obstacles and possible changes to make the return to the workplace. It should be noted that through, only, use of the questionnaire would not be possible to understand, in depth, the link between the activities carried out and the impact of training for the same, since the subject is not open closed to responses showed characteristics of this instrument, however, were clear, when the same question is raised openly and during group discussion.

From the theoretical point of view the results of this investigation does not deviate much from what revealed the theory about learning transfer, however, this differentiates itself by the fact that use entirely different instruments. Many investigations into the process of transfer of learning (Velada 2007, Diogo 2008, Marques, 2007) used the already validated Learning Transfer System Inventory of Holton (1996) which consists of a list that enables you to make a diagnosis of learning transfer. This investigation had markedly the option to bring out the importance of qualitative research in the evaluation of training.

Muchinsky (1991 by Diogo, 2008) considers that the transfer occurs in three different ways: is positive when results in improved professional performance – the analysis of the results has shown that, in its generality the transfer of learning

has been achieved in a positive way, once the trainees stressed that the training had contributed to an improvement of performance, to increase the quality of the functions performed and contributed positively to increase trainees' labour roles adaptation, something you can infer whether through questionnaires Learning transfer's or through the analysis of the "Focus Group". However, we must stress that the positive transfer of training also depends on the maintenance of knowledge gained during a relatively long period of time (Baldin & Ford, 1998 in Diogo, 2008).

Another way of looking at this is that training may be negative, i.e., results in a deficit in relation to the previous performance, which was not evidenced in any of the results obtained. Finally, the transfer may be neutral, when has no effect on employment performance, when the trainees considered that the formation only served to these recall some concepts and skills added. Throughout this investigation, was also stressed by the trainees the need for proximity between training and the real context, what translates in need practical component in the training. Laker (1990 in Velada 2007) stands next transfer concerning the proximity between what is learned in the context of training and the situations that exist in the real context of work and far transfer which refers to a situation in which the contents of the training are different working context. These two different ways of looking at transfer and training have been taken into account in all instruments used in this training, and, only one of qualitative nature achieved collect the opinions of trainees that turn out to be positive, since it can make parallels between the formation, the contents of this and their daily functions. However, if we were to follow Holton & Baldwin (2000 in Velada 2007), considered to be facing a transfer next for this short-term results and far transfer imply long-term results.

The contents of the training, demonstrate have extreme importance to the implementation of the learning process, it should be noted that, in this investigation, the factor "lack of fit between the content and the function", along with "lack of opportunity to apply the learnings" appear as the main factors that hinder the transfer and the study of Baldwin & Ford (1988 in Velada, 2007) demonstrates that even considers that the generalization and maintenance of contents are influenced by three main factors 1) characteristics of the learners; 2) working environment through support and opportunities for application and 3) the retention of learning which is directly influenced by the design of the training that encompasses learning principles, sequence and content of training. In fact, in this study, we can also observe that "the way training is designed contributes significantly to the success of a training action, providing the forming, or not, the ability to transfer training for the workplace" (2007, p. 36).

Holton et.al (2000 in Velada, 2007) in its investigations suggests the lack of validity of content as an important factor in the context of transfer of learning, "the validity of content is defined as the degree to which the trainees consider that the content of the training reflects adequately the requirements of their function and that the methods and materials used in the training are similar to those used in the workplace" (Veiled2007, p. 37). However, and despite several authors affirm the relevance of the contents in the transfer of training (e.g., Baldwin & Ford, 1988; Garavaglia, 1993), few are those who are able to demonstrate empirically the relation between these two variables (born 2007), as it was not possible to assess effectively which correlation between variables that analyze the contents of training and effective improvements in the workplace; the statistical level, however, we were able to infer the importance of content using the instruments of supervision.

4. Conclusions

In summary, are the key elements, indicators of the impact of the study. Thus, we consider that the objective: to stimulate a more integrated and systemic approach of the processes linked to the various stages of the training cycle was hit as it was possible to collect data that would allow us to infer and generalize about the different phases of the training cycle, and to enhance the use of tree problems that allowed us to do a review of all stages of the cycle of formation and from the field beginning our intervention.

With this work, it was possible to increase the degree of suitability of the design of courses to the characteristics and specific needs of the workplace, as was noted in the analysis of "Focus Group" the logbooks it was also possible to contribute to the design of some course and, since the logbook was an instrument adopted, even after the termination in the intervention in the institution. A systematic analysis of the Journals allows effectively tailor the courses to roles, expectations and objectives of the trainees.

Indeed, once achieved the objectives initially proposed, it is concluded that it is more advantageous to understand the processes TPT by crossing of quantitative and qualitative data as it was reiterated that the questionnaire, by itself, does not allow to realize in full the process of transfer of learning, qualitative research has allowed to realize further the process that leads to results that emanate in the questionnaires.

Overall, it was possible to implement supervisory practices that allow the monitoring of the evaluation while crucial phase formative process that was the primary goal and, indeed, to promote supervisory practices in vocational training,

intending, although acknowledging some ambition in this statement, this work also serves to motivate all those who wish to explore a new path in this area.

In conclusion, it is suggested that organizations to analyze the impact of training in the professional development of its employees will be favorable and evaluation training Enhancer conducting periodic Focus Group, in selected samples in order to continue to collect data on the perceptions of the trainees in greatly contribute to the success of training activities;

In the context of transfer of learning to the workplace, it would be ambitious, but could also bring added value to the institution the deepening of level three evaluation using the inventory of Holton (1996), the aforementioned LTSI. As would be expected if the suggested continuity of Supervision while this practice in monitoring and evaluation of training, at a most basic level achieved by monitoring logbooks, betting, finally, in the evaluation of return and financial investment proposed by Phillips (1991).

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The Paradoxes of Life of the Albanian Writer Kasem Trebeshina Compared to the British Writer George Orwell

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Although of dozens of articles have already been written about the two writers, Albanian writer Kasem Trebeshina and British writer George Orwell, the knowledge about them is limited. The facts, in brief, are these. Kasem Trebeshina was born in 1926. Along the Second World War, he ranged in partisan formation and after that he started studies for drama in Leningrad (San Peterburg), which interrupted for disagreement with principles of Communist engaged art and came back in Albania. With his character anti prominent, with his consciousness of citizen who cannot live without saying his ideas and aesthetic vision, he raised the reaction of time regime. Almost all his life passed a calvary imprisonment and internment, but he never gave up from writing of many works, however they were banned to be published. So he has been in prison only physically, because in spirit he has never been. He is known for his greatly encouraged prememorie to the state leader in 1950 where he declare clearly his refusion from the schematic art of socialist realism. A prememorie which is never found.

George Orwell was born in Bengal in 1903. Both his parents were Scottish, and he was christened Eric Hugh Blair. Advised by his tutor not to go on to a university, he enlisted in the Indian Imperial Police. Orwell took his duties very seriously, but he found himself unsuited for the job of governing a subject people. Moreover, the climate, he considered, was ruining his health. Given leave after the usual five years, he returned to Europe and later resigned. Orwell was a paradoxical writer, he has made contradictory and sometimes very queer impressions on readers and critics. Some of them see him as the embodiment of common sense, some as a hero of liberalism, some as a peevish or perverse eccentric. In our study we have tried to pursue certain lines of paradox which run through Orwell and Trebeshina's life and writing.

In his speech of January 11, 1991, in the room of High Institute of Arts where "Reflections" were held, Trebeshina dared to compare himself to Volter, Einstein, Beethoven. Was Trebeshina himself really among these figures?

His life wasn't continuous, normal routine reaping profits of his published books. In fact the whole contrary has happened to him: he has written, but his books haven't been published; he is a writer, but he hasn't been read in time; he has been sentenced for something which hasn't been published but has remained a manuscript; he has been sentenced three times in his life, because he dared to proclaim his thoughts and he was distinguished for his excessive egotism.

Both writers, Orwell and Trebeshina, have fought for their ideals; they were even distinguished military, even though one in the Spanish War and the other in the National Liberation Movement. They both believe in socialism coming as a rescue. Orwell believed that England could be developed only through socialism, while Trebeshina in his beginnings fought for communism, citing his obligation towards his belief as saint, because as he considers it: *"communism is nothing but a religion, opium. The world will always remain as it has always been, submerged in contradictions, without any way out. There isn't a beautiful future for humanity. Wherever you look, you seen failed, dreams, deceived hopes... communism is like a religion, a pure one, the same as Christianity and Islam. That's why it spreads more easily in the underdeveloped countries. Communism is an utopia. Human history has known only one real communist. He is Jesus Christ."* (Dragoi, 2007)

In the meantime, he was being sentenced because his work did not accord to the communist reality. His work did not contain a positive hero; his work did not agree that Albania of that time was at the peak of prosperity; his work did not deal with the class segregation and it did not contain the glory of the great leader. Thus, the one who used to have great dreams for communism, at that time did not present anything of communist realism of the time. There is a difference between Orwell and Trebeshina: the first lived in socialism dreams, while the latter experienced socialism at his expenses, but they both link up as their works present a confrontation towards totalitarianism.

Orwell stopped in the exterior functioning of totalitarianism, general violence in the society, an external view of what happens in "The animal farm", while Trebeshina focused in the internal experience of the event, the spiritual and collective deterioration, but mainly on the destruction of personality by the institutional violence.

Orwell never experienced totalitarianism at his expenses, but has dealt with ordinary jobs until he started reaping profits from his publishing. He worked in various hotel kitchens from 5:00 a.m. until 8:00 p.m., but with a suppression of his personality as he came to London from its provinces. Orwell in fact never experienced violence at his expenses, while Trebeshina has never dealt with anything else that was not related to literature and war, suffering the consequences of his passion. He many times objected to ordinary jobs having the idea of being a natural born writer.

Orwell had his first worry against this system when he noticed that more and more states were joining this central economy system called socialism or state capitalism and the unexpected paradox happened. It was thought of a strong economy, but never of abolishing the individual economic freedom and that kind of freedom in which the individual could do whatever he wished and behave freely. Orwell said: "*Totalitarianism has abolished freedom of thought to an extent unheard of in any previous age... It not only forbids you to express — even to think — certain thoughts, but it dictates what you shall think, it creates an ideology for you, it tries to govern your emotional life... as far as possible it isolates you from the outside world, it shuts you up in an artificial universe in which you have no standards of comparison. The totalitarian state tries, at any rate, to control the thoughts and emotions of its subjects at least as completely as it controls their actions.*"¹

While Trebeshina had easily noticed since the beginning that *dictatorships coming after victories were easier to be restored and more difficult to be identified, due to the fact that they find the human society tired and dizzy because of the triumph celebration and that every speculation is justified in the name of the people.*" (Dragoi, 2007) He later suffered at his expenses violence and the prohibition of from publishing of his work for a long time. The Albanian writer KasemTrebeshina not only included paradox in his work "Odin Mondvalsen", but it was seen that his personal life is also full of paradoxical situations. We might as well say the same about George Orwell, whose work and life also unfolds similar and contradictory paradoxes to the Albanian dissident writer. The greatest paradox of KasemTrebeshina's life is *the national alternation*, of his ethnicity negation, which might be a result of his suffering under the communist totalitarianism. While George Orwell focuses mainly on the outer functioning of totalitarianism, the general violence in the society; he even proclaims its upheaval since the title of his work.

The first mutual paradox of both personalities is: *rebellion and responsibility*, and the second mutual paradox The second paradox of both writers is: *power coming from pain*. The same as were their behavior towards various authorities, so was Orwell and Trebeshina's behavior towards power, like a paradoxical scales: the feeling of discontent and of determination.

Orwell was an intellectual, but he continuously imprecated intellectuals because he was not immediately accepted among them. He was an excellent writer of politics, despite his fundamental fear against it. He was a pamphlets writer, despite his continuous warnings to his readers to be attentive towards its injustices. He avidly despised socialism, even though he still believed that socialism was the only thing that could save England. In his books he felt pity for the violence of modern world, when was wounded during the Spanish Civil War. Despite being unhealthy, he had to do extraordinary physical work.

We might as well say the same about Trebeshina who even though interacted with "The Albanian League of Writers and Artists", he never agreed with its ideology. He wrote about politics indirectly, where as he said: *my method of symbolic realism can be presented graphically in two axes. The point where these imaginary axes (the one of real time-space and the one of fantastic time space) meet gives to us the eternal presence. The eternal presence is practically given with two parallel events: the first from the presence and the second from the historical past. The common of both events gives to us the eternal*². Trebeshina fought for communism, but he never became a fanatic communist. *His aristocratic origin full of traditional glamour and the strangest stories and his prosperous soul, out of every black and white schemes and preachy boroughs, were the obstacles to becoming a communist like everyone else.*

For both writers the rebellion started in a confusing non clear way, when they both were two young boys; Orwell was at school and his essay "Such, such were the joys" he described the forms of pressure of the outer world and his resistance. He would always go against rich boys, the strongest, their world and the rules they had submitted. The same happened with religion, - he said in this essay: "*You were supposed to love God, and I did not question this, but I was well aware that I did not love him. On the contrary, I hated him.*"

We encounter the same rebellion in Trebeshina since 1943 in the band he took part, where he was continuously seeking to impose his character and get the obedience of the others. That is how he describes a scene with some non-obedient ex-bandits: "*Now come out you, you crazy son of a bitch! — I shouted at the lieutenant commandant. — Come*

¹ Oruell, Xhorxh. "Literature and Totalitarianism: to be or not to be", "November", no 3, 1991, p.129.

² Dragoj, Nuri, "Trebeshina, a life in trial", Globus-R, Tirana, 2007, p. 350 (subtracted from the interview of the journalist Hans-Joachim Lanksch in the magazine New Sirene, 1994).

out, 'cause I'll kill you like a dog! The laughs and shouts stopped immediately. The lieutenant commandant became pale ...I insisted: I'm talking to you! Do you get it? Yes or No? ...come out and I'll kill you like a dog!... He remained stuck pale and unable to move. Then I saw the other bandits, and I said forcefully: -Now listen carefully! This a lesson for every one of you! From this moment on, every rebellion deals with me! There followed a short silence and the narrator, helped by my arrogance, continued with his communist tale."

The rebellion of both writers is expressed like a sort of anger against every form of government or social pressure because every form of government and especially totalitarianism is continuously intervening in the intellectual life and everything trying to be published. Their fear against this system is not only as personal violence, but in the literary point of view. His longevity and extension in the whole world would consequently bring the death of literature.

Rebellion is shown in the "Animal Farm", either as an attack against totalitarianism or as an attack against capitalism and the vice-versa. Orwell was mainly affected by Russian Revolution and its results, but he also touched the reaction of other countries for the events happening in Russia.

When the animals took control of the farm, the surrounding people predicted that they would not be able to hold it and as a consequence they would die. Afterwards, when it was clear that the beasts were not dying, people spread word about the wickedness of the new creation: the animals were torturing one-another with hot horseshoes, had their own common farms and were practicing some type of cannibalism. When the farm animals hymn, "England's Beasts" became famous in the other farms, people started behaving furiously and feeling afraid, but they continued thinking that their song was absurd. They couldn't understand; they kept saying "*how could the animals make themselves sing such pathetic stupidities*"³; in the last pages of his book, Orwell attacked capitalism from another viewpoint. The pigs, after they had substituting farmer Johns tyranny with their growth, gave a big dinner party for some neighboring farmers, one of which explains in a two-page speech that they could walk in these parties because fundamentally they had the same goals. He instigated his speech with a joke which leads to this conclusion "*if you have smaller animals to please, we have our smaller classes*"⁴.

The work's story might be understood either as a satire towards protests against every form of social change or as a satire of the requests to continue the dictatorship because it was good business.

Trebesina attacked the system either during his personal life, daring to directly send a letter of "Memorandum" to the leaders of that time, or in his literary work, which was written in difficult circumstances, but especially in "Odin Mondvalsen" in which the main character is a radical objector and of no compromise, a dreamer of the new world, of the free world, one who openly denounced Dante's inferno in the spaces where he lived, in the Albanian spaces that are identified in a confusion together with the hypothetical spaces. Odin attacks the system he lives in by silencing, turning his back to, showing irony and even sarcasm to the people that talk to him.

The rebellion of both writers is noticed not only against the authorities, but even against literary criticism. The point in which the British critique focused had to do with the writer on its own, but the structure of the work, for instance Orwell has been described as *superficial, uninteresting or even incontestable*. (Voorhees, 1986)

In his various works Orwell stressed that discussing about structure in literature is just about as pointless as discussing about literary stature. *It is possible to show that a work has a good or bad structure, but since the strength of a work does not depend upon any sort of literary value, but on "some indefinable quality, sort of literary vitamin", why bother to demonstrate that the structure of a work is good or bad?, or that a writer has good or bad character. Critics consciously or unconsciously, makes use of esthetical judgments, just as a mask for other judgments to one's interests.*

A similar rebellion towards critics can also be found in Trebesina, even stronger if we refer to his interview released I TVSH on December 29, 2006, where he openly expressed some type of rebellion because he had encountered ingratitude from journalists, publishers, Albanians in general when, as he himself said, Germany had an extraordinary respect towards him, offering citizenship as well.

Orwell might have understood when writing "Animal Farm" that some people would at least read it as more than an animal story, the same as some high school students would, without continuously focusing on "Odin Mondvalsen" as a work written by a crazy man with a crazy character as well.

Orwell might have understood that he was near the edge of two separate dangers a tale writer might encounter: the first being some type of failure when doing narration and convincing characters at a concrete level (simply at the first level). Secondly, making a work of art more convincing at the first level (as an animal story), it can give the reader, the publishers the opportunity to get something and leave out something else. The second happened to Orwell in the first publishing of the work, *the book was understood as an attack against totalitarianism, so it was practically avoided from*

³ Orwell, George "Animal Farm", Harcourt, Brace & company, New York, 1946, p. 34.

⁴ The same as above, p. 115.

the children's section. The same happened to Trebeshina, because the work does not stand at the first level of reading, but instead it offers a variety of readings in order to understand the strong fundamentals of dictatorships and social changes of that time. The first worry was not that it was not published in time, that it did not attack when the author wrote it, but even when the book was published it was not absorbed by the readers who did not know Trebeshina's life. Even though it was described as a book which attacked totalitarianism it could be found around cities streets at the ridiculous price of 100 leke.

Entering deep into the characters of both writers, Orwell and Trebeshina, we come to another conclusion: every rebellion has been more a consequence of their characters than their convictions contrary to the whole mass. Some critics have considered Orwell as an extraordinary writer, while some others, like Anthony West have described him as a man suffering of psychological neurotics. A pain which apparently had begun when he was at school while facing boys, richer and more handsome than a scraggy boy of no future at the time. "I didn't get it why I was cited as an evil by the headmaster of "Crossgates", just because I used to bed-wet," – he explains in his essay "Such, such were the joys" when inside the college there were others that used to break the rules.

There existed at the time some graduated psychoanalysts that started studying Orwell, while the non-graduated others continued better and more carefully. The amateur psychoanalyst, like Kenneth Burke, a long time ago said: "It is like an attraction to turn this into a game "heads - I win, tails –you lose"."

This game has been adapted to the writer's childhood. If he looks back in the past feeling nostalgic, he can be accused of refusing to grow up (Mark Twain is the classic example). If he looks back at the past feeling repugnance, he can be accused like Orwell, of suffering from neurotics which tend to make a writer close in himself. The tyrant is a neurotic and so is the one hating tyranny; so everyone in reality is a bit strange remaining undetermined. Nevertheless, we can emphasize that in his essays it can be felt some Kafkian atmosphere, like a continuous nightmare, which we have only seen in Kafka. This happened until he discovered his writing geniality.

Even for Trebeshina it cannot be said to have been stable, often a grumbler, a rebel towards everything with continuous wish to rebel, suspicious about everything when communication was between personalities of the Albanian League of Writers and Artists; this could also be explained by the continuous attacks from them, with a continuous feeling of impatience towards sustainers of the system. The wish to command, even though it was not war time expressed some kind of supremacy of his personality towards the others. The biggest error in Trebeshina's character was believing that he could change something in the reality he lived in.

The same as being two rebels, both writers are at the same time responsible. They have both provided works which have clearly expressed the writer's attitude. Orwell told of a totalitarianism which he hadn't really lived, but he experienced violence that was a consequence of his family poverty and social situation. Isn't it hopelessness to work around 11 -14 hours a day, often in high temperatures, doing ordinary duties: "*making tea, coffee and chocolate, fetching meals from the kitchen, wines from the cellar and fruit and so forth from the dining room, slicing bread, making toast, rolling pats of butter, measuring jam, opening milk cans, counting lumps of sugar, boiling eggs, cooking porridge, pounding ice, grinding coffee –all this for from a hundred to two hundred customers.*" However, it is not a personal rebellion against totalitarianism, but also a social rebellion to present an utopia with its most negative consequences, transforming a human being and the inability to change.

Meanwhile Trebeshina's responsibility attacks strongly every time he starts writing. Didn't they try so many times to present him as crazy with so many doctors that paradoxically the last time of his trial, the doctors sat in the auditorium and Trebeshina sat in the podium. "*Kasem felt himself a total stranger. A stranger seemed Albania as well. Even his children, his wife and his father. Like they were not the beloved people, but some others. They seemed further. Like he didn't have with them the same spiritual relationship he used to.*" (Dragoi, 2007)

Trebeshina's responsibility is clearly a national responsibility. It is the author who seeks to bring everyone's salvation, but he didn't even achieve his own or his work salvation. A realist of utopic dreams for the future. A future which even when it came didn't give to Trebeshina what he pretended for his work.

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Review on the Changing Role of Grammar Teaching in Second Language Instruction

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Abstract

The numerous trends in the field of second language instruction have always resulted in different approaches to the role grammar teaching plays in this process. They have varied from the ones which positioned grammar at the heart of second language learning and even equated it to the language itself to the ones which totally disregarded its role thus ignoring it completely. This study aims to review the tendencies regarding the changing role of grammar teaching overtime by giving brief descriptions of most popular approaches. It will also focus on the importance that late approaches and recent research in the field give to the teaching of grammar and the role it plays in developing communicative competence.

Keywords: grammar teaching approaches, second language learning, communicative grammar

1. Introduction

Learning a foreign language has been part of education for over 2000 years. Developments in different fields have had their influence on education and on language learning as well. Approaches to foreign language learning have also been affected by the dominant learning theories of the respective time. With regard to the role grammar plays/should play in second language instruction the language learning world has experienced three major periods: a) grammar age which meant learning a second language is equal to learning its grammar; b) zero grammar age which meant grammar is not important for communication; c) grammar and meaning age which means reconsideration of the importance of grammar because of its importance in target language acquisition and communicative competence.

2. Grammar-Based Approaches

2.1 Grammar translation method

At its very beginnings learning a language meant knowing the rules of grammar with the aim of being able to read and write in the target language rather than communicate. This grammar-based approach to language learning resulted in methods which consisted in teaching rules, concepts and structures of grammar which aided understanding the target language. Since this was firstly achieved through explicit explanation of grammar rules of the target language by translating them in L1 the most popular method came to be called the grammar translation method. Its popularity continued to prevail for a long time and for many reasons it still does in lots of countries, one of them being China with the main reason as LIU Qing-xue and SHI Jin-fang say it being easy to apply and making few demands on teachers. (LIU Qing-xue, SHI Jin-fang, 2007)

There have been lots of arguments for and against the use of grammar translation method in the classroom and numerous survey results have been proof to both cases. Based on his survey results Nazary believes if we want to have proficient L2 users we should free ourselves of misconceptions and reconsider the alliance between the mother tongue and foreign languages. (Nazary, 2008) Our knowledge of L1 determines the way we think and as such it adds to our second language acquisition and ability to use it.

When it comes to evaluating learners' knowledge of L2, accuracy is something that cannot be ignored. Accuracy prevents misunderstandings and enables the L2 user to get his message through appropriately and correctly. In communication especially accuracy means grammar. As Celce-Marcia concluded in 1991 since there is no evidence that lack of grammar instruction benefits the L2 learner, especially the ones who need to achieve a high level of proficiency and accuracy, no one can dismiss grammar instruction altogether. (Celce-Murcia, 1991) Accurate knowledge of grammar can be obtained through grammar instruction in whatever methods. In his contrastive study of grammar translation method and communicative approach in teaching English grammar Chang concluded that learners who used grammar

translation method made more progress in grammar learning than those who used the communicative approach. (Chuan, 2011)

2.2 Audio-Lingual and Direct Method

The need for oral communication and ability to speak foreign languages fluently led to the emergence of Audio-Lingual and Direct Methods. Unlike the grammar translation method they concentrated on the structure of grammar and not on separate categories. The focus was also on memorizing structural patterns important for L2 learning by emphasizing the development of oral competence rather than written abilities. But as Hinkel put it "these methods were a reaction to the grammar translation method which produced learners who could not use the language communicatively despite their considerable knowledge of grammar rules." (Eli Hinkel, Sandra Fotos, 2002) The direct method attempted to make the language learning environment a place where language was used as if in real situations and grammar rules were learned inductively. Through this method the learner was supposed to pick up the L2 grammar in much the same way the child picked up the grammar of his mother tongue. (Thornbury, 1999)

Language learning was viewed as hypothesis formation and rule acquisition rather than habit formation (Celce-Murcia, 1991), which resulted in learners being unable to communicate fluently.

According to Griffiths and Par audio-linguism viewed the learner as a passive entity waiting to be programmed thus paying little or no attention at all to the possibility that learners might contribute to the programming process. (Carol Griffiths. Judy M.Par, 2001)

2.3 Presentation-Practice-Production method

Inadequacies of the grammar-based approach methods led to the appearance of communication-based methods

Although PPP method was intended to make a contribution to enhancing learners' communicative competence it was not successful in doing so and remained very grammatical.

In this model a new grammar rule or structure is presented in a dialogue, reading text or listening part in order to make the learner familiar with the new structure. In the practice phase the student repeats or reproduces the structure through different exercises controlled by the teacher. This phase aims to focus the learners' attention on specific structures. The practice stage is less controlled with activities that enable the learner to use the new structures spontaneously and fluently. In this view presentation and practice play a key role in the acquisition of language. (Hossein Nassaji, Sandra Fotos, 2011) Although pretended to promote learners' communicative competence this method was also grammar-based and didn't really make its contribution to the learners' communication skills. According to Thornbury attempting to move from accuracy to fluency this method only pretended to engage learners in freer practice activities because it required learners to imitate model texts or pre-selected structures. (Thornbury, 1997) some researchers believe that in countries where students do not have much exposure to English and have little need for communication in English in their daily lives it is crucial to reconsider the effects of the traditional PPP approach. (Sato, 2010)

Ellis makes his case against the traditional viewing of grammar teaching as presentation and practice of grammatical structures. He agrees that grammar teaching can consist of both but not necessarily arguing that some of the grammar lessons might need presentation while others might consist of only practice. He also adds that grammar teaching can involve learners in working out the rules for themselves. (Ellis, Current issues in the teaching of grammar: An SLA perspective, 2006a)

3. Arguments for Grammar Teaching

Since the role of grammar teaching in second language acquisition has been a priority in recent studies in this chapter we will review the major reasons for the reconsideration of grammar of the role grammar plays in language learning.

3.1 Conscious Learning

Most SLA researchers agree that *conscious learning* of forms and structures plays an important role in second language learning. Ellis uses the term consciousness-raising as an effort to provide the learner with an understanding of a grammatical feature. When contrasting the 5 characteristics of practice to those of consciousness he underlines that instead of repetition of the targeted feature the learner should be expected to *utilize intellectual effort* to understand the targeted feature. (Ellis, Grammar teaching: practice or consciousness-raising, 2002)

According to Hinkel and Fotos the foundations for this view involves the distinction between explicit (conscious) and implicit (unconscious) grammatical knowledge. Based on this model they believe that “activities that raise the learners’ awareness of grammar forms-whether through explicit instruction or through communicative exposure-can assist learners to acquire these forms.” (Eli Hinkel, Sandra Fotos, 2002) Ellis argues that although consciousness-raising does not contribute directly to acquisition of implicit knowledge it certainly facilitates acquisition of knowledge necessary for communication. (Ellis, Grammar teaching:practice or consciousness-raising, 2002)

Nassaji and Fotos hold the view that language learning without some degree of consciousness is theoretically problematic. (Hossein Nassaji, Sandra Fotos, 2004)

3.2 Focus on Form

As opposed to *focus on forms* which means instruction where the learner focuses on accuracy, *focus on form* concentrates on meaning of form arising out of communicative activity. It combines formal instruction and communicative language use in a way that enables learners to recognize the properties of L2. (Eli Hinkel, Sandra Fotos, 2002) This approach is very useful if it involves learners in communicative tasks. (Ellis, Current issues in the teaching of grammar: An SLA perspective, 2006a)

When discussing variables that determine the importance of grammar for learners Celce-Murcia(1991) argues that when teaching young adults at high-intermediate proficiency level, teachers have to focus on form if they want the learners to be successful in their composition requirement. (Celce-Murcia, 1991) Focusing on form or forms so depends on the learners’ level of the target language and on what they expect to achieve. Celce-Murcia makes two other cases for teaching grammar with a focus on meaning. First, she views teaching the different meanings of prepositions *in* and *on* through the examples *in the box* and *on the table* as grammar in the service of meaning. Secondly she explains how grammar serves the social function well. The use of *will/would* instead of *can/could* in requests does not lead the addressee to thinking that the nonnative is being inappropriately abrupt or rude.

I believe the case is the same with defining and non-defining relative clauses where in written form it is the comma that demonstrates the difference in the number of brothers.

Example

My brother who lives in London is a teacher.

My brother, who lives in London, is a teacher.

3.3 Task-Based Instruction

As opposed to grammar-based approach task-based instruction emphasizes the involvement of the learner in activities with a focus on the learning process rather than the grammatical forms resulting in students more engaged in communication activities.

They may contribute directly by providing opportunities for the kind of communication which is believed to promote the acquisition of implicit knowledge, and they may also contribute indirectly by enabling learners to develop explicit knowledge of L2 rules which will later facilitate the acquisition of implicit knowledge.

As Ellis points out task-based teaching requires learner-centered practices that encourage the learner to engage actively in controlling the discourse and topic development. He also emphasizes that this type of instruction calls for learners to forget they are in a classroom learning a foreign language and it requires them to believe they can succeed in learning this language indirectly through communication. (Ellis, The methodology of task-based teaching, 2006b)

Ellis is for the type of language learning tasks that encourages communication about grammar. In their exploratory study of the use of communicative, grammar-based task in the college EFL classroom Fotos and Ellis concluded that these tasks provide opportunities for the kind of communication which is believed to promote acquisition of implicit knowledge. It may also contribute indirectly by developing learners’ explicit knowledge of L2. (Ellis, Grammar teaching:practice or consciousness-raising, 2002); (Sandra Fotos, Rod Ellis, 1991)

Lina Lee believes that tasks that promote communication and meaningful use of the target language are crucial to second language acquisition. Her study in Hong Kong suggests that a combination of online interaction and task-based instruction enhances learners’ communicative competence through a lively online environment. (Lee, 2002)

According to Robinson because the complexity of tasks exerts a considerable influence on learner production sequencing tasks on basis of their complexity should be preferred. (Robinson, 2001)

Task-based instruction offers the learners the communication environment which can not always be provided

outside class especially in non-English speaking countries. Arrangement of sequencing communicative tasks on basis of difficulty and communication tasks about grammar promote learners' acquisition of implicit and explicit knowledge of the target language.

4. Conclusion

Although grammar itself as a language component and grammar teaching as a part of language learning have been central issues of controversy their contribution to second language acquisition is undisputable. When it was noticed that grammar-based approaches did not provide adequate communicative competence for the learner a shift in teaching tendencies regarding the role of grammar seemed to prevail the language learning world. Because this new trend led to communication with inaccuracies which were incompatible with the required high levels of proficiency the role of grammar teaching needed to be reconsidered. This reevaluation of grammar generated new approaches which targeted communicative competence without ignoring grammar.

Researchers and teachers have always looked for the most efficient ways and methods to teach language in general and grammar in particular. A big challenge for them remains the designation of communicative tasks which focus on learner interaction and encourage effective learning.

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Fiction and Truth in “Speak, Memory”

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Abstract

This paper focuses on the merging of imagination and truth in Vladimir Nabokov’s “Speak, Memory”. As an aristocrat of imagination, Nabokov finds genuine art in the ordinary. For this writer, imagination is a form of memory and he uses a constructive perspective of memory. At first sight, his autobiography seems to follow a chronological flow of events but in fact every now and then we find references from previous and following events, which make possible the moves backwards and forward in time. Nabokov gives no explanation but he invites us to travel in vain, letting us notice how the chapters share with each other similar structures in both form and content. “Speak, Memory” deals with the life of a great man but at the same time the aim of this autobiography is universal in the sense that it endeavors to discover the fate and construction of human consciousness. No other writer might have felt so much nostalgia for his childhood; no other one has recollected his memories with such precision, finding art even in the most useless details that for a superficial eye might have been meaningless. “Speak, Memory” might be considered a metaautobiography because it reflects about the way of writing an autobiography. Nabokov recreates facts imbuing them with an artistic veil. “Speak, Memory” as an autobiography challenges its own genre as it is the best cohabitation of poetical perspective and the truth.

Keywords: autobiography, art, fiction, truth, imagination, memory

Believing that memory is a kind of imagination, Nabokov could not avoid doing art even in his autobiography “Speak, Memory” (1951). Nabokov detested the videotape theory of memory which Freud stuck to. Nabokov supported a constructive sense of memory. Whenever we bring to mind an event of the past we use our imagination to tell it to the others and every time we retell it, it is never the same.

Nabokov wrote both a fictionalized autobiography or memoir and autobiographical fiction as well. Even though in both cases the writer includes parts of his own life, there is a difference between them. In both cases, the author includes pieces about his or her life but in the first one we have an autobiography that is imbued with fictionalized parts where memory cannot retell anymore. In the autobiographical fiction the main axis is fiction but we can also find facts of the author’s life. Even though Nabokov forcefully neglected the idea that we can find pieces of his own life in his fiction, there is evidence that even though he tries a lot, he cannot escape his own experience in making fiction. “Life imitates art more than art imitates life”¹ proclaimed Oscar Wilde.

Before dealing with fiction in Nabokov’s autobiography we should make clear that autobiography as a genre is traditionally considered as nonfiction.² This view comes from the general idea that while writing the autobiography, the writer tells the truth about his own life and he doesn’t make up or mould things. In this way, it is believed that autobiography is not an invention of its author, but a documentary report of his life and person. Hsieh is right when he says that “Speak, Memory” is actually an atypical autobiography for two reasons. First, the “protagonist” of the autobiography is Memory rather than the writer Nabokov. The second is that even if the book invokes memory to speak out, memory seemingly contains less truth-value when compared to its artistic effect since “Speak, Memory” is an autobiography that challenges its literary genre at the same time.³

Nevertheless, Nabokov is not the first writer who mingled facts with fiction, not the first one who crossed the borders of a certain genre. “The poetry of memory, or more exactly, the poetry of the phenomenon of remembering, is at the core of many major twentieth-century texts, such as Marcel Proust’s masterpiece *Remembrance of Things Past*...”⁴

The autobiography starts with Nabokov’s birth in 1899, but later we understand that its real beginning is in 1903,

¹ Wilde, Oscar. “The Decay of Lying,” *The Nineteenth Century*. January 1889, p.48.

² Timothy Dow Adam, ‘Introduction: Life Writing and Light Writing; Autobiography and Photography’, *Modern Fiction Studies*, Vol. 40 (1994), 459-491, (p. 459)

³ Hsieh Yu-Yun, “Nabokov and his Art of Memory”, *National Taiwan Normal University*.

⁴ Alexandrov, Vladimir E. “The Garland Companion to Vladimir Nabokov”, *Speak Memory*, Garland Publishing, INC, New York and London, 1995, p. 673.

the year when "Nabokov's consciousness fully awakened and his prodigious memory clicked into place".⁵ It starts from his aristocratic childhood as the son of the most well-known families in Russia and the migration from Russia to America due to the Russian Revolution. "Though it does tell a story, in structure it is episodic rather than linear."⁶

Memory serves as a tool to revive the past and to fade the present: "Everything is as it should be, nothing will ever change, nobody will ever die." One can easily understand a strong desire to escape from the strong chains that nature and time has imposed on us. Even though the events in this autobiography seem to follow a chronological order, Nabokov deliberately interrupts this order by making occasional transitions from one chapter to the other. He mingles the present with the past, fiction with truth by stressing out:

*"I confess I do not believe in time. I like to fold my magic carpet, after use, in such a way as to superimpose one part of the pattern upon another. Let visitors trip. And the highest enjoyment of timelessness — in a landscape selected at random — is when I stand among rare butterflies and their food plants. This is ecstasy, and behind the ecstasy is something else, which is hard to explain. It is like a momentary vacuum into which rushes all that I love. A sense of oneness with sun and stone. A thrill of gratitude to whom it may concern—to the contrapuntal genius of human fate or to tender ghosts humoring a lucky mortal."*⁷

The writer aims to achieve timelessness by crossing from one time sequence to the other. He pretends that time does not exist, nothing changes and everything, even time, is a product of imagination. "...he feels, the disregarding of time as causality and sequence, prefigures something beyond the prison of human time, some state of consciousness where nothing is lost, where there is endless leisure to perceive the harmonies of time, as in Cincinnatus C.'s *there*, where time takes shape according to one's pleasure, like a figured rug whose folds can be gathered in such a way that two designs will meet - and the rug is once again smoothed out, and you live on, or else superimpose the next image on the last, endlessly, endlessly."⁸

Nabokov maintained a hostile attitude towards his biographers not only for the sake of being difficult to be understood by the others but also to show us that his attitude was a mirror of all his literary activity, perceiving the writer's life as purposefully fictitious just like any other artistic creation of Nabokov. He wrote "Speak, Memory" in such a way that we understand that his life was a kind of game, everything was planned by an unknown force. This special device is practiced throughout Nabokov's literary works. For example, in "The Gift", Fyodor stresses that his life is a fame of fate several times. Even in "Pnin", we understand that there is an invisible hand which suddenly saves Pnin from the hands of the narrator. All this is made deliberately in order to let us understand Nabokov's famous belief that fiction is bare fiction and no other force apart from the author himself can control the narration. Under the same reasoning, we proceed even in the autobiography "Speak, Memory". "He treats his life here just as he has treated the lives of such characters as Luzhin, Martin, and Fyodor. He has to: if he believes in the artfulness of life, in a designer behind the apparently undersigned, he ought to be able to detect elaborate design in his own life. Amazingly he does just that."⁹

Nabokov plays with the reader by mentioning in the eighth chapter of the autobiography "...let me indicate the where and the when of the matter. My brother and I were born in St. Petersburg, the capital of Imperial Russia, he in the middle of March 1900, and I eleven months earlier."¹⁰ In an ordinary autobiography this fact would have been stated at the beginning. It seems like Nabokov is having a conversation with the reader by trying to wake him up time after time from the monotony of the retelling of a life. However, nothing is ordinary in Nabokov's retelling of his life, the reader is often fooled by the use of mathematical data. One of these has to do with his birthday. In different articles, books and even in "Speak, Memory" we come across three birthdays of Nabokov: April 10, April 22, and April 23. Is there an error? Which is the right one? In fact, the three of them are right because as Nabokov states in "Speak, Memory", he was born in 1899 on April 10, but at that time in Russia the Julian calendar was used, not the Georgian calendar which was used more in the West. As a consequence, April 10, 1899 in Russia was the same with April 22, 1899 in the West. Nabokov explains in his autobiography that April 10, 1899 was his birthday according to the "Old Style" and April 22 his birthday according to the "New Style." Only later did Russia adopt the Gregorian calendar.

When it comes to the third date, Nabokov maintained that he liked April 23 in order to have the same birthday as the supposed Shakespeare's date of birth. Of course, Nabokov liked to celebrate one date later because he disliked

⁵ Yardley, Jonathan, *Washington Post*, Nabokov's *Brightly Coloured Wings of Memory*, Wednesday, May 26, 2004; p. C01.

⁶ Yardley, Jonathan, *Washington Post*, Nabokov's *Brightly Coloured Wings of Memory*, Wednesday, May 26, 2004; p. C01.

⁷ Nabokov, Vladimir, *Speak Memory: An Autobiography Revised*, Penguin Books, 1969, p.109.

⁸ Boyd, Brian, *Vladimir Nabokov: The American Years*, Princeton University Press, New Jersey, 1991, p.156-157.

⁹ Boyd, Brian, *Vladimir Nabokov: The American Years*, Princeton University Press, New Jersey, 1991, p. 164.

¹⁰ Nabokov, Vladimir, *Speak Memory: An Autobiography Revised*, Penguin Books, 1969, p. 120.

Lenin who was born on the same date as Nabokov. "While the difference between the two calendars was twelve days in 1899, in 1900, the gap expanded one additional day, to 13 days. April, 10, 1899 converts to April 22, 1899, but by the following year April 10 becomes April 23. So Nabokov was born on April 22 but celebrated his birthday on April 23, which was, according to the Gregorian calendar, the day he turned one."¹¹

Filled with riddles, puns, games in order to reveal the truth, "Speak, Memory" is not a simple autobiography but the consciousness of a great man and writer who, even though it seems as if he is mocking the reader, in fact he appears deeply humane. The poetic prose that penetrates the whole book, on whatever page it is randomly opened, it is proved that Nabokov knew how to find beauty even where a careful eye could not discern it.

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Isotopy and Textual Coherence in Martin Camaj's Fiction

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Abstract

A text is considered as a linguistic entity made up of linguistic signs and characterized by cohesion and coherence. It is an occurring manifestation of language and as such it carries on a specific meaning. The definition of the meaning of a text is very complex. This is mainly due to the fact that it does not contain only explicit information but encodes a variety of implicit knowledge as well. The literary text is one example of this. The interpretation of the literary text broadly depends on the literary experience of the reader. The former only takes on life after it is realized by the latter. Semiotics makes extensive use of the concept of isotopy when it comes to the interpretation of literary texts. Isotopy is a concept from Greimas's semio-narrative model, made up of semes, classemes and sememes. In practice, it serves as a strategy or principle that guarantees homologous interpretation of any text or text segment. The detection and identification of isotopies inside the text would provide different levels of familiarity within the narrative, offering so a uniform reading of it and at the same time proving its coherence and eliminating possible ambiguities. The prose fiction of the Albanian author, Martin Camaj contains a wide range of isotopic chains. Each isotopic chain represents a theme inside the narrative and is blended perfectly with all the other textual components. This article aims at providing a brief theoretical account on the concept of isotopy and through the analysis and interpretation of different isotopic chains inside the narrative of Martin Camaj coming to the conclusion that this kind of analysis is very important for a uniform interpretation of the text. This is also considered as a confirmation of textual coherence.

Keywords: isotopy, textual coherence, interpretation, semiotics, sign

1. Introduction

There are different theories related with text interpretation and the study of meaning within a text. Structural semantics considers meaning to be divided into smaller components. The concept of isotopy developed by Greimas is a method of study that divides the text into elements like semes, classemes and sememes which belong to the same lexical field. Their identification would provide a homologous interpretation of the text and offer a uniform reading of it. At the same time the presence of isotopies inside the text confirms the coherence of the text. Coherence is a very important feature when it comes to text interpretation and text clarity. The present article will try to provide a theoretical background on some important relevant issues such as the definition of the "text", the definition of textual coherence and isotopy and how these interact with each other. A brief analysis of the isotopy of nature from some of the prose works of Martin Camaj will also be included.

2. Defining the "Text"

The text is generally defined as a linguistic entity that provides communication, whether in a spoken or written form. Linguistics has a different view on this category. From the linguistic point of view, a text is an entity made up of linguistic signs and characterized by cohesion and coherence. So, according to Werlich a text is an extended structure of syntactic units such as words, groups, and clauses and textual units that is marked by both coherence among the elements and completion. A non-text consists of random sequences of linguistic units such as sentences, paragraphs, or sections in any temporal and/or spatial extension. (Werlich, 1976, p. 23) De Beaugrande and Dressler define the text as a naturally occurring manifestation of language, i.e. as a communicative language event in a context. The "surface text" is the set of expressions actually used; these expressions make some knowledge "explicit", while other knowledge remains "implicit", though still applied during processing. (Beugrande & Dressler, 1981, p. 63) The literary text is a specific kind of text. It does not contain one specific meaning but offers a variety of meanings. The perception of different readers may be different and also differ from the aim of the author. However, according to Lotman there is a structural connection that enfolds all the levels of the text. (Pozzato, 2009, p. 135)

3. Textual Coherence

Coherence is a key concept in the characterization of the text. It is a very important feature as far as text comprehension and text clarity is concerned. There are different definitions of coherence. According to Halliday and Hasan a text must fulfill two conditions in order to be coherent: Firstly, it has to be consistent with the context in which it is created. Secondly, all the parts of the text must be connected by cohesive devices, thus the text must contain cohesion. (Halliday & Hasan, 1976, p. 23) Teun van Dijk defines coherence as a semantic property of discourse (text), based on the interpretation of each sentence relative to the interpretation of other sentences. (Dijk, 1977, p. 96) He also distinguishes two levels of coherence: linear coherence and global coherence. The first is characterized by relations expressed between the propositions of sentences and the latter is more general and is concerned with the text as a whole rather than with individual sequences. Van Dijk also identifies a general overall semantic structure of the text, defined as macrostructure. It is a semantic representation of discourse/text and has a hierarchical organization. The macrostructure determines the global coherence of a text which is itself determined by the linear coherence of sequences. This theory can be better operated on a narrative discourse rather than on a spoken one.

De Beaugrande & Dressler share the opinion that coherence is concerned with the ways in which all the components of the textual world (the components that underline the surface text) are mutually accessible and relevant. (Beaugrande & Dressler, 1981, p. 4) This point of view suggests that linguistic devices are not enough to deliver coherence. The meaning of a text is fully realized only after it is perceived by a reader. This might suggest that coherence also involves the study of other extra linguistic factors such as the language user's knowledge of the world and context. It is the result of the interaction of linguistic and extra linguistic factors.

4. The Concept of Isotopy according to Structural Semantics

Structural semantics studies the way smaller elements of meaning inside sentences build the general, overall meaning of a text. It states that meaning can be divided into smaller elements. In this case a text is considered as a structure and its meaning is realized only after one sign is associated with other signs. These associations depend on similarity or contiguity between signifiers and signified. (Coseriu, 1981, p. 16)

Isotopy can be defined as the repetition of a series of certain abstract and concrete semes throughout a text. It is like a semantic line that is present along the whole text and guarantees the coherence of the text. However it must be stated that the repetition of some words or semantic items is not enough to guarantee textual coherence. An isotopy refers to a level of meaning which is established by the recurrence in a text of semes belonging to the same semantic field, and which contributes to our interpretation of the theme. (Wales, 1989, p. 265) Greimas defines isotopy as "the principle that allows semantic concatenation". In his first approach Greimas develops the theory of textual coherence on the basis of the concept of textual semes: The iterativity (reoccurrence) of textual semes, which connect the semantic elements of discourse (sememes) assures its textual homogeneity and coherence. (Noth, 1990, p. 319) Greimas also distinguishes three types of isotopies: simple isotopies, which occur in those cases when the text has just one interpretation; bi-isotopies, which belong to texts that provide two simultaneous readings and poly isotopies which occur in cases of superimposition of several semantic levels in a text.

5. Isotopy and Coherence

As mentioned above, the text is a very complex entity. Thus its interpretation cannot be based just on linguistic means. The cultural background knowledge of the reader, the context and other extra linguistic factors might be crucial for a most accurate interpretation. However, isotopy can function as a guide for the reader who after organizing the semantic and lexical fields in coherent networks will be able to understand the information and indices revealed by the text. The coherence of a text can be proved and depends on how the reader is capable of bringing together similar or compatible themes.

6. Isotopy in Camaj's Fiction

Martin Camaj is a writer of major significance to modern Albanian literature. His literary activities cover a period of forty five years over which there have been several phases of development. He is the author of several prose works, one of which, "Circles", considered to be the first psychological Albanian novel, took fifteen years to write. Another great success of his career is the dystopian novel "Karpa", set on the banks of the river Drin in 2338. The general themes that occur in

Camaj's works are the loss of tradition, loneliness in a changing world and the continuous search for one's roots. (Elsie, 2005, p. 186) Being an author in exile, his mind always travelled in the Albanian landscape and thus providing the most vivid images of it to the reader.

Camaj makes extensive usage of isotopic chains in order to preserve the textual coherence of his texts, never deviating from the main line of his works: the Northern Albanian nature and costumes. As a result the main isotopys present in his works is the isotopy of nature. The semes that constitute the isotopy of nature are: *mal*, *bjeshkë*, *vërr*, *fushë* (mountain, highland, winter pasture, field).

According to the Dictionary of Albanian Language of 1984 (Fjalor i Shqipes se Sotme, 1984, p. 1052), the seme /*mal*/ (mountain) contains these semantic components:

- o *vend shumë i ngritur* (very high place)
- o *i dukshëm* (noticeable)
- o *masë e forte dhe dhe gurësh* (strong pile of soil and stones)
- o *masë e madhe* (big)
- o *i lartë, më i lartë se kodra* (high, higher than the hill)
- o *i thepisur* (craggy)
- o *me majë, kreshta, shpate që zbresin deri në lugina* (pointed, with crests and slopes that go down to the valleys)
- o *i pjerrët* (slanting)
- o *sipërfaqe e pyllëzuar ose jo* (wooden or not wooden surface)
- o *me klimë të ashpër* (with a very harsh climate)
- o *krahinë si vendbanim* (dwelling province)
- o *krahinë si njësi etnografike* (ethnographic area)

According to the Dictionary of Albanian Language, (Fjalor i Shqipes se Sotme, 1984, p. 155) the seme /*bjeshkë*/ (highland) contains these semantic components:

- o *vend shumë i ngritur* (very high place)
- o *i dukshëm* (noticeable)
- o *masë e forte dhe dhe gurësh* (strong pile of soil and stones)
- o *masë e madhe* (big)
- o *mal i lartë* (high mountain)
- o *me majë, kreshta, shpate që zbresin deri në lugina* (pointed, with crests and slopes that go down to the valleys)
- o *i thepisur* (craggy)
- o *i pjerrët* (slanting)
- o *kullotë verore* (summer pasture)

According to the Dictionary of Albanian Language (Fjalor i Shqipes se Sotme, 1984, p. 2160) the seme /*vërr*/ (winter pasture) contains these semantic components:

- o *vend më i ulët se bjeshka në mal* (a place in a mountain lower than the highland)
- o *i ngrohtë* (warm)
- o *që nuk e zë era* (untouched by the wind)
- o *kullotë dimërore* (winter pasture)

According to the Dictionary of Albanian Language (Fjalor i Shqipes se Sotme, 1984, p. 521) the seme /*fushë*/ (field) contains these semantic components:

- o *vend i rrafshët* (flat place)
- o *i hapur* (opened)
- o *i gjerë* (vast)
- o *pa male e pa kodra* (with no mountains or hills)
- o *zakonisht e papllëzuar* (mainly with no woods)
- o *hapësirë natyrore e sheshtë* (flat natural surface)

All the above analyzed semes share a common feature, the geographic one as well as economical one or the features connected to the relief in general. For example the seme /*mal*/ (mountain) and the seme /*bjeshkë*/ (highland) have in common the fact that they are very high and noticeable places made up of soils and stones. They are also craggy, slanting and pointed with crests and slopes that go down to the valleys. The seme /*bjeshkë*/ and the seme /*vërr*/ are both pastures, the first a winter pasture and the second a summer pasture. /*vërr*/ and /*fushë*/ are also similar because both of them are lower flat surfaces. These common features unite these semes inside a domain or lexical field.

Their continuous repetition throughout the text is a very significant sign of textual coherence. As mentioned in the previous section, the detailed description of the landscape of his birthplace is a very preferred theme in Camaj's work. All the colors and flavors of the North of Albania are portrayed in the text as vividly as they have always been in the mind of the author. All the previously analyzed semes, as well as their semantic components are beautifully arranged in order to clearly represent the elements of a rugged landscape, typical for the area of the Albanian Alps, the author's birthplace.

7. Conclusions

As one of the key elements of a text, coherence occupies a very important position in linguistic studies. Structural semantics offers a method of deducting the coherence of the text. It suggests that the meaning is divided into smaller elements called sememes. The concept of isotopy, broadly used in the field of semiotics too, offers a uniform interpretation of the text. It refers to a level of meaning where there is a reoccurrence of semes belonging to the same semantic field. This repetition guarantees the coherence of the text. As the text takes on life only after it is realized by the reader, isotopy works as a guide for the latter, permitting a more accurate reading. In the work in prose of the Albanian writer in exile Martin Camaj there is a central theme which is present in almost all his works: the search for one's roots. It looks like he never lost the ties with his country since the detailed descriptions of the northern Albanian landscape are very vivid and colorful. His texts are very coherent considering the presence of semes sharing common geographical features that make up the isotopy of nature. The identification of this isotopy would provide the reader with the necessary cultural background which is crucial for the interpretation of this author's texts.

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Professor Motivation in Albanian Public Universities: The Case of “Aleksandër Xhuvani” University, Elbasan

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Abstract

The public universities' professors are the main source of the professional knowledge and skills of all students that attend public education system, Workplace motivation of the Albanian public university system is examined in this paper. Public universities' professors are numerous in size and are considered as a highly professional group; therefore their impact is crucial for accomplishing the demanding goals of Albanian high education system. The main objectives of this research are: (1) to investigate the most relevant dimensions of the workplace motivation in Albanian public universities, and (2) to identify the most prevalent motivation areas that necessitate improvement for enhancing public universities' professors performance. Workplace motivation based data were collected by both primary and secondary research. Professors from the public university of Elbasan were surveyed and further public universities workplace motivation documents and literature have been considered for the purpose of this topic. Through the analysis of the professors motivation in Albanian public universities are identified the main strengths and weaknesses of workplace motivation in high education institutions. In accordance with the contemporary theories of motivation, suggestions are provided for improving the effectiveness and performance of the Albanian public universities' professors.

1. Introduction

University's professors are beyond doubt one of the most meaningful professional group in Albania. Professor's performance is vital for an improved education and for the future of a country mainly because their capability and performance are the educational basis of the knowledge and competencies that students need for entering the labour market. The purpose of this study was to describe and analyze the motivation dimension of professors in the public university of Elbasan. Motivation is crucial to professors' performance; therefore the motivation component can be wisely used for encouraging commitment towards university's objectives. According to Wortman et al. (Muller, 2010, p. 1) motivation is a driving force “that gives impetus to our behaviour by arousing, sustaining and directing it toward the attainment of goals”. Therefore, motivation is the process or mechanism that causes an individual to put efforts and sustain the desired work performance for achieving personal or organizational goals. Professors' motivation of the public university of Elbasan is examined referring to the contemporary theories of motivation which represent the current thinking in workplace motivation.

Contemporary theories are considered to represent the most updated explanations regarding workplace and employee motivation. According to the cognitive theory, motivation is based in two systems: intrinsic and extrinsic motivators. Intrinsic motivators consist on responsibility, recognition, and employee development and growth. Extrinsic motivators consist on payoffs, verbal rewarding, and promotion. Whereas, Goal-Setting Theory implies that motivation and goal setting are interrelated, it supports the idea that motivation and work performance are directly influenced by clear, smart, and challenging goals. In addition, Self – Efficacy Theory considers a person's confidence and capability to perform or accomplish a task. The higher the self-efficacy of an individual the more motivated the person will be for achieving goals. Equity Theory is based on the premise of balance. In simple words, a person's motivation is interrelated with his perceptions about fairness, justice, and equity applied by his superiors. One other theory, one of the most widely applied is the Expectancy Theory. According to Victor Vroom, the probability for one person to act in a specific way depends on the strength of the expectation that this act will drive to the achievement of a desirable outcome. Thus, employees' work and efforts recognition is imperative for enhancing their motivation. Hereupon, through the analysis of motivation variables in the public university this paper will provide insights on how much motivated are the public university professors, as also the most prevalent areas where improvements are needed for increasing professors' motivation. (Robbins and Judge 2009).

1.1 Methodology

In this research the methodology that was used to examine professor motivation in the public university of Elbasan consists on questionnaire. The questionnaire is designed referring to the contemporary theories of motivation. Hence, the research questions reflect the main issues of the motivation in the public university in order to gain proper insights of the workplace motivation. This questionnaire was designed in that manner to provide the necessary quantitative data to calculate the participants' opinions statistically. The number of full time professors in the "A.Xhuvani" University is 219 professors. The questionnaire was sent to 200 professors, a sample size of 135 professors, teaching in the public university "A.Xhuvani in Elbasan, participated in this research, providing a response rate of 75% percent.

2. Results

University 'A.Xhuvani' is an important institution of scientific education in Albania, one of the most prominent universities in the country for the preparation of teachers, specialists and young researchers. The story for nearly four decades has seen significant achievements in many areas of the learning process and research. Before representing the motivation – based results of this, it is important to report some important demographic data.

2.1 Demographics

Referring to the demographic characteristics of age, displayed in Table 1, it is noticed that out of the total number of the sample, 54.1 % of the respondents of this study are female and 45.9 % are male. In fact this is not surprising , but rather a real reflection of professors' gender composition of the overall educational sector of Albania, where the female presence in education is dominant.

Table 1: Respondents Gender

Gender	Number	%
Male	62	45.9
Female	73	54.1
Total	135	100

Regarding the demographic characteristic of age presented in Table 2, results denoted that the prevalent age – group of this study respondents is the one consisting in the age – group of 31 - 39 years old, who made 45.2% of the entire representative sample. While the number of teachers respondents who were between 40-49 years old was the second interval. These demographic aspects of this sample's age relate to the fact that teaching in the university requires a high degree of abilities and education experience.

Table 2: Professors Age

Age	Nr	%
22 – 30	32	23.7
31 – 39	61	45.2
40 – 49	42	31.1
> 50	32	23.7
Total	135	100

Another important demographic facet is professors' marital status, Table 3. Data show that 65.9% of the study's participants are married. This evidence can be supported by the fact that 90.7% of the respondents are 31 and above years old, meanwhile Albanian social culture dictates, up to a point, the marriage of people who are above 30 years old. As for the others marital status options the evidences show that the percentage of respondents who were single was 23.7%. While, the percentage i of the participants who were cohabiting, divorced or widowed was at low levels, comprising almost 11% of the total sample.

Table 3: Marital Status

Marital status	Nr	%
Single	32	23.7
Co – habiting	4	3.0
Married	89	65.9
Divorced	8	5.9
Widowed	2	1.5
Total	135	100

Professors' parenthood results shown in Table 4, indicates that 75.6% of the professors were parents. Being a parent or not, it is an important variable that both impacts and constrains motivation and performance. Professors who are parents, tend to be more motivated and responsible for their educating job, mainly because they want to maintain their incomes for their family.

Table 4: Parenthood

Children	Nr	%
Yes	102	75.6
No	33	24.4
	135	100

As for the educational level' of the professors sample, displayed in Table 5, it is pointed out that 68.1% had a master degree. While, it is pointed that 31.9% of participants had a doctorate degree. This evidence might be rationalized that individuals with a doctorate degree most of the professors tend to have a PhD degree after starting teaching in university in order to have a more clear perspective of their specialization area. Moreover, the persuasion of doctorate degree is reflected in the motivation for benefiting both promotion opportunities and increased salary.

Table 5: Education

Highest degree earned	Nr	%
Master	92	68.1
Doctorate	43	31.9
Total	135	100

Another important facet that needs to be noticed is the number of courses professors teach in university. The results displayed in Table 6 indicated that 18.5% of the respondent professors teach only one course per year and 54.8% of them teach two courses per year. While, 17.8% of the respondents teach three courses and only 8.9% teach four courses per year. University education provides focused and critical knowledge through their courses to the students, as such professors should have the appropriate knowledge background and specialized competencies for teaching in university.

Table 6: Number of Courses

Number of courses	Nr	%
1	25	18.5
2	74	54.8
3	24	17.8
4	12	8.9
Other	0	0
Total	135	100

And last but not least important, teaching experience is also investigated in this study. Data displayed in Table 7, revealed that only 18.5% of the respondents had 0 - 2 years of teaching experience and 28.1% of the teachers had 3 – 7 years of experience, while 53.4% of the participants in this study had 8 – 23 and above years of teaching experience. These results are very good regarding the purpose of this study, because information gathered from more 'mature'

professors provide deeper insights into motivation dimension. This is mainly because larger experience in teaching provides more reliable knowledge to individuals regarding the workplace environment, their self-capabilities, and helps for professionally growing.

Table 7: Number of years teaching

Years teaching	Nr	%
0 – 2	25	18.5
3 – 7	38	28.1
8 – 12	48	35.6
13 – 17	12	8.9
18 – 22	7	5.2
> 23	5	3.7
Total	135	100

2.2 Motivational Variable of Objective Specificity

Regarding the motivation-based questions respondents were asked to identify which professors' objectives are clearly explained and specified to them from university authorities. The responses are summarized in Table 8.

Table 8: Explained and specified objectives

Professors' Objectives Specified by University Authorities	%
1. The positive development of the professor – student relationship	90
2. Systematic daily preparation of the classes with efficacy and competence	88
3. Collaborating with colleagues, students and others for the development of effective teaching practices	73
4. Applying various teaching methods appropriate to enhance the professional knowledge of the students with different capacity levels	89
5. Personal professional development through self – qualification and advanced qualification agencies	66
6. Being competent in the respective courses and in the teaching methods	99
7. Using the adequate techniques of students' achievement assessment for motivating them to strive for higher – level learning objectives	75

From the results it is demonstrated that teacher's objectives such as: "Being competent in the respective course and in the teaching methods" specified by 99% of the respondents, "The positive development of the professor-student relationship", which was assumed to be well – clarified 90% of the respondent professor, "Applying various teaching methods appropriate for the enhancement of the professional knowledge of students with different capacity levels" comprising 89% of the sample, and "Systematic daily preparation of the class with efficacy and competence" specified as well for 88% of the participants it can be assumed that professors' objectives are well explained and clearly specified. Thereupon, professors are properly informed about what is required by them. It is easily observable that these objectives that are most rated from respondent professors reveal the objectives that tend to increase student knowledge and skills. Besides, other important objectives are also required from professor (gathered through open-ended questions) such as: educational level, professional preparation, students' final results. Meanwhile the teachers, clearly specified objectives rated at least

2.3 Motivational Variable of Training

Training variable data in Table 9 displayed that 0% of the respondents stated that training is "always" provided, while 4.4% of the survey's participators stated "often", 20.7% of them replied "rare" and 74.8% claimed that training is "never" secured or undertaken. These, training – based data presented here, indicate that training is not considered by university authorities as an important factor for enhancing motivation and teachin performance.

Table 9: Training

Have there been provided training, courses, seminars		
	Nr	%
Yes, always	0	0
Often	6	4.4
Rare	28	20.7
Never	101	74.8
Other	0	0.0
Total	135	100

Self – efficacy theory, stresses that self – efficacy increase individual’s confidence for being able to succeed in a task. And one of the most efficient mechanisms that is used for increasing the employee’s self – confidence is training (Robbins and Judge, 2009).

2.4 Motivational Variable of Intrinsic Rewards

Referring again to Robbins and Judge (2009), Cognitive theory argues that intrinsic motivators are linked with internal locus of control, which makes individuals to believe they have control of their own behaviour. Meanwhile, extrinsic motivators are linked with external locus of control, meaning individuals believe that others or external environment impacts their behaviour. Due to this fact, it is very important that professors should be motivated only by intrinsic motivators for improving their teaching performance. Table 10 represents the data gathered regarding intrinsic motivation dimension of the university. Professors through the questionnaire were asked to give their opinion for five different variables. The variable 1, “Teaching is a challenging work”, was pointed out by 97% of professors, including those who “strongly agreed” and “agreed”. None of the respondents did not “disagree” or “strongly disagree” and only 4% were neutral with that statement. This in fact reflects the reality of Albanian educational system which is continuously changing; therefore changes in curriculum and teaching programs are constant.

Regarding, variable 2 of intrinsic motivation “I spend some of my free time by reading professional books and articles, attending workshop and meeting for being improved professionally”, 82% of participants strongly agreed and 67% agreed, 10% were neutral and again none of them disagreed. Courses in public universities are highly specialized consisting in concepts and topics that require periodic updates.

Table 10: Intrinsic motivation

The extent to which you agree or disagree with the statement					
	SA	A	N	SD	D
1. Teaching is a challenging work	19%	78%	4%		
2. I spend some of my free time by reading professional books and articles, attending workshop and meeting for being improved professionally	82%	67%	10%		
3. My students think I’m a good professor	15%	46%	21%	10%	1%
4. The average number of students that show interest and pay attention during the classes is relatively good		10%	90%		
5. The education system of public university gives me opportunity to grow and develop professionally	2%	1%	1%	28%	22%

Intrinsic motivator variable 3, “My students think I’m a good teacher”, results are spread among all the optional answers, and where “agree” dominates with 46%. Recognition as an reward is a very important intrinsic motivators. Hence, we can suggest that respondent professors are moderately motivated referring to recognition motivation dimension. “The average number of students per class that show interest and pay attention during the classes is relatively good” statement revealed that respondents were indifferent 90% were neutral and only 10% agreed. This variable means that students’ interest and attention are at medium levels indicating that professors are not highly stimulated to be more committed and internally motivated during teaching. And last intrinsic motivator consists in the statement “The education system of public university gives me opportunity to grow and develop professionally.” revealed that 50% of the respondents disagreed, while only 3% of the sample agreed. The significant size of disagreement implies that public university system does not

ensures opportunities for development and growth, consequently decreasing professors motivation for contributing and performing better.

3. Conclusions and Recommendations

This project is an analysis of the main dimensions of the professor motivation in the Albanian public university of Elbasan. The research strategy of this study was based in the contemporary theories of motivation.

With regard to the specificity dimension of the teacher's objectives, it was revealed that not all of the teacher's objectives were well – specified and explained to the professors of the public university of Elbasan.

Training is not provided consistently

As the intrinsic rewards are recognized as crucial rewards that cause high employee motivation, it was revealed that Albanian are moderately intrinsically motivated.

to improve their job performance level and to accomplish all of their teacher's objectives successfully there are necessitated the following motivation – based intervention such as: well – specifying and clarifying all of the respective teacher's objectives; setting teacher's objectives that are realistic and reachable

securing pertinent teacher training whenever the change affects the teaching activities and/or teacher's objectives;

with the teacher training content that enable them to approach to their teacher's objectives smoothly; increasing the incidence of ensuring 'training for specific courses', inasmuch as it is the most effective method of teacher training as well as increasingly using the new methods of teacher training such as 'training on distance' and 'mixed training'

Provide opportunities for development

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Translation of Synonymic Collocations in Thomas Hardy's "Tess of the d'Urbervilles". A Comparison of the Albanian and Spanish Translations

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Abstract

In this paper we are going to investigate the translation of synonymic collocations in Thomas Hardy's "Tess of the d'Urbervilles" comparing the original with the translated text in Albanian and in Spanish. Synonymic collocations are a significant feature of Hardy's writing style. However, important as they are for the literary text where they occur, they often pose considerable problems during the process of translation into other languages. We will first focus on their formal as well as semantic features in the source text. Then, they will be compared with the Albanian and Spanish equivalents in order to evaluate the degree to which their formal-semantic structure and stylistic effects have been recreated in the respective target texts.

Keywords: *synonymic collocations, semantic traits, stylistic functions, denotation, connotation*

1. Introduction

This paper aims to investigate the translation of synonymic collocations in Thomas Hardy's novel "Tess of the d'Urbervilles" into Albanian and Spanish. Synonymic collocations will first be analyzed in terms of their formal structure, semantic relationship between their constituents and the stylistic functions they fulfill in the source text. Next, their Albanian and Spanish translations will be analyzed to see how the formal, semantic and stylistic dimensions of the original expressions have been recreated in the translated texts. By comparing the Albanian and Spanish translations and analyzing the gains and losses in the process, we intend to shed some light on how the respective translators have dealt with this problem.

2. Theoretical Discussion

According to Antrushina et al., (2001:186) the main function of synonyms in language is to represent experience in its various aspects, shades and variations. Synonyms are used in two basic ways. The first is by selecting in a synonymic paradigm a specific lexical item which is thought to be well suited for a specific artistic function because it provides the right denotation and connotation. The second is by juxtaposing two or more of them in the same immediate context forming thus what Ullman (1962: 153) calls "synonymic collocations".

According to Ullman (1962:154), synonymic collocations in English go back to Middle Ages when a foreign word was accompanied by a synonymous word of Anglo-Saxon origin to explain what it meant. Over time it became a widespread phenomenon especially in literature found in various writers such as Chaucer, Shakespeare and others. ". Lloshi (2001: 136), too, recognizes the presence of synonymic collocations in Albanian authors from medieval to modern ones such as Pietër Bogdani, Naim Frashëri etc.

Discussing the use of this phenomenon for semantic-stylistic purposes, Ullman (1962: 153) says that synonymic collocations may serve as 'outlets for strong emotions'. A typical example is Hamlet's soliloquy which contains a synonymic collocation consisting of three lexical items:

*O, that this too too solid flesh would melt,
Thaw, and resolve itself into dew!*

Synonymic collocations may also be used in order to clarify, specify and intensify thoughts, ideas and emotions. Lloshi (2001:136) argues that because these synonymic collocations have common semantic components, placing them on the same syntagmatic plan makes their semantic components more salient and heightens the intensity of their expression. A direct consequence of the use of such synonymic collocations is that of enhancing the meaning of their constituents and making it more explicit (Ullman, 1962:154).

3. Methodology

The corpus of data consists of Thomas Hardy's novel "Tess of the d'Urbervilles" and its translations into Albanian "Tesi i d'Erbervileve" and Spanish "Tess, la de los d'Urberville". 59 instances of synonymic collocations were selected in the source text, which were then mapped on to their respective translations into Albanian and Spanish. In terms of the number of their constituents, the synonymic collocations fall into two types. There are those that contain two lexical items and those with three lexical items. There are 44 instances of synonymic collocations that contain two lexical items and 15 that contain three lexical items. The tables below present a list of the synonymic collocations consisting of two and three lexical items.

Table 1: Synonymic Collocations with two Lexical Items

	English	Albanian	Spanish
1	...still and stark ... (p.28)	...i palëvizur dhe i ngurosur... (p.44)	...inmóvil y rígido (p.42)
2	...scratched and scraped... (p.29)	...nuk i kishin fshirë ende pllackat e gjakut... (p.44)	...aunque medio borrado (p.43)
3	...the acme and summit... (p.39)	Not translated.	...la cúspide (p.56)
4	...cursed and swore... (p.53)	...i gërthiti dhe e shau... (p.76)	Prorrumpió en denuestos y maldiciones... (p.75)
5	...hate and detest... (p.53)	...unë s'ju shoh dot me sy. Ju urrej. (p.76)	Es usted odioso! Le aborresco, ... (p.75)
6	...altering and improving... (p.55)	...me ndryshime dhe përmirësime... (p.78)	...disponiendo y arreglando... (p.77)
7	...owner and mistress... (p.55)	...pronarja dhe nikoqirja... (p.79)	...la dueña... (p.77)
8	...wrinkling and twitching her face... (p.56)	...duke rrudhur turirin... (p.80)	...frunciendo y contorsionando el rostro... (p.79)
9	...restless and uneasy... (p.63)	...u shqetësua... (p.88)	Sentíase inquieta y a disgusto... (p.87)
10	...staggerings and serpentine courses... (p.65)	...u merreshin këmbët dhe ecnin me zigzake. (p.90)	...les hacia dar tumbos y hacer eses... (p.89)
11	...loathe and hate... (p.78)	...përbuzja dhe urreja... (p.110)	...no me tendría a mi misma ese odio y horror que me tengo... (p.105)
12	...crushing! killing... (p.81)	...Janë mizore! Vrasëse... (p.114)	Espantosas! Mortales! (p.110)
13	...strange and unwonted... (p.82)	...të çuditshme, hijerëndë (p.115)	...extraños y singulares... (p.110)
14	...teave and slave... (p.83)	...lodhem e mundohem... (p.116)	...estoy echa una esclava... (p.112)
15	...despised and disliked... (p.84)	...kishte ndjerë përbuzje e neveritje... (p.117)	...llena de desprecio y odio, ... (p.113)
16	...dust and ashes... (p.84)	...i vdekur... (p.117)	...era como si no existiese... (p.13)
17	...flashes and flickerings of envy ... (p.85)	...shfaqjet e lehta të zilisë... (p.119)	...los rubores y pujos de envidia... (p.114)
18	...stranger and alien... (p.91)	...të huaj, të ardhur... (p.125)	...extraña... (p.122)
19	...wearing and wasting... (p.93)	...çfilitur dhe vrosur... (p.128)	...haberse torturado... (p.124)
20	...tender and puny... (p.94)	...e dobët dhe e brishtë... (p.130)	...lo delicado... (p.126)
21	...economizing and stinting... (p.118)	...po kursejmë dhe po lemë veten në të keq... (p.157)	...las economías... (p.158)
22	...typical and unvarying... (p.120)	...si tip i pandryshueshëm... (p.159)	El tipo aquel del palurdo (p.161)
23	...foibles or vices... (p.120)	...të metat ose veset... (p.160)	...las flaquezas y vicios... (p.161)
24	...easy and effortless ... (p.124)	...më e lehtë. ...më e vogël... (p.164)	...mas fácilmente... (p.167)
25	...rich and prosperous... (p.128)	Not translated	...a lo grande... (p.171)
26	...dejected, disheartened... (p.128)	...bregosej dhe pikëlohej... (p.169)	...empequeñecida y desalentada, ... (p.171)
27	...developed and matured. ... (p.131)	...Po vinte vera... (p.173)	iba adelantando otra vez el buen tiempo... (p.175)

28	...struck and whizzed...(p.132)	...posa binte zilja e sahatit...(p.175)	...repiqueataba...(p.176)
29	...enmity or malice...(p.149)	...as për armiqësi, as për shpirtligësi (p.195)	...ni enemistad, ni malquerencia...(p.197)
30	...tossed and turned...(p.150)	...silleshin e vërtiteshin...(p.197)	Revolviane...(p.199)
31	...so humble, so insignificant... (p.157)	...të thjeshtë dhe pa stoli... (p.197)	...tan humilde y insignificante...(p.208)
32	...the aged and lichened...(p.157)	...e vjetra dhe plot myshk... (p.208)	Los viejos ladrillos del alero vestidos de líquenes (p.208)
33	...decayed and disappeared...(p.170)	...ra nga vakti dhe u shua...(p.223)	...vinieron a menos y desaparecieron...(p.224)
34	...amazed and enraptured...(p.198)	...e mahniste dhe e magjepste...(p.255)	...arrebataba y desconcertaba...(p.259)
35	...manners and habits... (p.210)	...zakonet dhe të sjellat... (p.269)	...hábitos y modales...(p.273)
36	...speech and phrases... (p.210)	...fjalët dhe frazat (p.269)	...manera de hablar...(p.273)
37	...temerarious and risky...(p.217)	...punë me rrezik...(p.277)	...temerario y arriesgado...(p.282)
38	...all my faults and blunders...(p.217)	...gjithë gabimet dhe fajet e mija...(p.278)	...todas mis faltas y deshaciertos...(p.283)
39	...they'll squint and lane...(p.267)	...do t'i shkelin syrin njëri-tjetrit, do të më shikojnë shtrembër...(p.331)	Not translated.
40	...rough and brutal... (p.288)	...të vrazhdë e mizorë ... (p.356)	...rudos y brutales...(p.370)
41	...twisted and spun...(p.299)	...e sillte dhe e vërtiste përqark...(p.370)	...retorcías en excéntricos giros...(p.383)
42	...the sauciest and most caustic...(p.302)	...më guximtarja dhe më shpotitësja...(p.374)	...la más ironica...(p.387)
43	...less starched and ironed than...(p.311)	...aq i spitulluar dhe i krekosur...(p.386)	...menos estirado y severo...(p.399)
44	...bitter and black...(p.319)	...merrni në qafë njerëz si unë...(p.398)	...amargarles la vida a criaturas como yo, ... (p.408)

Table 2: Synonymic Collocations with three Lexical Items

1	...clear, bracing, ethereal...(p.105)	...më i pastër, më i lehtë, më i shëndetshëm... (p.141)	...claro, diáfano, etéreo...(p.141)
2	...exhausted, aged, and attenuated...(p.107)	...i drobitur, i plakur, gjysmë i shterruar...(p.143)	...caduco, exhausto y mortecino...(p.144)
3	...nebulous, preoccupied, vague...(p.116)	...e vagët, e hutuar, e papërcaktuar...(p.155)	...nebuloso, preocupado y confuso...(p.155)
4	...stultified, shocked, paralyzed...(p.118)	Not translated.	...estupefacto, paralizado, anonadado. (p.157)
5	...argument, persuasion, entreaty...(p.118)	...argumente, këshilla, lutje...(p.157)	...trató de argumentar, de persuadir, apelando incluso a la súplica...(p.158)
6	...dim, flattened, constrained...(p.125)	...të paqartë, të turbullt e të mbytur...(p.165)	...débiles y cohibidas...(p.167)
7	...comfortably, placidly, even merrily...(p.131)	...të qetë e pothuajse të gëzuar...(p.173)	...disfrutaban de plácido y risueño bienestar...(p.175)
8	...novel, fresh and interesting...(p.132)	...të freskët dhe originale...(p.174)	...un nuevo y interesante...(p.176)
9	...spectral, half-compounded, aqueous...(p.133)	...të mugët fantastike...(p.175)	la acuosa luz spectral...(p.177)
10	...distracting, infatuating, maddening...(p.153)	...do të mbetej i mahnitur, do të dashurohej, gati do të luante mendsh ... (p.201)	...de un enloquecedor hechizo. (p.203)
11	...heterodoxy, faults and weaknesses...(p.157)	Not translated.	...defectos y debilidades y heterodoxia, ... (p.209)
12	...unwarped, uncontrorted, untrammed...(p.162)	...të pagjymtuar dhe të pa ndrydhur...(p.213)	...libre y desembarazado ... (p.214)
13	...black, sinister and forbidding...(p.238)	...e zezë, e mbrapshtë, e neveritshme...(p.302)	...negra, siniestra, repulsiva...(p.308)
14	...ill with thinking, eaten out with thinking, withered by thinking...(p.250)	...ato e sëmurën, e tretën, zhdukën tërë butësinë...(p.316)	...llegando casi a ponerse enfermo de tanto cavilar... (p.323)
15	...had suffered, died and wasted away...(p.352)	Not translated.	...habían padecido, muerto y desaparecido...(p.449)

4. Analysis of the Results

It has already been mentioned that synonymic collocations fulfill their rhetorical functions by means of juxtaposing two or three or even more semantically related lexical items. Bearing this in mind, our analysis of the Albanian and Spanish expression focused on two elements. First, the translated expressions were examined with regard to the number of their lexical constituents. Second, the Albanian and Spanish expressions were compared with the English expressions and each other in terms of their semantic content.

4.1 Translation of the formal features

The analysis of our data reveals that in the Albanian translation expressions with two lexical constituents occur on 31 occasions (1, 5, 6, 7, 10, 11, 12, 13, 14, 15, 18, 19, 20, 21, 23, 24, 26, 29, 30, 31, 32, 33, 34, 35, 36, 38, 39, 40, 41, 42, 43), while in the Spanish translation on 22 (1, 5, 6, 8, 9, 10, 11, 12, 13, 15, 17, 23, 26, 29, 31, 33, 34, 35, 37, 38, 40, 43). These figures suggest that the Albanian translations of the two-item synonymic collocations are closer to the original expressions than the Spanish ones in terms of their structural components. There are 8 instances of translated expressions consisting of three lexical items in the Albanian translation (1, 2, 3, 5, 6, 10, 13, 14) and just as many in the Spanish translation (1, 2, 3, 4, 5, 11, 13, 15). Here we have included even instances in which there are shifts in the part of speech but which, nonetheless, have the same number of lexical items as their equivalents in the source text. An example of this would be instance 15 in both translated texts where *noun + verb* in Albanian and *adjective + prepositional phrase* in Spanish have been used to translate verbs. Another case is instance 4 in the Spanish translation, in which verbs have been translated by a phrasal group consisting of *verbs + preposition + noun*.

Our analysis also focused on the instances which were not translated as synonymic collocations. The most frequent translation pattern is that when the English synonymic collocation is rendered by a phrase or a single word. Examples where in both translations synonymic collocations have been reduced to phrases or words are:

- (1) *scratched and scraped* – (Alb) *nuk i kishin fshirë ende pllacket e gjakut* (had not wiped out the blood stains yet), (Spa) *aunque medio borrado* (even though half wiped out).
- (16) *dust and ashes* – (Alb) *i vdekur* (dead), (Spa) *era como si no existiese* (it was as if he didn't exist)
- (22) *typical and unvarying* – (Alb) *si tip i pandryshueshëm* (as an unchanging person), (Spa) *El tipo aquel del palurdo* (that unrefined person)
- (27) The season *developed and matured* – (Alb) *Po vinte vera* (summer was coming), (Spa) *Iba adelantando otra vez el buen tiempo* (the good weather was late again)
- (44) *bitter and black* – (Alb) *mermi në qafë njerëz si unë* (do harm to people like me), (Spa) *amargarles la vida a criaturas como yo* (to embitter the life of people like me)

However, the above are outnumbered by the occasions when the deviation from the original occurs in one of the translations and not in the other. Instance 4, *wrinkling and twitching her face*, has been translated into Albanian as *duke rrudhur turirin* (wrinkling her face), which indicates that only the first component of the English synonymic collocation has been rendered, *duke rrudhur* (wrinkling), whereas the second, *twitching*, has been omitted. The Spanish translation, on the other hand, goes like *frunciendo y contorsionando el rostro*, which is almost a literal translation. This phenomenon occurs also in the translation of *restless and uneasy*, which is *u shqetësua* (grew worried) in Albanian, but *sentíase inquieta y a disgusto* (she felt uneasy and disturbed) in Spanish. Another occurrence of this translation pattern would be 17, *flashes and flickering of envy*, which in Albanian has been translated as *shfaqjet e lehta të zilisë* (slight manifestations of envy) whereas in Spanish *los rubores y pujos de envidia* (the embarrassments and struggles of envy). Cases of the same phenomenon but in the other direction – there are two lexical items in the Albanian and one word or phrase in Spanish – are instances 7, 18, 19, 20, 21, 24.

- (7) *owner and mistress* – (Alb) *pronarja dhe nikoqirja* (owner and administrator) – (Spa) *la dueña* (the owner)
- (18) *stranger and alien* – (Alb) *të huaj e të ardhur* (strangers and aliens) – (Spa) *extraña* (strange)
- (19) *wearing and wasting* – (Alb) *çfilitur dhe vrerosur* (exhausted and embittered) – (Spa) *haberse torturado* (having tortured herself)
- (20) *tender and puny* – (Alb) *e dobët dhe e brishtë* (weak and fragile) – (Spa) *lo delicado* (delicate)
- (21) *economizing and stinting* – (Alb) *po kursuemë dhe po lemë veten në të keq* (we are saving and depriving ourselves) – (Spa) *las economías* (the economy)
- (24) *easy and effortless* – (Alb) *më e lehtë, më e vogël* (easier, smaller) – (Spa) *mas facilmente* (more easily)

In our opinion, the biggest loss in the translation of synonymic collocations is related to those consisting of three lexical items. 8 out of 15 instances in each translation have been rendered as expressions containing three elements. In

the other seven the number has been reduced to two leaving out one of the elements.

Contrary to our expectations, translatability does not seem to be a major factor in determining which of the lexical elements is omitted. Even though common sense would have it that the most likely item to be omitted would be the one that is the hardest to translate, this is usually not the case. If we refer to the Albanian translation of instance No.7, *comfortably, placidly, even merrily*, we find that it has been rendered by two lexical items, *të qetë e pothuajse të gëzuar* (in peace and almost content), which serve as equivalents of *placidly and even merrily* respectively. The first item has not been translated although it does not pose any difficulty. The same would be said about the Spanish translation. Even here the number of the lexical items has been reduced to two. The first, *de placido*, corresponds to *placidly* but this is where the similarity ends as the second item, *risueño bienestar* (promising well-being) does not seem to bear any semantic relationship to any of the lexical items of the original expression. Another interesting case would be instance No.8, *novel, fresh and interesting*. The Albanian translation is *të freskët dhe origjinale* (fresh and original). A comparison between the two reveals that only the second item, *fresh*, has been preserved, *të freskët* (fresh). The first, *novel*, and the third, *interesting* have not been translated. For *interesting* there is *origjinale* (original). The same occurs in the Spanish translation, *un nuevo y interesante* (a new and interesting). Here again, the first and third have been translated by their direct equivalents in Spanish while the second *fresh* is missing. The only example which, we believe, runs counter to this tendency would be instance No.9 and more specifically the lexical items *half-compounded* and *aqueous*. Both these terms are technical in nature and are characteristic of Hardy's preference for rare words often of Latin origin (Chapman, 1990). However, suited as they are to their particular context, they pose difficulty in translation, especially in Albanian as there are no direct equivalents for them. Faced with such a problem, the Albanian translator has opted for *të mugët, fantastike* (dark, fantastic), which, because of their meaning serve as replacements for the first word, *spectral*. The other two have not been translated. The Spanish translation, which reads *la acuosa luz spectral* (the spectral aqueous light) stays relatively closer to the original because two items out of three have been translated, *spectral, aqueous*, and also because they have been translated with their Spanish equivalents.

In conclusion to this section, the analyzed data indicate that the Albanian translations of the synonymic collocations with two lexical items are closer to the English original expressions than the Spanish translations. The Albanian translator has tried to stick to the original more than the Spanish translator, who translates with more variety. On the other hand, it is hard to take a position regarding the translation of the synonymic collocations with three lexical items. Here both translations seem on a par with the same number of instances translated with the same number of lexical items as their English counterparts. It is true that there are three instances (4, 11, 15) in the Albanian translation which have not been translated, but we believe they cannot be considered as conscious omissions because they occur in a chapter of the book that has not been translated as a whole.

4.2 Translation of Semantic features

4.2.1 Synonymic collocations with two lexical items

Next, the semantic content of the translations into Albanian and Spanish was analyzed. They were examined with regard to their semantic similarities and/or differences in relation to the synonymic collocations in the source text and to each other. First, we looked at both translations in order to identify the instances which could be considered literal recreations of the source-text expressions not only in their formal, but also their semantic-stylistic features. There are 18 instances of synonymic collocations with two lexical items in the Albanian translation which would count as quite close equivalents of their source-text counterparts. They are (1, 6, 7, 11, 14, 18, 19, 20, 23, 29, 30, 32, 34, 35, 38, 40, 41). In the Spanish translation there are 15 cases (1, 5, 6, 8, 9, 12, 13, 23, 29, 31, 34, 35, 37, 38, 40). Four instances are of Latin origin and have been translated by their direct Spanish equivalents.

- (23) foibles and vices – (Spa) las flaquezas y vicios
- (29) enmity or malice – (Spa) – ni enemistad ni malquerencia
- (31) so humble, so insignificant – (Spa) – tan humilde y insignificante

The rest of the expressions translated into Albanian and Spanish display semantic deviations of varying degrees from the original synonymic collocations. Closer to the above category would be those instances in which the meaning has been preserved but has been expressed with a different part of speech. Cases vary from those in which both elements undergo shifts in their parts of speech to the ones in which only one lexical item has been changed. In the Albanian translation we have counted three such cases. Two of them exhibit shifts in both lexical items.

- (6) *altering and improving* – (Alb) *me ndryshime dhe përmirësime* (with changes and improvements) [present participle to prepositional phrase]

- (15) *despised and disliked* – (Alb) *kishte ndjerë përbuzje e neveritje* (had felt contempt and disgust [verb to have + noun phrase])

In the other, only one of the elements has been translated with a different part of speech.

- (32) *the aged and lichened* – (Alb) *e vjetra dhe plot myshk* (old and full of lichens)

In the Spanish translation the situation is more or less the same with three translations where shifts occur in both lexical items,

- (4) *cursed and swore* – (Spa) *prorrumpio en denuestos y maldiciones* (burst into curses and maledictions) [verb to verb + prepositional phrase]
- (11) *loathe and hate* – (Spa) *no me tendría a mi misma ese odio y horror* (I wouldn't have in me this hate and fear)
- (15) *despised and disliked* – (Spa) *llena de desprecio y odio* (full of contempt and hatred) [verb to prepositional phrase]

and one in which there is a shift in one element.

- (5) *hate and detest* – (Spa) *Es usted odioso! Le aborresco* (You are hateful. I abhor you) [*hate* is translated with the adjective form]

A variant of these translation forms is that when the translated expression is not just another part of speech, but it is rather an explication, an elaboration of the meaning of the original through various linguistic means. One way is by translating one of the elements as an idiomatic phrase, while another as a whole phrase. There are three cases in Albanian,

- (5) *hate and detest* – (Alb) *unë s'ju shoh dot me sy. Ju urej* (I can't stand the sight of you. I hate you) [*hate* has been translated with an idiomatic expression]
- (21) *economizing and stinting* – (Alb) *po kursejmë dhe po lemë veten në të keq* (we are saving and depriving ourselves [*stinting* is translated as a phrase])
- (33) *decayed and disappeared* – (Alb) *ra nga vakti dhe u shua* (were impoverished and vanished) [*decayed* is translated as an idiomatic phrase]

and two in Spanish.

- (33) *decayed and disappeared* – (Spa) *vinieron a menos y desaparecieron* (were impoverished and disappeared)[*decayed* is translated as an idiomatic phrase]
- (10) *stagging and serpentine courses* – (Spa) *les hacía dar tumbos y hacer eses* (made them lurch and zigzag)

Further along the semantic continuum are the translations in which the original synonymic collocations have been reduced to a single word or phrase. In terms of their semantic content they are either a paraphrase of the meaning of the synonymic collocation as a whole or a recreation of one of the constituent elements only. As we indicated in the section on the formal features of the synonymic collocations, they are more numerous in the Spanish translation. The tables 3 and 4 below show the instances pertaining to the two above-mentioned categories in both translations.

Table 3:

Albanian Translation		Recreation of the meaning of one of the lexical items
	Paraphrase of the meaning of synonymic collocation	
1	(2) <i>scratched and scraped</i> – <i>Nuk i kishin fshirë ende pllackat e gjakut</i> (had not wiped out the bloodstains yet)	(8) <i>wrinkling and twitching her face</i> – <i>duke rrudhur turirin</i> (wrinkling her face)
2	(9) <i>restless and uneasy</i> – <i>u shqetësua</i> (she grew worried)	(22) <i>typical and unvarying</i> – <i>si tip i pandryshueshëm</i> (as an unchanging/unvarying type)
3	(16) <i>dust and ashes</i> – <i>i vdekur</i> (dead)	
4	(17) <i>flashes and flickerings of envy</i> – <i>shfaqet e lehta të zillisë</i> (slight manifestations of envy)	
5	(28) <i>struck and whizzed</i> – <i>posa binte zija e sahatit</i> (as soon as the alarm went off)	
6	(37) <i>temerarious and risky</i> – <i>punë me rrezik</i> (risky business)	

Table 4:

Spanish Translation		
	Paraphrase of the meaning of synonymic collocation	Recreation of the meaning of one of the lexical items
1	(2) <i>scratched and scraped</i> – <i>aunque medio borrado</i> (although half wiped)	(3) <i>the acme and summit</i> – <i>la cúspide</i> (the summit)
2	(14) <i>teave and slave</i> – <i>estoy hecha una esclava</i> (I have become a slave)	(18) <i>stranger and alien</i> – <i>extraña</i> (stranger)
3	(16) <i>dust and ashes</i> – <i>era como si no existiese</i> (it was as if he did not exist)	(20) <i>tender and puny</i> – <i>lo delicado</i> (tender)
4	(19) <i>wearing and wasting</i> – <i>haberse torturado</i> (having tortured herself)	(21) <i>economizing and stinting</i> – <i>hacemos las economías</i> (we economize)
5	(36) <i>speech and phrases</i> – <i>manera de hablar</i> (way of speaking)	(28) <i>struck and whizzed</i> – <i>repiqueteaba</i> (rang)
6	(41) <i>twisted and spun</i> – <i>retorciálas en excéntricos giros</i> (went round in circles)	(30) <i>tossed and turned</i> – <i>revolvíanse</i> (turned)
7		(42) <i>the sauciest and most caustic</i> – <i>la más ironica</i> (the most ironic)

As the tables indicate, the Spanish translator tends to translate with more variety, while the Albanian translator seems to be more rigorous in his efforts to recreate synonymic collocations as a whole in terms of their formal structure as well as their semantic content.

Finally, there are a few translated expressions which, in our opinion, display various kinds of semantic deviation from the source-text expressions. It could be denotative or connotative and might occur in one or both lexical items. 4, 12, 13 would be examples of translated expressions in which there is a semantic shift in one of the constituents. For instance, for (4) *cursed and swore* there is *i gërthiti dhe e shau*. Longman Dictionary of Contemporary English (1999: 337) defines *curse* with *swear* and *swear* as ‘*using offensive language, especially when one is angry*’ (1999: 1455). It is not clear though whether *curse* in the original is used strictly in this sense and not in its second sense, which, according to LDCE (1999: 337) is, *to ask God or a magical power to harm someone*. If we consider the Albanian translation, only the second lexical item is close semantically to the original expression. The first item, *gërthiti*, means *to shout or yell at somebody*, which presupposes anger and loudness, but otherwise bears no relationship to either of the original lexical items. *Crushing* in (12) *crushing and killing* is translated as *mizore* (cruel) in Albanian and *espantosas* (dreadful) in Spanish. LDCE (1999:332) defines *crushing* as ‘*very hard to deal with and making you lose hope and confidence*’. In the context of the novel it is used to refer to the overwhelming effect words from the Bible have on the main character of the novel, Tess. Even though the Albanian *mizore* (cruel) and the Spanish *espantosas* (dreadful) take up certain semantic traits of the original, showing no mercy and being fearful, they are secondary and it is clear that these lexical items deviate significantly from the original. *Unwonted* in (13) *strange and unwonted* has been translated as *hijerëndë*. LDCE (1999:1579) defines it as *unusual and not what you expect to happen*. According to the Dictionary of Albanian Language (2006: 386), *hijerëndë* figuratively means looking solemn or sublime. It is obvious that the Albanian word has no semantic relationship to the original one. This is not the case with the Spanish translation, though, where we find *singulares* (strange, quaint, odd, peculiar).

There are two synonymic collocations, (27) *the season developed and matured* and (44) *make the life bitter and black to people like me*, which have been translated as single phrases, respectively (Alb) *po vinte vera* (summer was coming) and (Spa) *Iba adelantando otra vez el buen tiempo* (good weather was being late again). Both translations seem like they have little to do with the meaning of the source-text expression. However, on closer examination, it could be said that somehow the translations paraphrase the meaning of the original. The Albanian translation sounds closer to the original than the Spanish one. Yet, both equally miss out on the metaphorical effect of the original.

4.2.2 Synonymic collocations with three lexical items

In the analysis of the semantic aspects of the translation of these synonymic collocations we first focused on the instances translated with three lexical items. In our opinion, instances 2, 3, 5 and 13 in both translations, are the closest to the original. Thus, the Albanian translation for (2) *exhausted, aged and attenuated* is *i drobitur, i plakur, gjysmë i shteruar*. There is a high degree of semantic equivalence between the lexical constituents, even though their order in the translated expression may not reflect that of the synonymic collocation in the source-text. The English – Albanian

Dictionary (2000:343) translates *exhausted* as *i kapitur*, *i dërrmuar*, *i shteruar*. The third item, to which *gjysmë* (half) is the one that has been used in the translation of the synonymic collocations. For *attenuated* EAD (2000:59) gives *i ligur*, *i dobësuar*, which emphasize loss of strength as a result of illness, age etc. The adjective *i drobitur* derives from the verb *drobit* defined by the Dictionary of Albanian Language (2006: 218) as *rraskapit* (exhaust), *dërmoj* (wear out, exhaust), *dobësoj* (wear out). Based on this, it is not absolutely clear whether *i drobitur* replaces *exhausted* and *gjysmë i shteruar* replaces *attenuated* or it is the other way round. The Spanish translation is *caduco*, *exhausto*, *y mortecino* (decrepit, exhausted, and weak/dying). As the back-translation shows, even the Spanish translation does not stick to the order of the source-text expression; the second and third items are used for *exhausted and attenuated*, whereas *caduco* (decrepit) for *aged*. No. 13 seems to display the highest degree of similarity not only to the original but also to each other.

The main semantic component underlying (3) *nebulous*, *preoccupied*, *vague*, is that of vagueness, lack of clearly defined contours. This is especially the case for *nebulous and vague*. The second lexical item, *preoccupied*, adds a somewhat different dimension to the collocation. This meaning relationship, though, has been kept in both the Albanian translation, *e vagët*, *e hutuar*, *e papërcaktuar* and the Spanish translation, *nebuloso*, *preocupado*, *y confuso*.

There are also other instances consisting of three items that, in Albanian or Spanish but not in both, manifest a fair degree of semantic similarity to the English expressions. The Albanian translation of instances 6 and 10 would illustrate this point. No.6 has been translated as *të paqartë*, *të turbullt*, *e të mbytur*. The synonymic collocation in the source-text refers to musical notes and the main semantic trait is their lack of sharpness. The Albanian translation succeeds in conveying this same semantic component by lexical means that stay fairly close to their English counterparts, even though they may not be taken as perfect equivalents. The Spanish translation consists of two items, *débiles y cohibidas* (weak and inhibited), which summarize the semantic essence of the original without recreating it in its entirety.

There are two instances in the Spanish translation which are felt to be quite close to the English collocations mainly due to the use of the Spanish direct equivalents. Examples are Nos.4 and 11. Instance No.4 *stultified*, *shocked*, *paralyzed* is translated as *estupefacto*, *paralizado*, *anonadado*, while No.11 *heterodoxy*, *faults*, *and weaknesses* as *defectos*, *debilidades y heterodoxia*. One thing to be noted is the fact that while the translations stay quite close to the original expressions semantically, the order of the lexical elements is different. In the Albanian translation the above synonymic collocations have not been translated.

Some other synonymic collocations with three lexical items have been rendered as expressions consisting of two constituents. Instances in which this occurs in both translations are 7, 8, 9 and 12. No.7, *lived comfortably, placidly even merrily* has been translated respectively as *jetonin të qetë e pothuajse të gëzuar* in Albanian and *disfrutaban de placido y risueño bienestar*. The first thing that catches the eye is the reduction of the expression into two elements. Secondly, a shift in the part of speech is noticed in the translated expressions. What are adverbs in the original have been rendered as adjectives into Albanian and prepositional phrases into Spanish. The Albanian translation recreates the second and third item while leaving out the first, *comfortably*. The Spanish translation seems to stray somewhat from the original in two aspects. The first is the use of the verb *disfrutaban* (took advantage of). Secondly, the semantic essence of the English lexical items has been summarized in one single word, *bienestar* (well-being, welfare) which is modified by two adjectives *placido* (placid, serene) and *risueño* (promising). A typical case is No.12. For *unwarped, uncontented, untrammelled* we find (Alb) *të pagjymtuar dhe të pa ndrydhur* (not crippled and unrestrained) and (Spa) *libre y desembarazado* (free and unrestrained). What both translations have in common is the fact that the first element translates the first and second item of the synonymic collocation. In the context of the novel the synonymic collocation refers to life and existence. The difference, if any, lies in that the Albanian uses a somewhat more specific term, whereas the Spanish employs a more general one.

5. Conclusion

Synonymic collocations constitute an important stylistic feature of Hardy's novel *Tess of the d'Urbervilles*. However, they present the translator with a challenge due to their complex structure and multifaceted aspects of meaning that have to be recreated in the target texts. In the present paper we tried to analyze the way they were dealt with in an Albanian and a Spanish translation.

As we have already said, synonymic collocations fulfill their stylistic-communicative function by juxtaposing two or more semantically related lexical items. Therefore, an ideal translation of them would be one which produces an expression with the same number of lexical constituents and the same semantic content. Based on this premise, we set out to investigate the degree to which this was achieved in both translations.

As far as their structural make-up is concerned, we found the number of synonymic collocations consisting of two lexical items translated as expressions with two lexical items greater in Albanian than in Spanish. This is something that

ran counter to our expectations as we had thought that as Spanish is a Latin language and as a considerable number of the lexical items in the synonymic collocations are of Latin origin, they would be translated mostly with their direct Spanish equivalents. It also shows that the Albanian translator has tried to stick to the original more than his Spanish counterpart. The same cannot be said about the translation of the synonymic collocations with three lexical items. We found eight instances in both translations containing three lexical items.

The most common deviation from the original is the translation of the synonymic collocations as a single word or phrase. Due to the greater number of collocations translated into Albanian as two-item expressions, this occurs more in Spanish than in Albanian. There are a few cases where this happens simultaneously in both translations. However, the cases when this happens in one of the translations but not in the other are more numerous. The biggest loss in this aspect is related to the synonymic collocations with three lexical items. There are seven instances in the Spanish translation that have been rendered with less than three lexical items. The situation seems worse in Albanian where there is no translation at all for three instances.

We have looked at the semantic content of the translated expressions as a continuum; on one pole there lie the ones which are closer to the original expressions, and then, further along the continuum there are those which display varying degrees of semantic deviation. The translated expressions that may count as close equivalents to the original ones are those that have been translated with the most obvious options and could be considered literal recreations of the original synonymic collocations. There are 18 instances in the Albanian translation as opposed to 15 in the Spanish translation that meet the above criteria. This finding is in line with the first one about the translation of the formal features of the synonymic collocation and constitutes further support for the hypothesis that in general the Albanian translation stays closer to the original than the Spanish translation. Besides, it indicates once again that the fact that the language into which the synonymic collocations are translated does not seem to play any major role. The closest variant to this category is the one that consists of lexical items semantically close to their original counterparts but differing from them in their part of speech. Further along the meaning continuum there are a few cases which display varying degrees of semantic shifts in separate components or in their entirety. These also constitute the opposite pole of this semantic continuum.

Finally, on the basis of the above analysis, we would conclude that:

1. The Albanian translator stays closer to the original than the Spanish translator. The latter prefers to translate with more variety.
2. The fact that the Albanian translation is closer to the English original is first seen in that more English synonymic collocations have been translated as such into Albanian than into Spanish. Furthermore, this is not restricted to the translation of their structural features, but extends over to their semantic content. This is not just a corollary of the first but is related to the Albanian translator's extra efforts to stick to the original.
3. Contrary to our expectations, the fact that the synonymic collocations are being translated into Spanish does not seem to affect their degree of equivalence in any significant way.

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Citizenship and Educational Policies in Europe

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Abstract

If education is an investment for the future, citizenship education is an investment for the democratic future of Europe. The concept of citizenship has always been associated with a complex set of rights and duties explainable on the basis of a common membership recognized and shared. Democracy is not something taken for granted, nor an abstract concept. It requires investment and responsible actions of citizens in daily life. In an age where young people are deserting the polling stations and the public and political life, it is urgent to address the question of education for democratic citizenship, a long-term investment for the promotion of human rights, tolerance and cultural pluralism. This article identifies in European projects, the most advanced experiences of European citizenship. It is a rich and varied projects that show how schools across Europe can learn from each other and how the United States can mutually acquire information and suggestions in order to develop effective policies for the development of citizenship education

Keywords: citizenship education, Europe, multiculturalism, European citizenship.

1. Introduction

The strengthening of social cohesion and solidarity in society is one of the main objectives that confront political leaders of all the countries of Europe. To get there, it is important to agree on a preliminary on the meaning of what it means to "act as a responsible citizen". From here derives the need for each country to define its own national concept of 'responsible citizenship'. However, it should be noted that, in general, to define the term "citizenship" is already among the most difficult task. Its meaning and its perception is different from one country to another, even when there is no equivalent term in the national language, as happens in some countries.

In this context, education plays an important role and can contribute significantly to promote active and responsible citizenship. In addition to her parents, her family in an extended sense of the term, friends and the local community, the school is the main place of socialization. One of the educational goals of the school has always been to prepare young people for adult life. It is therefore essential that the school sends students the basic skills and knowledge that prepare them to participate in society by positively contributing to its evolution. Two major issues related to these issues are being addressed in this article:

- There is a national concept of 'responsible citizenship'? If yes, what is of significance in the relevant sources of law?
- What are the main characteristics of educational policy regarding the role of the school system in the development of a "responsible citizenship" as defined in the official reference?

2. The Concept of 'Responsible Citizenship'

The definition of 'responsible citizenship' and the concept of citizenship education, which is closely related, are based to some extent on the definitions established by the Council of Europe as part of its project on Education for democratic citizenship¹.

As a starting point, the "citizens" can be considered as "people who coexist in a society." Over the past decades, societies have changed and, with them, the theoretical concepts and practical applications of citizenship. The concept is transformed and expanded to such an extent that the styles and patterns in our relationships with others in various ways. Far from being limited to the national level, the concept of harmonious coexistence among citizens refers to the community in all contexts - local, regional, national, and international - in which individuals live.

¹ European Council, Karen O'Shea: *Developing a Shared Understanding. A Glossary of Terms for Education for Democratic Citizenship - Comprendre pour mieux se comprendre. Glossaire des termes de l'éducation à la citoyenneté démocratique* (Strasbourg, 2003).

The notion of 'responsible citizenship' raises questions about consciousness and knowledge of rights and duties. It is also clearly linked to civic values such as democracy and human rights, equality, participation, cooperation, social cohesion, solidarity, tolerance of diversity and social justice. The concept of 'responsible citizenship' is widening more and more since they were adopted by the Member States of the Council of Europe² a number of specific recommendations and resolutions designed to promote this issue. The European Commission has also published in the White books and in many studies on this topic, which has become a priority for many European countries.

Citizenship education refers to education that the school aims to equip young people's ability to contribute to the development and welfare of the society in which they live as responsible citizens and active. In the vast field covered by its objectives and its content, we can distinguish three key thematic issues of citizenship education which, essentially, is to try to develop in the students:

- a) A political culture,
- b) Critical thinking and certain attitudes and values,
- c) Active participation.

The development of a political culture may include:

- the study of social institutions, political and civic organizations, as well as human rights;
- the study of the conditions in which people can live in harmony, social issues and current social problems;
- preparing young people to exercise their rights and duties as defined in national constitutions;
- promoting the recognition of the cultural and historical;
- promoting the recognition of cultural and linguistic diversity of society.

The development of critical thinking and certain attitudes and values is based, for example, on:

- The acquisition of skills necessary for active participation in public life as a responsible citizen and critic;
- The development of recognition of and respect for self and others in order to foster greater mutual understanding;
- The acquisition of social and moral responsibility, including the self-confidence and responsible behavior towards others;
- Consolidation of the spirit of solidarity;
- The construction of values that take full account of the plurality of points of view within a company;
- Learn to listen and resolve conflicts peacefully;
- Learn how to contribute to a safe environment;
- The development of more effective strategies to combat racism and xenophobia.

Finally, the active participation of students can be encouraged through the following means:

- Allowing them to be more involved in the community in the broad sense (at international, national, local and school);
- Providing them with practical experience of democracy at school;
- Developing the individual's ability to commit towards each other;
- Encouraging pupils to develop joint initiatives with institutions (such as associations, international organizations and public bodies) and projects that involve other communities.

A comparative survey carried out by the Eurydice Network, (*Citizenship Education at Schools in Europe*), revealed that the translation of the term "citizenship" in the national languages does not necessarily produce an equivalent term that refers to the role of citizens in a society in which coexist with others. In some countries and depending on the context, the term translated can summon or a legal or a social role while in other languages these dimensions are insignificant or do not exist. In the national language of many countries, the term "citizenship" expresses only the legal relationship between the citizen and the state.³

The majority of the sources of national law does not define explicitly the notion of "responsible citizenship" despite

² European Council: Final Declaration. Second Summit of Heads of State and Government of the Council of Europe - Déclaration finale. Deuxième Sommet des Chefs d'État et de Gouvernement du Conseil de l'Europe (Strasbourg, 10-11 Octobre 1997); Consiglio di Europa, Comitato dei Ministri: Declaration and Programme on Education for Democratic Citizenship, based on the rights and the responsibilities of the citizens - Déclaration et programme sur l'éducation à la citoyenneté démocratique fondée sur les droits et les responsabilités des citoyens (Strasbourg, 1999); Consiglio di Europa, Comitato dei Ministri: Recommendation to Member States on Education for Democratic Citizenship - Recommandation aux États membres sur l'éducation à la citoyenneté démocratique (Strasbourg 2002).

³ *Citizenship Education at Schools in Europe*, Bruxelles, Eurydice, 2005

being present in several official documents. Many countries use another expression to refer to the definition of 'responsible citizenship', as for example: "civic participation" (Latvia, Romania), "civic skills" or "civic consciousness" (Poland), "civic engagement" (Romania) or "civic rights and duties" (Germany, Lithuania, the Netherlands, the United Kingdom, and Scotland). Generally, it can therefore be said that the 'responsible citizenship' concerns matters related to the knowledge and the exercise of the rights and civic responsibilities. All countries associate the concept to certain values closely linked to being a responsible citizen. These values include democracy, human dignity, freedom, respect for human rights, tolerance, equality, the rule of law, social justice, solidarity, responsibility, loyalty, cooperation, participation, the spiritual, moral, cultural, mental and physical. Despite the fact that some countries give more or less importance to one or other of these notions, it is generally agreed that they all contribute to the overall understanding of the concept and its implementation. Almost all countries refer to their constitution or other specific documents in the field of education (curriculum, education laws, other official documents) as sources that express in the best way their notion of 'responsible citizenship'.

In the Czech Republic, for example, the responsibilities of citizens towards other individuals and towards the community, is emphasized by the Constitution. This also puts the emphasis on values such as human dignity, freedom, equality, respect for human rights, the respect of the natural, cultural, material and spiritual respect for the law and the authorities.

In Germany, the concept of 'responsible citizenship' is part of the Grundgesetz (Basic Law), Article 33 states: "All Germans have, in each state, the same civic rights and duties."

The general curricula of Lithuanian schools of general education (1997), state that a citizen is a person conscious of his rights and obligations and able to participate constructively in public life. The curriculum specifies that the "responsible citizenship" is based, for example, on moral principles and core values. In Scotland, the notion of citizens as "people who live in a society" is debated and discussed in the consultation document Education for citizenship in Scotland published by the Learning and Teaching Scotland: "Citizenship implies the enjoyment of rights and the exercise of the duties in different types of communities. This concept of citizenship encompasses the specific notion of political participation by members of a democratic state. It also includes the more general concept according to which citizenship covers a range of participatory activities, is not overtly political, that affect the social welfare of the community. (...) The citizenship is to take decisions and make informed choices as well as take action individually and as part of the collective processes. "Most of the countries of Eastern Europe has stressed the importance of the historical dimension that covers the term" civil society".

In the early 90s, when they were established democratic principles to their societies, these countries have experienced profound changes. The social and political changes of the last two decades have significantly influenced the meaning and role of 'responsible citizenship' and, therefore, the idea of citizenship education; This development has prompted experts and policy makers to reconsider the role of curricula and, more specifically their influence on the formation and development of a democratic political culture. In several countries, especially those that include many minority groups, the concept of 'responsible citizenship' is also closely associated with the policy of integration of non-citizens, such as people living in the country for a long time, or even that we are born, but do not have the nationality.

Estonia, for example, has launched a state program integration planned between 2000 and 2007, whose main objective is to promote the integration of non- Estonians into Estonian society. One of the three sub-programs of integration, known by the name of "social competence", has as its basic objective the formation of a "socially responsible Estonian population" and "the active participation of the inhabitants of Estonia to the development of civil society, whatever it is their nationality and their mother tongue".

3. The Principal Guidelines of Educational Policy

To the extent that the school is one of the leading institutions for socialization, it is also extremely important to analyze how the educational policy of each country promotes, through its own school system, the 'responsible citizenship'. All countries have declared that they promote this concept, some as a priority, through legislation in the area of education, white papers, action plans and decrees, etc. The majority of countries explains how pupils / students are guided in the school system through a path based on the three above-mentioned objectives of citizenship education, namely the acquisition of a political culture, the development of critical thinking and certain attitudes and values the active participation.

In the German state of North Rhine - Westphalia, for example, Article 1 of the Gesetz zur Ordnung des Ersten Schulwesens (First Act on the Education System) provides the following: "Young people need to be educated in a spirit of humanity, of democracy and freedom, a goal of tolerance and respect for the convictions of others, of responsibility for

the preservation of the natural environment. (...). The young people should be able to prove that they can successfully serve the community, family, profession, individuals and the state".

In Cyprus, according to the Primary School Curriculum (2003), the education provided in public schools "has the purpose of contributing to the harmonious development of democratic and responsible people, who have the knowledge, skills and abilities to cope with a changing world. At the same time, pupils must be ready and able to contribute, through their actions, the political, economic and social development of their country and the wider European society to which they belong".

In Finland, the legislation on basic education in 1998, said that "the aim of education described in this Act is to support the development of pupils as individuals with a sense of humanitarian and ethical and responsible members of society." Following a decree Government issued by the Minister of Education in 2001 states that "the goal of education is to support the development of students to become harmonious and individuals with a healthy ego, members of a society capable of exercising a critical opinion on their social and natural environment. At the base is the respect for life, nature and human rights, as well as the appreciation of the study and their personal work and that of others".

Interestingly, some Nordic countries such as Estonia, Finland, Iceland and Norway include respect for nature among the items to be promoted in the context of the development of 'responsible citizenship' of pupils. Few countries establish an explicit link between education on the one hand and religion and / or Christianity on the other.

In Germany, the Erstes Gesetz zur Ordnung des Schulwesens (First Act on the Education System) (Article 1) of the Land of North Rhine – Westphalia, includes the "respect for God" as one of the main objectives of education. According to Icelandic law school, methods and educational practices should be characterized by tolerance, Christian ethics and democratic cooperation. In the preamble to the Norwegian Education Act of 1999 reads that "the primary and lower secondary school contributes, in collaboration and agreement with the family, to dispense to the students a Christian education and morality. (...) The upper secondary education contributes to bestow knowledge and understanding of basic Christian and humanist values, the national cultural heritage, democratic ideas and a way of thinking and scientific work".

Preparing young people to participate constructively in the national and European society is one of the main objectives of educational reform in the new Member States of the EU, particularly the former socialist countries. In the last decade there have been major reforms in the countries of Eastern Europe. The reforms of the public education system are based upon the common heritage of European political values, cultural and moral reflexes in human rights as befits any State governed by the rule of law and based on a pluralist democracy, tolerance and solidarity. All the countries of Eastern Europe underline the importance of strengthening the power of integration and social cohesion in the country.

In the Czech Republic, the *National Programme for the development of education* puts emphasis on strengthening the cohesion of society, support for democracy and the preparation of cooperation between the European and global society. It also emphasizes the need for a transition between the acquisition of facts and theoretical knowledge on the part of the pupils and the development of skills and competencies needed to live in a healthy, responsible and well-informed within the company, with the other.

In Latvia, the *Concepts of Education Development (2002-2005)* attempt "to make changes in the education system so as to promote the formation of a democratic and socially integrated"

In Lithuania, the *National Education Strategy for 2003-2012* defines the mission of education in the following terms: "to help the student to understand the contemporary world, to gain a cultural and social competence and to become an independent, active and responsible, strong-willed and able to constantly learn, who builds his own life and that of his help to build community"

The changes related to education reform in Slovakia after 1989 included in particular a greater focus on democracy, autonomy of schools, an expansion of the rights of students and their families, respect for non-native citizens and the general awareness of the location human rights in a global society.

4. The Participation of the School in Society

One of the most important ways to capture the behavior of a responsible citizen is to take an active part in society, exercising their rights and duties. In addition to acquiring greater familiarity with democratic principles and the related organizational measures, it is important to put into practice what has been learned in school. In almost all European countries, schools are trying to engage their students in the activities of the company and vice versa. The schools and civil society can connect in two different ways: either the representatives of the public can be involved in school activities, or, alternatively, students can cross the boundaries of their school and experience the many aspects of life in society. In society, schools can find numerous counterparties with which associate to transmit to the students the behavior of a

responsible citizen. There may be students from other schools at the national and international members of the local community and representatives of institutions, enterprises or non-governmental organizations (NGOs).

The school participation may include a variety of activities ranging from information initiatives to their actual involvement in everyday life of the local community. Such activities may include the following:

- Partnering and exchanges between students with schools in other countries, including the correspondence of the pen;
- Days "open doors" or school parties, at which the citizens of the area are invited to visit the schools to find out how they work and to meet the students;
- Visits to nearby institutions or groups in the community, including police, firefighters, museums, local or national authorities, specialized centers for vocational guidance, religious institutions, NGOs, shelters for children with special educational needs, the elderly and refugees;
- Simulations of elections, modeled on the national elections or the European Parliament and simulation games work councils or parliaments citizens;
- Fundraising to support projects of charity and solidarity, especially for the benefit of children living in developing countries or who are victims of natural disasters;
- Volunteers, including help in nursing homes for the elderly, or cleaning the play areas or local parks;
- Internships short term for secondary students is to introduce them to working life and give them the opportunity to meet potential future employers.

Schools have a variety of potential partners to support their participation in the activities of civil society: public authorities, businesses and industries to local, national or even international, cultural institutions, religious or social, youth associations and institutes of higher education.

Moreover, in all countries schools can cooperate with NGOs or international organizations. For example, they can take part in the campaigns of NGOs such as Greenpeace and Amnesty International, the activities of charitable institutions or other care organizations (eg, UNICEF, UNDP, Red Cross) or projects of international organizations like the United Nations.

5. Conclusions

In conclusion, it is clear that one of the most important tasks of citizenship education is to prepare pupils for their future role as active citizens who contribute to the welfare of society. The most effective way to do that is to give them the opportunity to experience firsthand what it means to be responsible civic action, reducing the gap between the school, as a microcosm closed, on the one hand, and the real world on the other. In other words, it is important to give young people the opportunity to be involved in the daily operation of the local community, but it is no less important for them to have taken previous responsibilities within the structure and organization of their school. Only if schools bring into being what they teach can persuade students that their commitment to citizenship must be done seriously. And the most convincing way to do this is to encourage a participatory and democratic ethos involving both pupils and parents, their main models, decision-making processes of the school.

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Meeting of Cultures. Intercultural Competence in Education and Upbringing

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Abstract

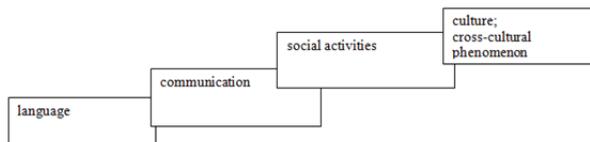
In the article we can find a hypothesis saying that the aims of education / learning of a native language or foreign languages change and that is why complements should be introduced. Consequently, present aims include: language, communication, social and cultural activities. In the article definitions and ways of building of intercultural competence are discussed. The important elements of the competence are indicated, these elements are: the definite range of knowledge and abilities concerning both native and foreign realities. They include: everyday life (dishes, beverages, meal hours, table manners), conditions of life – standards of life, interpersonal relations, system of values, opinions and attitudes (regional cultures, history and tradition, religion, stereotypes, cultural standards). Program propositions which are possible to introduce into language teaching are presented. Verbal and non-verbal ability to act in native and foreign language contexts, which are everyday-life-culture-oriented, are shown, including the ability to use language strategies. Sociology and culture of everyday life in today education and upbringing complement didactics. I propose the metaphor of interpersonal space to introduce it. For didactics it is a meeting with Other, Stranger, Another. There are four types of characters which inhabit these areas: enemy, stranger, weirdo and neighbour. We can meet all of them during classes. Our activities should aim at tolerance, but it does not mean resigning of diversity and distinctness. Another element included in the program of contemporary culture are contexts of everyday life. They are commonly used in programs and course books. Therefore, we have texts about work, school, leisure, and about the most typical thing which is meeting other people and establishing various relations with them. Still, contexts of everyday life differ at the moment of meeting with other culture. We can enumerate six types of relations which constitute interpersonal space: contacts (meetings), interactions, social relations and ties, social identity and virtual references. Interpersonal space in action is the basis for building communicational competence and at the same time cultural and intercultural competences, which are part of it. Activity towards one's own culture and the knowledge of activity, values and rules of the target culture were emphasized. The latter includes tolerance, empathy and the ability to solve problems referring to particular, intercultural situations of activity. Didactic propositions using techniques and trainings of creating of intercultural abilities are included in the article.

1. The Other, The Stranger, The Second in education and upbringing

The development of a network society and globalization processes place every teacher in a situation of tough choices. We often ask ourselves, how to teach, what to teach? We know perfectly well that in contemporary reality it is not enough to educate a linguistically efficient pupil or student. We face a choice of teaching and educating communications and culture in the first and second language. And, by implication, we touch upon the problem of our own and our fosterlings' identity. We ask ourselves a question, where are the boundaries of the *The Other, The Stranger, The Second*? Should the category of identity be present in the classroom? As accurately observed by Zygmunt Bauman, identity is not something given, „it has to be acquired, [...] it can not be acquired once and for all, but it has to be acquired over and over again, selecting each time from a different set of possibilities, but without knowing in which direction (Bauman 2004). Contrary to what the author suggests though, the identity of individuals is not discovered, but created (Chymkowski 2004, 100) „ Identity understood this way is a reflective interpretation of a certain continuity across time and space (Giddens 2001). Therefore it requires consistent training within cultural and intercultural communication. Another problem to be resolved by the teacher is the relationship: language, communication and culture in the sense of linguistic communication and native culture as well as foreign linguistic communication and culture.

The purpose of this article is an attempt to expand didactic activities within language and culture education by the subject area of culture and sociology of everyday life and to include the notions: competence, intercultural competence within the model of competences acquired in the process of teaching and learning . As a result of globalisation processes and changes in society and culture the purposes of teaching must take into account the area of cultural and cross-cultural activities . Consequently, the current goals of teaching/learning include: language, communication, social and cultural activities.

Diagram 1. The goals of teaching and learning in contemporary didactics



I put forward a hypothesis that the culture of everyday life nowadays constitutes a basis for the introduction of a range of competences, and the concept of competence as used in educational literature actually refers to communicative competence. I suggest the classification of new competences recorded in the *Common European Framework of Reference for Languages* (CEFR 2003) and required in teaching, and thus, not only teaching the language but also teaching about the culture, for the culture and through the culture. In questions about knowledge and competence clearly the problem of procedural knowledge appears, but so does the problem of specific linguistic and cultural activities.

Sociology and culture of everyday life in contemporary education and upbringing constitute a supplement of didactics. To introduce it I suggest a metaphor of **interpersonal space**. For didactics this is a meeting with the *The Other, The Strange, The Second*. (Sztompka 2009, 40). These areas populate 4 character types: enemy, stranger, weirdo and neighbour. In a classroom we can meet each of them. Our actions should aim at tolerance, which does not mean giving up on diversity and difference, does not mean melting our specific characteristics in the common homogenous pot of the global culture.

Another element in the programme of contemporary culture are contexts of everyday life. They appear widely in programmes and textbooks. This is because we have texts on work, school, leisure and, what is the most typical – meeting other people and establishing diverse relationships with them. However, the contexts of everyday life differ while meeting another culture. We can distinguish six types of relationships that constitute interpersonal space: contacts (meetings), interactions, social relationships and bonds, social identity and virtual reference (Sztompka 2009, 36). Social contact is the simplest relationship. This event assumes copresence in space and mutual awareness of this copresence. In such space we may differ in respect of behaviour, outfit, respecting the distance - that is those elements that arise from our culture. The interaction, however, is more important than the contact, since focusing on actions, both verbal and non-verbal is what matters (gestures, body language, facial expressions,). The basis of interaction is conversation and focusing on the actions of the other person, as we expect well-known principles of interaction, whereas in a conversation with a foreigner these verbal and non-verbal actions may be different. Social ties are connected with emotional factors, personal engagement. Shared experience connects people, but may also bear our differences between them. That is where knowledge how to behave communicatively when we „differ beautifully” is required. The virtual relations in which the meeting of different cultures takes place must also be mentioned.

Interpersonal space in activity is the basis for building communicative competence, and consequently for cultural and cross-cultural competences which constitute its components. The material in respect of knowledge and skills is included in the *Common European Framework of Reference for Languages* (CEFR 2003). It is worthwhile to append this area with something that constitutes the condition of interpersonal space in our times. „Revolutionary transformation of communication tools has taken place, whereby the act of conversation is no more subject to any space and time limitations. We communicate with others regardless of where we are from (...), language barriers fall (Sztompka 2009, 45) but the barriers resulting from culture and sociology of everyday life remain. The cultural space in the teaching of the native and foreign language has also found its place in CEFR, which „also defines the cross-cultural awareness of learners. It stems from the knowledge of awareness and understanding of relationships between „the world of the learner” and „the world of the taught language” and marks awareness of existence of regional and social differences within these two worlds” (Gëbal 2010, 83). The catalogue of knowledge comprises issues related to everyday life and living conditions, interpersonal relations, system of values and ethical-cultural references, the body language in interpersonal relations as well as paying visits (CEFR 2003, 38).

Competences described in the CEFR require clarification

2. Competences in the CEFR

The notion of competence and strategy occupies a central position in contemporary teaching of the native and foreign language. The CEFR defines competence as „the totality of declarative knowledge, abilities and skills as well as the

features of character of a given person, which factors determine their mode of action " (CEFR 2003, p. 20). Iwona Jankowska defines competence as „knowledge, skills and attitudes, which the language user acquires and shapes throughout their life experience, and which allow them to face the requirements of communication, both in terms of language and culture" (Jankowska 2011, p. 58–59). In other words, competences are subordinated to social activities and culture. The CEFR lists the general competences and communicative competences. Communicative competences include linguistic competence, which covers „knowledge and ability to apply systemic knowledge of a language, such as phonology , morphology , syntax, lexis and semantics regardless of sociolinguistic and pragmatic aspects related to the use of language forms" (CEFR , 2003, p 23). The description was supplemented with spelling and orthoepic competence. Sociolinguistic competence refers to the social dimension of communication. It takes into account determinants of social relations, polite expressions, expression registers, varieties and styles . It also takes into account situations that define specific linguistic behaviour (CEFR , 2003, p 24). Pragmatic Competence refers to the " functional use of language , the implementation of pragmatic functions (speech acts) with the use of using the standard discussion scenarios and negotiations " (CEFR , 2003, p 24). Multilingual and multicultural competence was also highlighted in the described document. The authors explain that " the individual components making up the cultural competence of a given human being (standard, regional , group culture) derived from their individual experience do not exist separately or separately next to each other - on the contrary , they influence each other , are constantly compared and contrasted with each other, forming as a result his/her unit multicultural competence " (CEFR , 2003, p 17).

Another concept associated with competences are the strategies of language learning. Extending the educational objectives by social activities and knowledge and cultural skills requires choosing a specific type of effective action . Thus, the " strategies are measures applied by the language user in order to mobilize and control their own language resources and activate their skills and ways of doing things to effectively perform the task to the fullest or in the most economical manner, in accordance with the stated objective and a given context of communication " (CEFR 2003 p 61). The strategies of reception, production, interaction and mediation are particularly important.

The typology proposed in the document drawn up by the Council of Europe allows to assign levels of language proficiency, identify general and communication competences, to create diverse programmes and textbooks. It also helps in conducting examinations and compiling test tasks.

3. Terminology stipulations: culture, cross-cultural dialogue, cultural standards

Cultural issues can be considered from the perspective of an entity , in which the focal point is the man and his actions. He is the driving force of the duration of change. I refer here to the theory of Andrzej Zachariasz (2001), whose concept of culture is a reality that is created as a result of human activity through his experiences and actions (Zachariasz 2001, p. 193). Cultural entity experiences culture, but also creates, understands and lives it. Meaning remaining in specific relationships with other meanings becomes the basic element (thus creating systems of meanings). This meaning is cognitive, contains specific information about the subject , and also has an emotional function. So it is accomplished in an action of a specific entity. The elements of so understood culture are stereotypes, autostereotypes and cultural standards, often referred to as patterns or scripts (compare Tabakowska 2001, p. 193; Wierzbicka 1999, p. 164). Implementation of the standards of action „manifests itself in verification of abstract meanings, conceptual operations, creation of private knowledge and private tasks, intellectual taming of changes" (Torenc 2007, p. 30).

The term culture shall be here understood as valuation, beliefs and standards adopted by the society as well as behavioural patterns and patterns of conduct in practice, which address the needs of a certain community. Looking at culture from the point of view of human activity we take into account the knowledge of the standards in a given society. So culture includes standards of human actions and behaviour (Eller 2012, p. 33-69). These definitions mean that we can tentatively accept the concept: culture, consisting of nature, civilization and culture, with such elements as: space, przestrzeń, schemes and patterns of actions, interpretations of values, system of values (*Technik...* 2006, p. 15). Another concept closely connected with cross-cultural dialogue is cultural communication, which is „a type of conduct that creates social life by making it possible for an individual to participate, identify with and negotiate this life" (Mikołowski-Pomorski 2006, p. 20). It is a socially active factor and is governed by two principles:

a) each conversational community bears traces of culturally defined means and meanings of communicative conduct, and communicates effectively and according to the context;

b) communication is a heuristic, behavioural resource used to perform cultural functions in the lives of individuals and communities (Philipsen, 2003, p 35 - 72). If we translated these definitions into the notion of culture in functional terms, then it would include the following elements: social bond, values and expectations, and also realities, patterns of behavior, ideas, institutions. All these elements are subject to interpretation. It is worth noting that the user of a given

culture does not always realize all the exponents of their own culture, and even more so the culture of the *Other*. The surprising element in this kind of thinking is an overall coherence of values ideas and behaviour. In education, we mostly take into account the most common patterns of behavior, values and interpretations in relation to, for example, literary text, and forget about the whole range of indicators that go beyond awareness of those participating in culture. No let us look at the areas, in which there is culture. It may be realities, institutions, traditions, language, everyday lifestyle. These various manifestations and patters are important for interpersonal relations. This collective cooperation in culture, using specific conventions and meanings, forms the basis of cultural standards characteristic for each country.

Dialogue, a meeting is the form of mutual, two-way, reversible communication. It is always accompanied by: the language, social, and cultural context. Dialogue is equivalent, which means that it utilises negotiated forms and content . Dialogue is the interaction, mutuality and understanding . It mostly unites, does not divide. In contacts between people or groups speaking different language and living in different countries we deal with intercultural dialogue. Today intercultural communication takes place in a new space. It is multilateral, global, discovers new patterns and models. Globalisation significantly changes the terms, intensity and the course of the intercultural dialogue.

The suggestion to demonstrate intercultural dialogue and teaching intercultural competence concerns introducing in the world of everyday culture, native and another, second. The aim is to show the multiplicity and diversity, as after all, we are dealing with two or more ethnic groups. Comparative material here may be the analysis of cultural standards and functioning autostereotypes for instance in Albania and other countries, such as Poland.

1. Intercultural dialogue requires the use of cultural standards present in the native and foreign culture for the functioning of the native and foreign language.
2. Intercultural competence should be an important part of education.
3. Intercultural competence requires knowledge of one's own and foreign autostereotype.
4. Stereotypes are an important part of culture. However, they may restrain competition.
5. Modern programmes and projects in the field of culture require symbiosis of language, literature and culture.

Cultural standards are subordinated to the definition of culture and relate to values, norms, rules in the culture, which include communication practices based on perception, thinking, assessing and acting (Żydek-Bednarczuk 2010). Cultural standards contain rules of the game of social life in culture. Native users of culture and language are not always fully aware of them. For the researcher of intercultural dialogue they constitute the basic knowledge, which will be used to teach intercultural skills. Cultural standards as signs include thinking, action, perception and behaviour (Thomas, 1991; Heringer 2004) .

The contents of cultural standards and autostereotypes form topics and issues implemented within culture. Programme assumptions of an intercultural communication course can be formulated as follows:

1. Developing skills of observation, adaptation, sensitivity and empathy in a situation of meetings in one's own culture and intercultural meetings;
2. Understanding the similarities and differences between communication and cultural systems in Albania and in other countries;
3. Creation of an open attitude, which is characterised by a free expression of one's needs and problems , and the ability to view social reality from the point of view of others;

4. Intercultural competence

In order to describe intercultural competence, one needs to pay attention to objectives and effects of education (Żydek-Bednarczuk 2012). Intercultural competence is the ability to communicate across different cultures and establishing and maintaining contacts with representatives of other cultures. Its implementation in the educational process is associated with motivation , knowledge and skills . Michael Byram (1997) presented a model of intercultural competence , which includes knowledge, the ability to interpret behaviour , the ability to observe and real interactions as well as cultural awareness . After an analysis of scientists' considerations and presented models one notices that within knowledge and skills the participant should:

- have specific knowledge of their own and the other, foreign culture as well as knowledge of social groups and differences arising in the process of interaction . This knowledge relates to the history and views on it , national remembrance, knowledge about everyday behaviour associated with traditions , customs and everyday life , for instance courteous forms of address, ways of discussing, making commitments and fulfilling them. General knowledge about intercultural communication concerning individual and collective cultures, high and low context cultures, male and female, or linear, flexible and cyclic time cultures is useful here (Hofstede 1966,1996 from: Mikulowski-Pomorski 2006, Hall 2001, 2005). A teacher of both native and foreign language should have such information, since then they will sooner

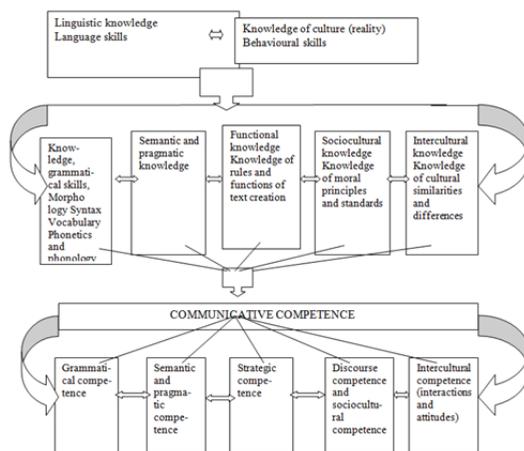
understand the differences resulting from the comparison of the native and *the Second* culture and will be able to show them to the students;

- acquire the ability to interpret their own culture in the context of the other and their own culture. It is mostly about finding similarities and differences. The analysis and practical exercises involve the use of media (press, television, film or the Internet). Special attention is paid to troublesome places, the ones that can become a source of a conflict, for instance religious, racial, ideological, ethnocentric;
- teach ability to perceive their own attitude and behaviour in the context of both cultures. This regards the issue of observation of reality and making interactions associated with nonverbal and verbal behaviour in different specific communication contexts, such as gestures, interactive behaviour during a conflict situation, responding to hostile and racist behaviour, ritual behaviour;
- develop the ability to consciously approach the otherness and difference (tolerance education) and critical cultural awareness. It is not about acceptance of all behaviour of a foreign culture, but about promoting a culturally relativistic approach and identifying potential areas of conflict.

Good curricula and didactic proposals allow to teach in today's didactics specific knowledge and develop the necessary competences. Intercultural competence remains a blank spot. Its place in the model would fall next to the competence in the native culture. In the description of the skills I would suggest two levels of conveying knowledge and specific competences. The first level concerns supplying the student with knowledge and grammatical, semantic and pragmatic skills. Education at a certain level of proficiency will provide the ability to communicate in the native and foreign language in various communication situations. Education in the native culture is parallel to the language education. As a positive transfer we superimpose on this language and culture area the second level – knowledge and skills of a student in their native language and own culture. The knowledge refers to the following areas: language – within the framework of knowledge on the system, knowledge of the meaning of lexemes and expressions according to the current curriculum in schools and their use, sociocultural and intercultural knowledge concerning information about their own country as well as the second, foreign country.

Communicative competence concerns the degree to which the desired objectives are achieved through communication in a manner appropriate to the context. The basic elements of the communicative competence model are: knowledge, motivation and skills. The context of communication creates a framework in which the interaction takes place. For us, this context is language and culture. Culture consists of fixed patterns of thinking, values and behaviour that define a group of people. It involves convictions and views of people on the world, their spirituality, understanding of the status and hierarchy, use of time and physical space as well as mutual relations. The elements of competence are appropriateness and effectiveness, since they determine achieving the assumed communicative objective. It is the teacher and type of education that determine what knowledge is needed and what skills are optimal. In the presented view communicative competence appears as a linguistic, sociocultural, sociopsychological phenomenon. Yet, they are not autonomous elements. The principle of continuity is applicable between them.

Diagram 2. The model of conveying knowledge and competence in Polish as a foreign language



Didactic process provides knowledge about communication and competence. At the same time it includes the processes of opening up to civilisational, cultural or social phenomena in a broad sense. These educational challenges increased considerably at the time of development of the Internet but also due to mobility of people and meeting various cultures . As a result, the education must be hybridized, open, dynamic, reflecting the needs of the information society. The tasks modern education faces require building new and transforming old communicative and linguistic competences and enriching them with cultural and intercultural competence. These in turn must be supplemented by the teacher's knowledge of intercultural communication .

5. Didactic applications

Taking into account the contents of the CEFR (2003, 95-96) and that included in the curricula we present a catalogue of cultural and intercultural contents. The starting point are sociocultural contents and skills. The canon of intercultural contents was prepared based on the catalogue of sociocultural knowledge by CEFR (2003, pp. 95-96), and theories of intercultural communication (Hofstede 1966, Hall 2001, 2005), culinary styles and metaphors.

Table 1. The canon of cultural (the culture of everyday life) ¹ and intercultural contents

Everyday life (food, beverages, meal times, table manners)	Comparison of everyday life in a native and foreign culture. Drawing attention to similarities and differences.
Living conditions – standards of living	Showing life, for instance of students in Albania, Poland and the country of origin of a student . Drawing attention to various education systems. Ethnicity in Albania and in another culture.
Interpersonal relations	Relations between sexes (feminine and masculine cultures, the structure of family relations– role sharing and partnership (native culture and <i>the Other, the Second</i>), relations at work, intergenerational relations, divisions and political and religious relations–application of knowledge of cultural dimensions with division into high- and low-context cultures collectivism vs individualism, masculinity vs. femininity, distance towards authorities.
The system of values, opinions and attitudes	Wealth, regional cultures, tradition and history, national identity, religion, humour, stereotypes and cultural standards, similarities and differences between cultures.
Body language	Proxemics, kinesics, haptics and consequences in behaviour
Social conventions	Time in cultures: linear, flexible and cyclic; punctuality, visits and conventions prevailing in different cultures.
Ritual behaviour	Religious ceremonies, family celebrations, special events - cultural and linguistic behaviour, avoiding uncertainty, neutrality vs. emotionality.

The proposed catalogue of contents for teaching intercultural competence requires adequate preparation of classes. The knowledge of the teacher and lecturer on various dimensions of culture will facilitate the discussion and identifying similarities and differences between cultures. Methods of implementation applied to the activities would include training in four areas of teaching (Bachmann, Gerhold, 1996; Gëbal 2010, 199-207):

1. Training of perception - in the form of free associations with the presented iconic forms and movies, identifying stereotypes and cultural standards (own and foreign), telling the same story from the perspective of behaviour in one's own country, describing the material according to the scheme: description - interpretation - one's own feelings - similarities and differences in native and own culture of the listener.
2. Acquisition of a strategy for interpreting the meaning of statements and situations. Describing one's own associations related to concepts and comparing them with associations, for instance of Albanians, sensitisation to conflict situations and ways of getting out of them, playing roles in different situations;
3. Ability to compare cultures, empathising with *the Strange, the Other, the Second* culture, an attempt to produce a third culture and create tolerance to a meeting with *the Other, the Second*;
4. The ability to communicate in intercultural situations, pay attention to conflict situations, courteous forms of address, non-verbal communication (significant gestures, facial expressions).

The importance of the introduction of knowledge and cultural and intercultural skills has its reasons. Firstly, the approach to didactics changes. The development of many theories and the importance of communicative competence resulted in expansion of the model to yet other competences, also noted in the CEFR (2003). Secondly, the observation

¹The catalogue does not cover all the thematic categories of teaching of culture and reality. The selected ones were those, which allow to teach cultural and intercultural competence.

of the processes taking place in the world today indicates cultural tendencies associated with globalisation. Mobility of people, standardisation of patterns of life and value systems leads to a situation where an increasing number of phenomena joins rather than divides people, but it is very hard to find a cultural community which would be autonomous. Cultures might rather be represented as overlapping circles. Thirdly, the shift in scientific paradigms in didactics equates language training with cultural and intercultural training.

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Using the Data from Learning Management System in Educational Data Mining (Amasya University Moodle Sample)

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Abstract

Extracting meaningful results from educational data and using these results in reorganizing education is called educational data mining. In this study, students studying at Amasya University, Faculty of Education, Department of Computer education and Instructional Technology, some of whose undergraduate courses are instructed in accordance with Moodle system, have been analyzed by means of data mining. For this purpose, the log files received from Moodle system and the database files of Moodle system were extracted using SQL queries, and clustering, association rule mining analyses were made with the help of the WEKA program and Microsoft data mining tools software. The obtained results and recommendations have been expressed.

Keywords: E-Learning, Course management system, Data mining, Moodle system

1. Introduction

With the swift transition from an industrial society to information society, the unbelievable developments in Information Technologies have made human beings come closer to each other thus causing the world to become a global village. The cheap availability of Information Technologies and the Internet, together with personal computers, slowly made it possible for human beings to reach any kind of information anywhere any time (Şeker, 2007).

This was followed by the use of personal computers and the Internet in educational field. One of the most important steps in internet-based education is the use of Teaching Management Systems (Önal, Kaya, & Draman, 2006).

The Learning Management System (LMS) software is a platform which enables the web-based application of teaching activities and various interactions of them that were formed as target-focused teaching activities. With the widespread use of Learning Management Systems (LMS), it has become obvious that these systems can be used in formal education as well as in distant education systems (Önal, Kaya, & Draman, 2006).

Moodle is an internet-based class and website designing software package. Moodle is used in 138 countries and supports 77 languages and has 75000 registered users. Moodle is an online php based education system with open source codes. Classes are established in modules. It provides support for Linux, Unix, Windows and Mac OS X operation systems. The demo version and help system are available on the Internet. It is used with GPL license and managed with portal logic. It provides SSL, TSL support; and since plugins are loaded in modules, it is a very easy system for people who have portal management experience (Elmas, Doğan, Biroğul, & Koç, 2008).

In this study, the data received from the Moodle system are analyzed together with association rules and clusters from data mining algorithms. The results obtained will provide opinions for designing future Moodle activities and for making the learning of students easier. The findings are presented in the conclusion and assessment section.

1.1 Datamining

Datamining is defined as the extraction of the potentially useful information which is not previously known and not very clear from among the data in wide databases (Özkan, 2008). In this study, the association rules from data mining algorithms and clustering have been applied to the data received in the study and thus the final results have been obtained (Kaya & Köymen, 2008).

2. Method

Apriori and clustering from data mining algorithms have been applied to the e-learning data received from the Moodle in the study. The purpose was to determine how the class or classes could be better conducted by examining the activities of the students over Moodle. This study has been conducted with the undergraduate students from Amasya University, Education Faculty, Computer Education and Instructional Technology Department in 2012-2013 Academic year. The data received from 51 students in classes over Moodle were used in this study.

2.1 Pre-processing Moodle Data

The following steps were used during the datamining application.

- The course usage data of the students were received from the Moodle system. These data were obtained from the database files over the Moodle system.
- Pre-processing were applied to make the data processable. The data were cleared and were converted into the proper format.
- Datamining algorithms were applied.
- The results obtained were used to increase the learning of the students in classes.

MySQL interface was used while the data were being extracted from the Moodle system. The MySQL interface is given in Figure 1. The data in more than one table in the database in a complex structure were extracted with the use of SQL questions and then cleared and converted into the proper format.

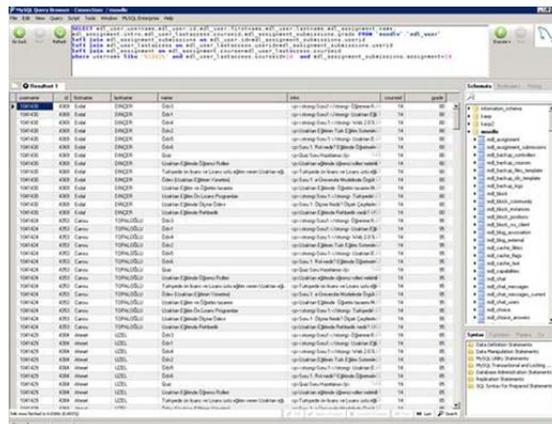


Figure 1. The MySQL screen where the data are chosen by making query from the Moodle database

One of the sample SQL queries used during the data extraction from the databases is given below.

```
SELECT
mdl_user.username,mdl_user.firstname,mdl_user.lastname,mdl_user.id,mdl_files.filename,mdl_user_lastaccess.course
id,mdl_assignment.name,mdl_assignment.intro FROM `moodle`.`mdl_user`
left join mdl_files on mdl_files.userid=mdl_user.id
left join mdl_user_lastaccess on mdl_user_lastaccess.userid=mdl_user.id
left join mdl_assignment on mdl_assignment.course=mdl_user_lastaccess.courseid
```

The data which are extracted from the Moodle database and cleaned with query in MySQL program are converted into .arff format to be analyzed in WEKA program (Figure 2).

```

@relation education

@attribute asm1 (low,medium,high)
@attribute asm2 (low,medium,high)
@attribute asm3 (low,medium,high)
@attribute asm4 (low,medium,high)
@attribute asm5 (low,medium,high)
@attribute asm6 (low,medium,high)
@attribute asm7 (low,medium,high)
@attribute asm8 (low,medium,high)
@attribute asm9 (low,medium,high)
@attribute asm10 (low,medium,high)
@attribute asm11 (low,medium,high)
@attribute asm12 (low,medium,high)
@attribute asm13 (low,medium,high)
@attribute quiz (low,medium,high)
@attribute course (low,medium,high)
@attribute blog (low,medium,high)
@attribute forum (low,medium,high)
@attribute quiznumber (low,medium,high)
@attribute resource (low,medium,high)
@attribute midterm (low,medium,high)
@attribute final (low,medium,high)
@attribute pass (fail,middle,success)
    
```

Figure 2. The arff format used in the study

2.2 Applying datamining algorithm to Moodle Data

We analyzed the data from the Moodle system with the help of WEKA datamining program in our study. WEKA (Waikato Environment for Knowledge Analysis) is a data mining and machine learning software developed in New Zealand Waikato University. WEKA software has been developed with Java, which is one of the many programming languages directed to the object. Java provides a smooth platform for various learning algorithms. The most powerful side of WEKA is that it includes many classification techniques. Another property is that it enables the realization of the applications by entering a command. There are Preprocess, Classify, Cluster, Associate, Select Attribute and Visualization panels in WEKA (Önal, Kaya, & Draman, 2006). Attributes used in the study are also shown in Table 1.

Table 1: Attributes used for each student

Course	Identification number of the course
Assignment 1	The grade received from the Assignment 1
Assignment 2	The grade received from the Assignment 2
Assignment 3	The grade received from the Assignment 3
Assignment 4	The grade received from the Assignment 4
Assignment 5	The grade received from the Assignment 5
Assignment 6	The grade received from the Assignment 6
Assignment 7	The grade received from the Assignment 7
Assignment 8	The grade received from the Assignment 8
Assignment 9	The grade received from the Assignment 9
Assignment 10	The grade received from the Assignment 10
Assignment 11	The grade received from the Assignment 11
Assignment 12	The grade received from the Assignment 12
Assignment 13	The grade received from the Assignment 13
quiz_number	Number of Quizzes
Quiz	The grade received from the Quiz
Blog	Number of the published items in the blog
Forum	Number of the written messages in the forum
Resource	Number of the reading the added class material
Midterm	The grade of the Midterm
Final	The grade of the Final
passing grade	Pass status according to the Visa and Final exams

2.3 Clustering

Clustering analysis is a collection of methods that is helpful in separating the units in the X data matrix whose groupings are not known; and distributing the variables into sub-clusters (group, class) that are similar to each other. Clustering analysis is used to define certain prototypes and to divide the units into homogenous groups by making use of some criteria calculated based on differences or similarities between the variables (Kudyba, 2004).

Another definition for clustering analysis is like this: “Clustering analysis is a group of multi-variable techniques whose basic aim is to group objects (units) according to their characteristic properties (Romero, Ventura, & Garcia, 2008). Clustering analysis clusters objects in similar ways but so as that become distinctive from each other. If the clustering is successful, and if a geometrical drawing is made, the objects will be very close to each other, and the clusters will be far away from each other (Hair et al., 1995). They are used in e-learning to determine the students with similar learning characteristics.

We used simple Kmeans from clustering algorithms in WEKA program. The WEKA clustering screen is given in Figure 3. The parameters used are as follows: number of cluster: 2 and max. iteration: 500. When the classification algorithm was applied, the student group was divided into two clusters. The characteristics of the students in the clusters are given below:

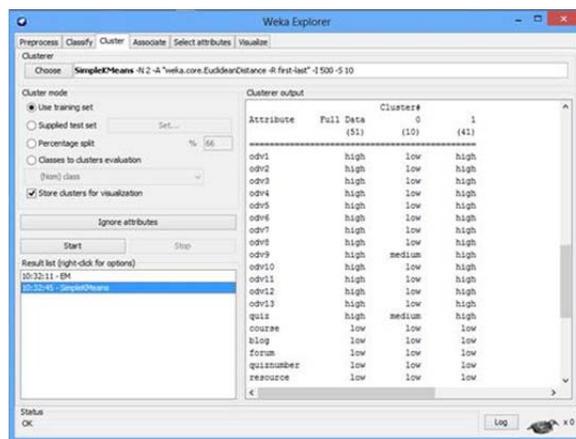


Figure 3. Execution of clustering algorithm in WEKA

The first cluster consists of 10 people and shows that the homework grades, quiz grades, messages sent to the forum and the resources read are relatively lower. Furthermore, the passing status of the students in Cluster 1 is lower. On the other hand, Cluster 2 consists of 41 students and shows that the homework grades, quiz grades, messages sent to the forum and the resources read are higher. Furthermore, the passing status of the students in Cluster 2 is higher. To sum up, it can be suggested that Cluster 1 has used the Moodle system less and become unsuccessful; and Cluster 2 has used the Moodle system more and become successful. After the analyses it is suggested that unsuccessful students should form a separate group and be motivated for the classes more. They should be encouraged to follow the documents in Moodle. The unsuccessful students can be given extra homework and made to learn easier.

2.4 Association Rule Mining

The first technique used in datamining is the association rule (Agrawal et al., 1994). The association rule is an approach that enables the analysis of past data and determine the association behaviors in these data thus supporting future studies. “Sunday basket” analysis can be suggested as an example for the association rule datamining application (Frawley et al., 1991). The purpose in association rule is finding the association relationship among the purchased products during shopping and determining the purchase habits of the customers using these relationship data (Kudyba, 2004). Sellers have the opportunity of efficient marketing and selling their products by using the discovered association relationships. For example, customers bought yogurt together with milk and cheese from a market in 70% of the shopping

samples. To determine such an association relationship, the products in the pattern should be together in more than one purchase activity. When datamining techniques are applied on millions of data, the algorithms used for association query must be fast (Agrawal and Srikant, 1995).

The name of the Apriori Algorithm is Apriori because it takes the data from the previous step that is the "prior" step (Agrawal and Srikant, 1994). This algorithm has an iterative (repetitive) quality in its basis (Han and Kamber, 2006) and is used in discovering clusters that are frequent in databases which contain movement information. According to the Apriori Algorithm, if the k-elements cluster (the cluster having k number of elements) meets the support criterion, the sub-clusters of this cluster also meet the minimum support criterion.

The association rule mining consists of two steps which are finding all the frequent elements and producing strong association rules from these elements. The Apriori Algorithm used for the first step of the association rule is the most popular and classical algorithm used in frequent elements mining. The characteristics and data in this algorithm are assessed with Boolean association rules (Romero, Ventura, & Garcia, 2008).

The association rules are applied to web-based education systems (Zaiane, 2002).

We used Apriori algorithm which is among association algorithms in the WEKA program. The WEKA Apriori screen is given in Figure 4. The parameters used are as follows: minimum support: 0.3 and minimum confidence 0.9. We determined many association rules with this algorithm. Some of these rules are explained as follows:

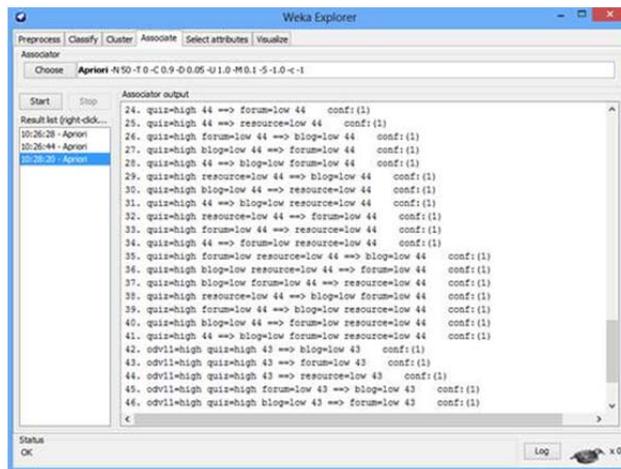


Figure 4. Execution of Apriori algorithm with WEKA

Many association rules are obtained as shown in Figure 4. Some of these rules are interesting and some are not. If we consider some of them which can be used for educational purposes;

If the student has read many resources and has followed class materials and has received high grades from homework, it means that s/he has had a passing grade. In another rule, it is observed that if a student has not fulfilled the assigned practices, s/he has had a failing grade.

By considering these rules, it is concluded that the teacher should make the students follow the resources more; and give extra assignments for unsuccessful students if necessary. Furthermore, the teacher should encourage students to spend more time in the Moodle system. Since students use the forums and blogs less than the expected rates, they should be encouraged to use them more.

3. Conclusions

The educational data from the Moodle System, which is one of the course management systems (Learning Management Systems), have been received and subjected to datamining application. By using association rules and clustering algorithms, normally invisible results have been revealed. The analysis results of datamining will be used to increase learning skills of students.

Association rules and clustering algorithms of datamining algorithms have been applied to the data received from

the Learning Management System Moodle. The other algorithms of datamining can be applied to e-learning data in further studies. Furthermore, similar studies can be conducted with the data received from other Learning management systems. It is obvious that the results of the data mining applications can be used in better teaching activities and in increasing the learning skills of students.

4. Acknowledgement

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Education to Info-Freedom. Introduction to the Issue

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Abstract:

The new media have become both constant elements of contemporary man's everyday life and signs of civilization progress. Therefore, they have to play more and more important role in the processes of learning, school education and extracurricular education, the role, which significantly exceeds the meaning of didactic help known in these processes so far. Education cannot ignore the most important changes which take place in the surroundings of every man. For a few decades there have been attempts to familiarize multimedia in various conceptions and forms of media education but they do not bring satisfying pedagogical results because expansion of multimedia still lasts and it is accompanied by the crises of tradition, science (especially the arts) and values. I support stubborn working on efficient models of media (or rather multimedia) education, which takes into account specific national cultures, multinational communities and religions, but in my article I concentrate only on the phenomenon of informational freedom, so called infofreedom, which is strongly connected with these new areas of pedagogy. In my opinion the problem of freedom offered by mobile, personal and almost omnipresent new media, their producers and political decision makers goes beyond purely pedagogical aspects. It refers (even if does not now it will in the future) to thinking and behaviour of every man and that is why it should be treated as a starting point for reflection concerning their contemporary mental and material condition. In spite of the excess of information, which is felt by multimedia users, and a huge potential of activity, which is offered to them (so called consumers changing into prosumers) by so called "participatory culture", I accept Lawrence Lessig's critical assumption that in this case we do not deal with freedom changing into arbitrariness, it is rather „freedom through control". Such an attitude has significant consequences for the didactic and educational processes. I explain this apparent opposition by commenting heated quarrels of cyber-libertarians, announcing total freedom of the Internet, and cyber-paternalists, proving that in network communication there is more invigilation and control than before this electronic metamedium appeared. I prove that the dominating direction of media education is indicated by communicational practice, which shows that the new media, more than traditional ones, limit freedom of an individual and they broaden the range and possibility of authority influence (mainly political and economic) in every aspect of private and social life. That is why infofreedom should neither be apotheosized nor used to threaten young multimedia users, who first of all should be taught conscious, which means critical and useful, using of this freedom. They should be also brought up in the atmosphere of responsibility for their interactive behaviour in the network.

Keywords: Media Education, Infofreedom, Cyber-libertarianism, Cyber-paternalism, Responsibility.

The notion of „media education" has been commonly used in the majority of countries since the beginning of the 1970s. It refers to the tendency in education and upbringing which is concentrated on film and television. It complements knowledge about natural media (speech, nonverbal behaviour) and traditional technical media such as: paintbrush, chisel, papyrus, parchment, paper, Morse code, flag signals or print. The term was, and still is, reserved to education based on technical mass media, which are visual and since 1928 (the beginning of sound cinema) mainly audiovisual. The beginning of the 1980s was the birth of the Internet, which is described as „network of networks" and is based on surfing hypertexts, interactivity and visualisation. Since then, media education has been experiencing real Renaissance, it has become the feature of civilization megatrend connected with the process of changing agricultural and industrial societies into information societies. The special feature of the megatrend is spreading of digital media. They are used by growing groups of people for daily routines, work, education, artistic activity, spending free time, all that is well described by the term of „techno-everyday-reality" (Zabicki, 2007, 207-214). New technical media have radically changed and multiplied for the last 30 years and their borders have blurred in the process of convergence (Jenkins, 2006b). It broadened both the range of their daily use and the arsenal of interdisciplinary methods, which are used in the research concerning the media and in pedagogical practice. Education cannot ignore such a common phenomenon. It has to adopt it, which is very difficult. On the one hand media education is an attempt to answer the challenge of the contemporary times, but on the other hand it experiences all the time a real crisis of "identity" because multimedia allow their users to cross many limits of cognition and breach social rules (Jenkins, 2006a). They offer communication freedom which has never been available for people before.

Therefore, the role of the new media in transformation of our reality and in thinking about the character and the very essence of educational reforms, necessary for many other reasons, should be profoundly considered. The defence

of traditional school and existing methods of education and upbringing weakens. Even the future of school, traditional course books, pedagogical programmes and methodologies is uncertain. It is mainly caused by social-political-economic upheavals, the crisis of many life guiding posts and values and the aforementioned radical expansion of the media, which dominate the life of children and parents, students and teachers at the beginning of the 21st century. They strongly influence all the components and aspects of didactic and educational societies. According to many researchers of the present, the media already influence the young generation in a stronger way than school or even family (Postman, 1995).

The sphere of media influence is commonly perceived as highly efficient and weakly controlled by teachers, in other words it is a strong rival for school education. That is why for example Karl Popper thinks that no society has future unless it diminishes omnipotence of the media, which allure with almost unlimited freedom and educate people for violence. In his opinion, within the frames of political-economic-social structure there should be systems to impose responsibility on audiovisual culture for participation in "gigantic educational process", and every society should make strategic decisions concerning mass media (Condry, Popper, 1996, 39). Although they will be efficient only if the attitude of people responsible for education towards the world of media will change. Another researcher of the issue – John Condry – without any doubts indicates the direction of action. He says: "We should stop expressing indignation over television [which today is already internet television – by T. M.] and act according to the knowledge we already possess. [...] School should teach children how to use television, both its programme and commercials" (Ibid, 22). Umberto Eco's opinion is quite similar although he is sceptical about the present state and future possibilities of media education. He writes: "Mass media do not have any long tradition so they are not obliged to be decent. I do not believe it can be fixed though. I do not believe particularly in any kind of censorship. Nevertheless, while television can be censored the Internet cannot. In my opinion education is much better idea. If schools started to teach how to watch television, how to analyse it in a critical way school must be reinvented! [! T. M.] It has to prepare for intelligent and critical use of the media. But today governing forces hardly deal with the issues"(Eco, 1996, 14).

In other words, essential problems of the whole contemporary education are caused, among others, by long-lasting and multilateral influence of the media upon participants of school and extracurricular education. They can be solved efficiently only when the knowledge concerning the media will be included into this communication by the means of school curriculum. In the surroundings of every school the meaning of the media will increase, the answer to the challenge, which is an avalanche of electronic media, can be only modern and stubborn media education, which takes into account inevitable globalisation processes, specific character of national cultures, religions and different types of societies.

The basic perspective in which the education should be situated and perceived is outline by the problem of freedom. It is mainly connected with loading, storing, processing, creating and transferring information. Using such freedom, called info-freedom (Miczka, 2012), is described by Henry Jenkins in such a way: "people take the media into their own hands", provide more and more intensive dialogue with the mass media, create their own network communities, and new interpersonal relations, they learn to think, work and process the culture in new ways. In his opinion we do not talk about interactive media technologies any more. We talk about the "participatory culture" (Jenkins, 2006a). In this case it is not participation in a traditionally understood way, based on a very wide range of human activity in culture, communication and other spheres of reality.

When Jenkins writes "people take the media into their own hands" and thanks to that "participatory culture" is created, he announces the dusk of existing communicational homogenization and hierarchization of cultural participation and the birth of individualized communication which more and more often allows to personalize information transfers. Instead of the former communication characterized by the phrase: "everybody reads", we have communication which can be described by the words: "everybody participates". Nevertheless, they do not have any choice: "everybody has to participate" to avoid civilization exclusion. In my opinion "Jenkins just like the majority of users of handy electronics, personal computers, especially smartphones – multifunctional follower of mobile phone and ephemeral "cloud" replacing computer hard disc, is fascinated with the unbridled nature of the Internet, offered by »participatory culture«. It is hard not to share the fascination when we think about changing the limits of human freedom and the range of human cognitive possibilities, but exaggerated optimism concerning our future life in cyber world is hardly justified when we realize what new ways of thinking and processing the culture and forms of work replace (of course for now) experience in communication or even in material and spiritual life" (Miczka, 2014, 4).

The starting point for outlining the bases of new media education is precise recognition of info-freedom and describing pedagogical attitude towards it.

In 1985 when Neil Postman focused on the issues in his book: *Amusing Ourselves to Death. Public Discourse in the Age of Show Business*, he juxtaposed two most prominent dystopias of the 20th century. The majority of the researchers accepted his negative definition of freedom offered by show business, but stayed reserved as far as his

conclusions were concerned. According to Postman, the visions presented by Aldous Huxley in 1932 in *Brave New World* and by George Orwell in 1949 in *1984* come true in contemporary culture. Orwell was afraid of the consequences of the influence of the mass media on social life, the emerging of totalitarian informational autarchy, because in his opinion media are mainly used to steer and manipulate consciousness of individuals and communities. As we know, his novel with its threatening leitmotiv: "Big Brother is watching you", became inspiration for creating a popular television reality-show *Big Brother* in the Netherlands, which was broadcast and continued in many countries. Huxley predicted that new technologies in culture will lead to emerging of closed and self-efficient circulation of information, which will be used to broadcast infantilized and stereotype contents and they in turn will trivialize the majority of cultural human needs and minimize them quickly. According to him new inventions allow to concretize three dangerous utopian ideas: commonness (based on the rule "everybody is for everybody"), identity (of preferences, opinions and appearances) and stability (achieved through constant control and fighting with behaviours which breach the rules). Postman agreed with both writers but his ideas were closer to Orwell's.

In 1988 Zygmunt Bauman in his sociological work devoted to freedom, indicated the vision which was the most adequate for the latest culture, undergoing intensive transformation. It was the literary depiction created almost 500 years ago by François Rabelais – the vision of Abbey of Thélème, presented in the last fragments of the first volume of *Gargantua and Pantagruel*. He wrote: "consumption society starts where *Gargantua and Pantagruel* ends, The strict rules of Rabelais' abbey have been dignified to the level of refined system rules. Society organized around consumption freedom can be perceived as thoroughly worked out version of Thélème" (Bauman, 1988, 109). As it is known, Thélémites were restricted by only one "strict" rule: "Do What Thou Wilt" and "their whole life was governed not by laws, statutes and rules but by their own will and their own wishes" (Rabelais, 2010, 122).

Early Renaissance vision of freedom actually found many supporters at the end of the 1990s. Thanks to the fact that the Internet became mass medium, on the fundamentals of freedom culture of the first network societies the myth of so called "independence of cyber space" appeared and became common.

The Internet was not used commercially till the mid-1990s. It offered its users paid services but they could not make any purchases. The most important forms of internauts' activities were then: e-mail communication and participating in online chats, discussion groups and games, so called MUDs. The Internet was perceived as the place where no rules governing the real world are binding. Network communication guaranteed anonymity and social relationships were built as informal system of standards based on believed values. It was a perfect space which organization and rules were supposed to challenge actual reality dominated by oppressive authorities and corporations. Users and researchers who shared the opinion and promulgated such a vision of network communication created social movement and research direction which is often called cyberlibertarianism. It is mainly represented by journalists, artists and active multimedia users. Representatives of the world of science stay reserved or even reluctant to the movement.

Julian Dibbell, a journalist and one of the most famous cyberlibertarians, in 1993 described so called emancipation potential of cyberspace. He proved that thanks to the Internet the access to information and knowledge, which guarantees man almost unlimited total freedom and progress of human civilization, is possible. In his opinion in the new completely independent virtual world man gets rid of the country supervision and limits of physical world and freely shapes their identity (Dibbell, 1993, 36-42).

John Perry Barlow, a columnist of Wire magazine, situates the cyberworld closely to the Abbey of Thélème. He literally compared it to "the Wild West" convincing everybody to fight against potential colonisations, which are according to him planned by contemporary countries. That is why Barlow together with a group of activists started the movement called Electronic Frontier Foundation which was supposed to prevent conflicts on the border of reality and virtuality. This group acted according to the rules written in the published work – *A Declaration of the Independence of Cyberspace* (1996). It urged multimedia users to build and defend the world which will be better and more honest than all democracies that have existed so far (Braniecki's Wiki).

In the spirit of ideology of cyberlibertarianism scientific works concerning the law, which should be binding in the Internet communication, started to appear. For example David R. Johnson and David Post were convinced that it is necessary to create such "cyber law" which takes into account more and more clear concretizations of freedom ideas in the virtual world and its influence upon the real world (Johnson, Post, 1996, 123-139). The authors who thought in a similar way were and still are strongly impressed by activities of the Internet societies (communities) which do not base their activity on previous models of hierarchy (domination of privileged groups) but on conceptions of heterarchy (authority of diversified group) or even panarchy (authority possessed by all participants). They do not try to hide their aim – the state of anarchy (no authority at all).

At the end of the first decade of the 21st century this kind of "wishful" thinking of cyberlibertarians was supported by scientific reports based on wide-ranging, interdisciplinary research concerning contemporary technology. One of the most

famous reports is the book by Jacques Attali *A Brief History of the Future* in which the author characterized four megatrends shaping our daily life (2006). The first megatrend was called *Things that think* and it referred to the expansion of artificial human environment. These are the media which move together with their users and can be located everywhere. The second megatrend was the *imperative – “search”*. John Battelle introduced it like that: “in the nearest future searching will leave its cradle – the World Wide Web, spreading freely in every kind of appliances. [...] searching will be built-in in every existing digital appliance. Telephone, car, television set, hi-fi, the most trivial object containing silicon chip and having the possibility of connecting – everything will allow to search the network” (Battelle, 2005, 187). This megatrend is still hardly noticeable in places where the range of digitalization is small but today among 2 billions of internauts there is an increasing group which starts to plan business decisions, contacts or even the first dates with logging into web portals. The third megatrend mentioned is connected with development of visionics, omnipresence of so called “the vision machines”. So far smart cameras have visualized in micro and macro scale everything around us and what we imagine. What is not monitored or screened is treated as unknown. Their expansion slowly but consequently creates a specific inversion in culture: it is easier to notice technology than the man who uses it. The last technological megatrend is called by Attali “communitation” (communication + commutation). He meant the end of communication as it has been understood so far, which means transforming the process of transferring in a way which leads to bio-electronic hybridization of man, to the situation in which medium will not be transfer anymore, because transfer will absorb the relay. This megatrend is in its early stage but even today evokes great fascination among supporters of propagating of the freedom ideas.

In the last two decades an opposition against cyberlibertarianism – cyberpaternalists became active. They created their own theories concerning regulation of cyberspace. The big break in the unconvincing criticism of apologists of freedom culture was made by Lawrence Lessig – a law professor. In his book *Code and Other Laws of Cyberspace* (1999) he postulated creating “cyber law” as a separate discipline because the Internet generated completely new social phenomena and challenges for the binding law. According to Lessig, cyberlibertarians’ fascination with info-freedom understood as “network randomness” is based on false assumptions referring to, among others, anonymity in network and the fact that multimedia is independent of the country. The Internet do not have one and constant “nature” but various kinds of in-betweens are vital in the process of accessing to the Internet. What is more the idea of concretization of the idea of pluralism in cyberspace is closely connected with profound hiding of controlling mechanisms which results in shattering or even destroying the aforementioned myth of “independent cyberspace”.

The reaction to cyberpaternalists’ offensive was revision of some libertarian assumptions and a successful attempt to start at the end of the first decade of the 21st century so called school of neo-cyberlibertarianism, which supports active and radical actions defending absolute independence of cyberspace. Still the majority of multimedia users today realize, as L. Lessig (2004), Yochai Benkler (2006), Cass Sunstein (2007) and Jonathan Zittrain (2008) prove, that while using mobiles, bank cards or the Internet they are controlled even more than before but this control is not directly experienced. This situation is well illustrated by the words: the bigger amount of visible freedom, the bigger amount of invisible control. They also realize that intellectual property and copyrights still exist and in the new economy of producing information anarchy cannot dominate. It is high time to start precise work concerning new rules describing individual and social right of internauts.

Contemporary researchers, who focus on Google Browser and the phenomenon called Web 2.0, provide a lot of knowledge concerning the uncertain character of “the myth of independence”. They also signalize the further problems with info-freedom, which are connected with the emerging of Web 3.0 - the Internet processing data in three dimensions, its websites will be able to identify internauts’ intentions on the basis of the context of transferred data. Research on “googling” indicates that browsers are not independent and objective appliances or sources of access to all the information. Lev Manovich says that research results are always strongly influenced by commercial factors of functioning of network (2008).

Subsequently, info-freedom, although very obtrusive and intriguing, is another illusion to which man yields. Man always stubbornly fights for its independence, but as philosophers warn, they do not usually know what to do with the independence. That is why, before one starts to fight to increase personal and social freedom, it is worth remembering what are experiences on this field. They were expressed by Zygmunt Bauman in the words concluding his description of contemporary ambiguity. He reminded then: “Freedom is just as crippled as before although others of its organs are amputated. In postmodern practice freedom is mainly reduced to consumption choice” (1995, 315).

Of course today this reflection has to be deepened because info-freedom is not only connected with consumption any more. The character of info-freedom and life problems of contemporary man connected with it, is quite precisely illustrated by the following Manuel Castells’ findings. He writes: “The source of authority today is mainly the possibility to create and diffuse culture codes and information contents. Governing communication networks becomes the starting

point that allows to change one's own aims and values into binding rules of human behaviour. The process, just like the previous processes in the history, is not deprived of contradictions. The Internet is not the tool of freedom or a weapon which guarantees the domination of one side. [...] Freedom is not given. Freedom is constant battle. It is the ability of constant defining of the borders of one's independence and using democratic methods in every social or technical context. [...] That is why the matter of social control over the Internet is probably the most fundamental political matter of the age of information" (2003, 186-187). In the context of such a conclusion, info-freedom becomes a problem which will be certainly solved for a long time and in a heated atmosphere, because apart from many new and changing elements, which in this case should be taken into account, the priority still is: whether freedom means the lack of strong influence of authority in public space or quite the contrary, thanks to the active presence of authority in the space of social-political life freedom of every individual is protected? Neither old philosophers nor philosophers of culture, who focus on mass culture, cannot answer the question.

Pedagogues will not answer the question in a satisfactory way either. Still without any doubts both teachers and students at school, just like parents and their children outside school, together have to make an attempt of educational adopting of such info-freedom. It means first of all consciously critical approach of all multimedia users to communicational freedom. Subsequently the category of responsibility gains a unique meaning. The question: who is an internaut, should be answered with the following information: they are a responsible creature and the area of their responsible activity today is spreading terrainternetica. In this area one can navigate, record, copy, modify, paste, retweet, share, blog, mail, text, play, tweet on twitter, "update status"...

Info-activism is overactivity in which still not everything is possible, and decisions and actions should be morally estimated. Facing the aforementioned changes, which take place in life of contemporary people, the way responsibility and its demands are understood must change. Responsibility for oneself and other people responsibility for interlocutors, players, people hiding behind their avatars and virtual identities.

In my opinion the integral person is the most important person who "not only tries to acquire suitable abilities necessary to know how to move in the contemporary world, but has not stopped judging the world" (Kłos, 2005, 352). A person who has both technical abilities and abilities to judge technology and their attitude towards it.

I have already written in another dissertation about the conception of integral person as a subject of education and school upbringing (Miczka, 2013, 334-338). In this place I would like just to emphasize that a man in network faces numerous new experiences which encourage disintegration of their mind and personality. Still they can always become an integrated person again when they take an effort to develop at the same time both their pro-technological attitude to reality and mature intelligent using of one's individual freedom, choosing thinking and suitable moral activity, based on certain values.

Education for info-freedom understood like that has just started. It created many possibilities to make postulates come true. They were formulated at the turn of the 1970s and the 1980s by Gregory Bateson – a creator of cybernetic theory of correct learning and behaviour (1973). He treated previous models of education as "primeval learning" which is strongly ideological and steered. That is why he supported developing of "learning of the second degree" which just meant "learning how to learn", he suggested decreasing of curriculum knowledge and obligatory books list and paying attention to learning fast things which are perceived as useful. According to Bateson, in modern education "learning of the third degree" is and will be the most important. It is the ability which allows to realize fast to what degree knowledge is inadequate or redundant and in what way the mastered patterns and one's own plasticity of thinking and acting can be used to organize new sensible entities of knowledge. This artistry must be mastered by today pedagogy. It is not devaluation of education and upbringing but a change of traditional notion of learning and decent behaviour. In other words it is necessary to create such didactic and educational strategies which we do not possess yet.

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Revealing Emergent Teacher Identities through Movie Critiques in a Blog Environment in an ELT Context

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Abstract

This article reports on a case study which looks into how pre-service teachers negotiate their identities and reflect their teacher selves and possible future teacher selves through movie critiques in a blog environment. As a part of a teaching practicum course in blended form, pre-service teachers were asked to watch three movies, 'Dead Poets Society', 'Dangerous Minds', and 'Freedom Writers,' and critically reflect on the teacher images featured and various teaching issues by responding discussion questions in a blog environment. Semi-structured interviews were conducted to have more insight about their beliefs about themselves as teachers and their possible teacher selves; by reflecting on the teacher qualities they expect to exhibit and avoid when they start their teaching profession in the future. The results seem to highlight some change in the way pre-service teachers perceive what teaching involves and qualities of a good teacher they would like to exhibit and avoid.

Keywords: *possible selves, teacher identity, pre-service teacher education, practicum*

1. Introduction

Teaching practicum has an important place in pre-service teachers' life as they experience teaching for the first time in their formal education. Their interactions with their students, teachers and others within the school environment potentially lead to pre-service teachers' questioning of their teacher selves and formation of teacher identities. As Britzman (1990) puts it, the journey of learning how to teach "is always the process of becoming; a time of formation and transformation" (p. 31). Therefore, teaching practicum period is considered crucial in helping pre-service teachers learn not only to transfer their formal education knowledge and skills into their teaching practices but also it is a period where they construct their teacher identities.

Language teacher identity which has been explored a lot in recent years poses a great challenge for researchers due to its complex nature. Therefore, this issue has been approached from various perspectives. In spite of several definitions of identity, a common definition indicates that it is fluid and complex. In simple terms, identity refers to "our understandings of who we are and who we think other people are" (Danielewics, 2001, p.10). In educational contexts, teacher identity is defined as a continuous integration of personal and professional side of being or becoming a teacher (Aslup, 2006). Teachers' personal beliefs about themselves and teaching itself shape how they perceive their teacher identities (Mayer, 1999). In other words, how they feel as a teacher and how they identify themselves with teaching influence the self-representation and characterizes the development of their professional identity.

Different approaches have been used to investigate identity. For example, a framework suggested for identity construction by Markus and Nurius (1986) was called 'possible selves theory'. As they put it, this framework refers to both 'ideal selves' an individual is willing to be and selves that one avoids becoming. This framework was adapted to teacher education context to investigate pre-service teachers' 'ideal selves' and selves that they avoid becoming.

Based on the possible selves theory, Ronfeld and Grossman (2008) conducted a study to discover how pre-service teachers negotiate their identities when they start work. They held focus groups and interviews with 86 pre-service teachers from different departments. They asked the participants to articulate their beliefs about how their programs prepare them to become professionals, some significant influences their departments have on them and describe the image of themselves as professionals they hope to become and avoid becoming when they start work. They also took field notes of their course observations and fieldwork. The findings indicated that students met various possible selves when they observed or interacted with their course instructors, and other teachers in their school contexts while receiving formal education. The participants mentioned their instructors' compassion, charisma, integrity, nurturing, humor, openness, commanding presence, commitment and care as their future possible selves and images of

professional identity (Ronfeld & Grossman, 2008). In other words, students took the personal features of people they admired as aspects of their future professional identities.

2. The Study

2.1 Context and setting

This action research case was conducted in two cycles at English Language Teaching Department of Eastern Mediterranean University in Northern Cyprus. The first cycle of the study was carried out in the fall semester of 2011-2012 with nine pre-service teachers. The second cycle of the study was completed with six pre-service teachers in the fall semester of 2012-2013 academic year. In total, fifteen participants, four male and eleven female, were enrolled in the teaching practicum course. At the time of the study, each of the participants was aged between 22 and 24, and was completing their four-year Bachelor of Education degree programme. Each cycle of the study lasted for 16 weeks. The teaching practicum course involved two hours weekly face-to-face in class meetings and a blog tool to facilitate online communication. The course had a class blog, where course assignments and tasks were posted. Also, each participant had their personal blog to post on their tasks, which involved classroom observation reflections, lesson plans, teaching practice reflections and movie critiques.

2.2 Movie critiques

As a part of the teaching practicum course, the pre-service teachers were asked to watch three movies and write a movie critiques on their blogs based on given guidelines. The movies were 'Dead Poets' Society', 'Dangerous Minds' and "Freedom Writers'. Watching these movies and writing a critique were included in the course syllabus for the research purposes. Each movie featured a teacher character that had an influence on their students' life and their thoughts on learning processes. So, the pre-service teachers were encouraged to critically evaluate the way the teacher characters approach their students and deal with various teaching related issues such as classroom management, students' personal problems, and school policies in a particular way. The movies were watched in a computer lab. in a convenient time for all the participants and after each view, a short discussion took place. The participants were required to write and post their movie critiques on their personal blogs. Also, they were encouraged to read their peers' blog posts and comment on their critiques.

3. Data Collection and Analysis

The data for the study were comprised of blog artefacts (i.e., movie critiques) of the pre-service teachers posted on their personal blogs and semi-structured interviews. The purpose of the interviews was to have participants evaluate whether watching the teacher images in the movies affected their perceptions of ideal teacher and contribute to their self-image as future teachers. They were also asked to articulate their possible future teacher selves and selves they avoid becoming. Each interview took 35 to 55 minutes.

After data collection, the blog artefacts were transferred to word documents and the semi structured interviews were transcribed. The data were analysed using qualitative approaches (Bogdan & Biklen, 2003; Miles & Huberman, 1994). Analyses of data were done in a recursive manner (Duff, 2008). In other words, the content of the blog artefacts and the semi-structured interview transcripts were read several times to flesh out the words, phrases to reach codes, assign meaning and organize data regarding teacher identity and possible teacher selves (Miles & Huberman, 1994).

4. Results

One of the themes that emerged from the data analysis process was related to their views of teaching in general. Almost all participants stated that watching movies helped them realize that they had such a simplistic view about teaching. Participants articulated that they had a 'classical teacher image' in their minds before watching the movies: A teacher who gets dressed well, teaches the class, checks homework, and grades exam paper. However, as participants stated, they realized that a teacher may face a lot of serious problems in class and they should be prepared to handle them.

The following extracts from the interview may be representative.

Extract 1

Before this course and watching the movies, I was thinking what sort of problems I would face in the classroom with my students. I was thinking some of them would not bring their homework, disturb their friends or come late to class. However, watching the movies helped me realize that I can have more serious problems that I should be prepared. (Participant 3)

Extract 2

After watching the movies, I realized that teaching is not teaching the grammar and vocabulary. A teacher should also understand their students' problems. Sometimes the problems may come from the family and I should contact the family of my students. (Participant 10)

Extract 3

I saw different techniques that I have never thought of in the movies. I started to view teaching from different perspectives. Teaching is not using a course book in class but reaching your students. I now have more ideas about how to approach students. (Participant 5)

The data analysis shows that the pre-service teachers seemed to expand their horizons about what teaching involves and realized that they may face different obstacles in their classes, with their students. They tended to have more improved view of teaching and teacher image as a result of being exposed to different situations through movies.

4.1 Possible ideal possible teacher selves

Regarding the images of ideal teachers that the participants would like to exhibit and teacher images they would like to avoid having in the future, the analysis of data yielded interesting results. Several participants stated that watching movies were a kind of eye-opening process which triggered some questioning thoughts regarding teacher roles and identities. The extract below may be a representative.

Extract four

After watching the movie I realized that a teacher should be many things. A teacher should know students very well. For example the teacher in the movie used journals to understand her students' problems and she realized that some problems are very big. A teacher should gain her students' trust. I want to help my students when they have any problems and I want to be their mother, friend and guide. (Participant 2)

The general impression gained from the data analysis that the pre-service teachers adopted some of the traits of the ideal teacher selves from the movies. The teachers they viewed in the movies inspired them to exhibit the same characteristics. As stated by Participant 2 in her blog post, the pre-service teachers rely on concrete examples and role model to determine their teacher identities. However, the analysis results also indicate that they are heavily under the influence of what they are taught by their teachers too. Several participants seemed to echo the feedback they were given after their teaching practice performances or micro-teachings. The extract below may be a representative example.

Extract 5

I want to have fun lessons with my students. Also, I want to be an enthusiastic teacher who is eager to learn new things and use them in the classroom. A good teacher should check instructions and use the board effectively. I want to be a friendly but not a friend because I don't want to lose my authority. (Participant 6)

The extract clearly indicates that lack of experience that the pre-service teachers have leave them with teacher images that are limited to what they were told to as good teacher features as well. They seem to personalize the feedback they have received from their teachers and supervisors. Although this may look as if pre-service teachers are short of ideas about what a good teacher should be like, they seem to have positive mind sets about themselves.

4.2 Possible selves that pre-service teachers avoid being

Based on the teacher images that the pre-service teachers observed in the movies, they were asked to express the teacher characteristic they would avoid exhibiting when they start working as teachers. The responses coming from the participants clustered around three major themes. First of all, almost all of the pre-service teachers mentioned that they would avoid being a teacher who 'neglects' their students' needs and problems. They stated that they would not like to be perceived as a teacher who comes to class teaches and leaves. They expressed their intentions to have good rapport

with their students. The secondly, the pre-service teachers stated that they would avoid exhibiting an 'authoritative' teacher image. According to them, teachers who are very strict in class cannot connect with their students and thus, strong bonds cannot be established. The last theme that emerged from the interviews was a 'boring' teacher image. This adjective was repeatedly uttered by the participants. They seemed to be inspired by the teacher characters featured in the movies.

Two extracts taken from the interview transcripts seem to represent the data results:

Extract 6

I always imagined myself as a strict teacher to gain my students respect and control them in the classroom. But after watching the movies, I think if I become strict, my students will stay away. I don't want to be a strict teacher but I want to maintain a balance so my students can talk about their problems to me. I don't want to be a teacher who always focuses on teaching and ignores students' problems. (Participant 3)

Extract 7

I don't want to be a boring teacher. I want to be like the teachers in the movie like Mr. Keating and Erin. They brought things to class that are related to their students' interests. I think this is important. (Participant 3)

Both participants highlighted distinctive teacher features that were projected in the movies. Obviously, they seemed to evaluate their provisional possible selves and reconstructed new teacher selves they wish to exhibit and avoid when they become teachers.

5. Discussion and Conclusion

This study is a small part of a wider research. It aimed to discover whether watching different teacher images featured in selected three movies has led any changes in their teacher selves they had provisionally adopted. For this purpose, the participants watched the movies and wrote a critique for each movie based on the given discussion questions and guidelines on their personal blogs. The data which were analysed qualitatively indicate that pre-service teachers were given opportunity to enrich their teacher concepts viewing different teacher characteristics. The results indicate that this critical activity helped them widen their horizons, re-evaluate their already constructed provisional teacher identity, and reconstruct them by deciding on certain features they would like to adopt and certain characteristics and behaviours they would avoid when they start their profession. It is also realized that they are heavily under the influence of what they were told as good and bad images of teachers and teacher activities. The results indicate that the participants seemed to have expanded their perspectives of possible teacher selves they wanted to exhibit and avoid. Moreover, they seemed to become aware of different teaching related issues they would face in their classes. This small scale study may be limited to only three movies and 15 participants, and therefore, the results may not be generalized to wider context. However, the outcomes indicate that providing pre-service teachers with different means that encourage them to reflect on and evaluate their provisionally adopted teacher selves potentially contribute to their construction of teacher identities.

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The Role of the Syntactic Features of Similes in their Translation from English into Albanian: The Case of Thomas Hardy's *Tess of the d'Urbervilles*

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Abstract

It has often been stated in translation theory that affinity between linguistic features in different languages may facilitate their translation from one into the other. Similes are one of these features. Apart from the fact that they usually comprise a tripartite structure, the comparison markers establishing the relationship between the other two constituents happen to be quite close semantically. Similarity may be seen even in the syntactic function that they fulfill in the texts where they appear. However, do these syntactic affinities really affect the translation of similes in a positive way? If yes, to what degree? In this paper we set out to investigate these two issues using data from the novel "Tess of the d'Urbervilles" by the British author Thomas Hardy and its translation into Albanian "Tesi i d'Erbervilleve". We will first analyze similes in terms of their syntactic make-up and the functions they fulfill in the source text followed by an analysis of their translations. Finally, we will discuss the implications of these analyses for the issues above.

Keywords: *similes, syntactic functions, comparison markers, adverbial modifiers of manner, clause of manner-comparison, qualifiers*

1. Introduction

The motivation for this paper comes from what Raymond van den Broeck (1981) states about the task of the translation theory. According to van den Broeck, the task of the translation theory is not to prescribe how people should translate but rather to predict and test the role that various aspects of linguistic phenomena play in their translation from one language to another.

Bearing this in mind, in this paper we investigate the extent to which two syntactic aspects of similes, namely comparison marker and the syntactic function in the clause, affect their translatability. It is based on the assumption that a linguistic feature which is similar across languages would facilitate translation rather than pose difficulties. We would like to test this possibility using data from Thomas Hardy's "*Tess of the d'Urbervilles*" and its translation into Albanian "*Tesi i d'Erbervilleve*".

We will proceed in the following way. We will first look at the two syntactic aspects of the similes in the source text. Then, we will move on to the analysis of their translation into Albanian.

2. Theoretical Framework

Similes are 'comparisons between two different things that resemble each other in at least one way' (Harris 2010). Similes are one of the most frequent linguistic expressive means in literary texts. Their communicative function is fulfilled by establishing a relationship of similarity between two entities which are essentially different but are regarded as similar from the point of view of some given feature (Pierini 2007).

Similes are structurally organized in three components. The first component is the entity that is being described. The second is the comparison marker which establishes the relationship between the constituent entities, and the third is the constituent serving as the descriptor.

Similes display a relatively high degree of syntactic stability. This is indicated by the fact that similes almost always contain a comparison marker by which they are recognized. In English comparison markers range from verbs (look/seem like, resemble), adjectives (similar to, the same as) to prepositions (like, as) and conjunctions (as if/though) (Pierini 2007). Pierini also points to a special type which is peculiar to English and which is structured as *noun-like* and is placed before nouns functioning as adjectives.

3. Methodology

The data come from Thomas Hardy's novel "Tess of the d'Urbervilles". As similes are almost always signaled by comparison markers such as *like*, *as*, *as ... as*, *as if/though*, their identification is greatly facilitated by the use of computer programs specially designed for text analysis. Using one such program named antonc3.2.1, which is a freely downloadable text analysis toolkit, we have managed to find and document about 160 similes and other expressions of comparison most of which will be presented in this paper.

4. Analysis of the Data

4.1 Similes according to the comparison marker.

Similes with the comparison marker *like* constitute the largest group in our corpus. There are at least 88 instances or 58% of their total number. The following examples are some of them:

like a map beneath him (p.6), *like a weaver's shuttle* (p.15), *like a raging tiger* (p.25), *like an arrow* (p.28), *like a sword* (p.28), *like a geranium bloom* (p.33), *like a bather about to make his plunge* (p.35), *like one in a dream* (f.37), *like a painter from his easel* (p.46), *like those of a wild animal* (p.52), *like Impatience on a monument* (p.58), *like a nimbus of a saint* (f.63), *like a Chinaman's queue* (f.66), (f.91), *like a slimy snake* (p.66), *like the love-making of the grasshopper* (p.89), *like that of a lover* (p. 90), *like Babylon* (p.102), *like a fly on a billiard-table of indefinite length* (p.107), *like a long-dog* (p.113), *like the beginning of a gallows*. (p.123), *like a fascinated bird* (p.125), *like breezes* (p.126),

Similes with *as* constitute the second largest group with 52 instances. They fall into two types.

a. **as + noun/noun phrase**

as the sap in the twigs (p.102), **as** the one soothing thing within the dusky horizon (p.323), **as** one in a dream (p.344), **as** the faeces of the same buzzing red glutton (p.345), **as** of Pandemonium (p.347), **as** Abraham might have mourned over Isaac while they went up the hill together (p.351), **as** the voice of the cuckoo in the third week (p.372), **as** a shining light (p.400), **as** in an isometric drawing. (p.413),

b. **as + adjective/adverb + as + noun/noun phrase**

- **adjective/adverb + as + noun/noun phrase**

as simple **as** a duchess's (p.22), **as** dignified **as** Chapels-of-Ease (p.34), **as** luminous and beautiful **as** some Praxitelean creation (p.67), sensitive **as** a gossamer, and blank **as** snow (p.74), rapid **as** the shadow of a cloud (p.105), **as** dazzling **as** that of cultivated flowers (p.126), stealthily **as** a cat (p.126), **as** surely **as** two streams in one vale (p.132), rotten **as** touch-wood (p.136), **as** unnatural and ghastly **as** a laugh in hell (p.235), **as** white **as** the scene without (p.303), heavy and thick **as** a warrior's (p.343)

Another category is that in which the relationship between the two entities is expressed by means of *as if/as though*. At least 16 instances have been counted.

as if/as though + clause

as if they were a pair of eyes in the small of his back (p.89), **as if** it had been a snake's (p.173), **as if** they had put off a vegetable for an animal integument. (p.297), **as if** you'd been had-rod (p.339), **as if** they were a quarter of a mile off, (p.42), **as if** they were silvered (p.413), **as if** in prayer (f.414)

There is a fourth way by means of which comparisons are encoded. This is the case when the comparison marker *like* is placed after the noun as in the following examples. It functions as an adjective and is known as a condensed form of comparison (Pierini, 2007). 8 such instances occur in our corpus.

noun-like

lath-like stripling (f.4), *cliff-like* dwellings (f.47), *business-like* tones (f.112), *the wave-like* curl of her lashes (f.130), *moon-like* eyes (f.135), *dream-like* fixity f.154), *a pumpkin-like* moon (f.182), *tower-like* pillar (f.409)

4.2 Similes according to their syntactic function in the clause

4.2.1 Adverbial modifiers of manner

Similes may fulfil various syntactic functions in the clauses and texts where they appear. In our corpus they occur mostly as adverbial modifiers of manner indicating the way something happens by means of a comparison. They are usually expressed by a noun or noun phrase preceded by *like* or *as*. For example:

Tess still stood hesitating like a bather about to make his plunge...(p.35), *...and it glistened like a slimy snake in the rays of the moon.* (p.66), *...the brim encircled it like a nimbus of a saint.* (p.63), *...William clinked off like a long dog and jumped safe...*(p.113), *...to come here affected him like throwing off splints and bandages...*(p.156) *...where it rested like crystals.* (p.200), *He was arriving like a ghost...* (p.268), *...the ground ringing under her feet like an anvil.* (p.305)

Variants of these are, what we call, independent adverbial modifiers of manner which act like common adverbial modifiers of manner but in writing are separated by commas. In the text they are also used to emphasize, to clarify or specify the exact circumstances under which things happen by likening them to something else.

Her mother's pride in her girl's appearance lead her to step back, **like a painter from his easel**...(p. 46), A kind of rope could be seen descending to some distance below her waist, **like a Chinaman's queue**. (p.66), *...and think not only that d'Urberville, like Babylon, had fallen.* (p. 102), Tess stood still upon the hemmed expanse of verdant flatness, **like a fly on a billiard-table of indefinite length**, ... (p.107)

4.2.2 Clauses of manner – comparison

The second largest group is that of similes functioning as clauses of manner – comparison. This term indicates that these clauses show the way an action happens by comparing it to something else. The relationship between the two entities is expressed by *as if* or *as though*.

...the open mead impressed them with a feeling of isolation, as if they were Adam and Eve. (p.133), *The others waited for the dairyman's answer as if their lives hung upon it...*(p.159), *...conned the characters of her face as if they had been hieroglyphics.* (p.179), *...irradiated as if they bore fire within them...*(p.206), *Clare arose in the light of a dawn that was ashy and furtive, as though associated with crime.* (p.243), *In his throat was something as if a sob had solidified there.* (p.279), *...The irregular chalk table-land or plateau, bosomed with semi-globular tumuli – as if Cybele the Many-breasted were supinely extended there*

4.2.3 Qualifiers

In this quality, similes provide additional information about what they qualify. They usually qualify nouns or noun phrases. They can occur alone or along with adjectives or prepositional phrases. Even here we need to distinguish between simple and independent qualifiers. The latter are also separated by commas.

a. Simple qualifiers

The lath-like stripling frowned. (p.4), *...the cliff-like dwellings* of Shaston broke the line of the ridge. (p.147), there arose from within a ticking **like the love-making of the grasshopper**. (p.89), *...till Clare, regarding for a moment the wave-like curl of her lashes* (p.130), *...an immense rope of hair like a ship's cable...*(p.271), *...she could discern a surface like polished steel...*(p.291), *...in front of it the long red elevator like a Jacob's ladder,* ... (f.345)

b. Independent qualifiers

...as she listened Tess, like a fascinated bird, could not leave the spot. (p.125), *...and drops upon her hair, like seed pearls.* (p.134), They marked the buoyancy of her tread, **like the skim of a bird which has not quite alighted**. (p.200), *...during those first moments in which brain, like a Samson shaking himself, is trying its strength,* ... (p.258), The wind, playing upon the edifice, produced a booming note, **like the note of some gigantic one-stringed harp.** (p.409)

4.2.4 As subject complements

As subject complements similes are used mainly with verbs like *be*, *look*, *appear*.

...they looked from this height **like the meshes of a net**. (p.307), And the immense stack of straw where in the morning there had been nothing, appeared **as the faeces of the same buzzin red glutton**. (f.345), Their every idea was temporary and forefending, **like the plans of two children**. (f.402), ...her breathing was now quick and small, **like that of a lesser creature than a woman**. (f.412), ...was to Angel Clare **like a fairy place suddenly created by the stroke of a wand**... (f.391), You are **as weak as a bled calf**, you know you are;... (f.347), The From waters were **clear as the pure River of Life**... (f.105), Having been lying down in her clothes she was **warm as a sunned cat**. (f.174)

4.3 Translation of similes into Albanian

4.3.1 Translation of like

In the translation of *like* similes, in 67 out of a total of 88 instances the translator has opted for its direct Albanian equivalent *si*.

like a map beneath him (p.6) - **si** ndonjë hartë gjeografike (p.12), **like** a weaver's shuttle (p.15) - **si** ai meçiku i endësit (p.26), **like** an arrow (p.28) - **si** shigjetë (p.43), **like** a sword (p.28) - **si** ndonjë shpatë (p.43), **like** a geranium bloom (p.33) - **si** ndonjë elbarozë e kuqe (p.51), **like** a bather about to make his plunge (p.35) - **si** një notar që matet të zhytet në ujë (p.53), **like one in a dream** (f.37) - **si** në ëndërr (p.56), **like** those of a wild animal. (p.52) - **si** sytë e ndonjë egërsire. (p.74), **like** Impatience on a monument (p.58) - **si** statujë e Padurimit (f.81), **like** a nimbus of a saint (p.63) - **si** brerorja e ndonjë shentori. (f.88), **like** a Chinaman's queue. (p.66) - **si** balukja e ndonjë kinezi. (p.91), **like** a slimy snake (p.66) - **si** ndonjë gjarpër zvarritës. (p.92)

In the remaining instances two translation tendencies have been noticed; a. translation without *like* but with verbs such as *ngjaj*, *ngjasoj* (resemble), b. translation with the Albanian equivalent *si* followed by verbs *duket* (seems), *ngjan* (looks like, resembles).

a. Translation without *like*

like a raging tiger – *i ngjante një tigri* (resembled a tiger), **like** the last coin – *i ngjasonte një monedhe* (resembled a coin), **like** a painter – *siç bën piktori* (as the painter does), **like** a piece of day left behind by accident - *dukej sikur rastësisht aty kishte mbetur nje copë ditë* (looked like there was a piece of day left), **like** Babylon - *siç ra dikur Babilonia* (as Babylon once fell), the meadows lay **like** a white sea - *luadhet i përngjimsnin një deti të bardhë* (the meadows looked like a white sea), finch under it **like** a plant - *siç mbliidhet bima* (as the plant finches), **like** the bitterness of dissolution - *që i ngjasonte hidhërimit të vdekjes* (that resembled the grief of death)

b. Translation with *si* and an Albanian verb meaning *seems*, *looks like*

like a Chinaman's queue - *që ngjante si balukja e ndonjë kinezi* (which looked like a Chinaman's fringe), **like** those of an animal – *që dukeshin si sytë e ndonjë egërsire* (which seemed like the eyes of a wild beast), **like** polished steel - *që dukej si petë e lëmuar çeliku* (which looked like a sheet of polished steel)

4.3.2 Translation of as, as ... as

The comparison marker *as* used alone has been translated in a number of ways. On at least 7 occasions it has been translated by the Albanian *si*:

as a swimmer to the wave - **si** notari midis valëve, **as** echoed from a time of foolishness - **jehoi** aty **si** mbeturinë e një periudhe marrëzie të verbër, **as** a dying man to the dying - **si** një njeri që është në buzë të varrit, **as** lofty bastions – **si** këshqjella, **as** a fiend – **si** armik, **as** a lover – **si** dashnor, **as** a shining light – **si** rreze drite

Other forms of translation are: *sikur/sikundër*, *siç/ashtu siç*, *thua se/ si të thuash*, *sa/sa ç'*. The first two, *sikur/sikundër*, *siç/ashtu siç* may be considered as variants of *si* as they are quite close semantically. *Thua se/ si të thuash* mark a slightly farther variant equivalent in English to *as it were/as if*.

as the sap in the twigs - **sikundër** çohet peshë lëngu i pemëve, **as** a canvas by Van Asloot or Sallaert - **sa** ç'janë të

mbushura pëlhurat e piktorëve Alslot ose Salert, as in a chemical process - thua se po ndodhte ndonjë proces kimik, as at a foolish nightmare - siç mund të qeshë njeriu me një makth, as in a funeral procession - sikur po shkonin prapa një qivuri, as the dive of the kingfisher - ashtu siç bën një peshk, appeared as the faeces... - ishte, si të thuash, një pjellë, as the voice of the cuckoo... - sa zëri i qyqes...

Some cases have been found where the comparison markers have been omitted in the translation and have been replaced by expressions or clauses that provide additional comments but with no comparison markers.

spread as the one soothing thing within the dusky horizon - tingëllonin në një mënyrë disi qetësuese (sounded in a somewhat soothing way), The snow had followed the birds from the polar basin as a white pillar of a cloud - Fill pas ardhjes së shpendëve prej rrethit polar kishte filluar të binte dëborë: ajo binte në formën e një reje të bardhë pluhuri (right after the birds' arrival from the polar circle it had began to snow: it fell in the form of a white cloud of dust)

27 similes with *as ... as* have been counted. Both adverbs appear in 15 of them, whereas in 12 only the second *as* is used. This difference, however, does not seem to affect the way they are translated. On 14 occasions they have been rendered as *si*.

as sumple as a duchess's - të hollë e delikate si ndonjë dukeshë, sensitive as a gossamer - i ndjeshëm si cerga e merimangës, clear as the pure River of Life - të kulluara si vetë Lumi i Jetës, stealthily as a cat - si ndonjë mace, as surely as two streams in one vale - si dy rreke uji që bashkohen së fundi në, të njëjtën luginë

4 instances have been translated by *aq...sa/sa ç'*, which constitutes the direct Albanian equivalent of *as ... as*.

a polychrome as dazzling as that of cultivated flowers - larmi aq të këndshme ngjyrash sa lulet e ndonjë kopshti të mirëmbajtur, as horizontal as the mead itself - po aq horizontale sa livadhet, as peculiar to the rural labourer as the hexagon to the bee - ishte po aq i pandryshueshëm për fshatarët sa ç'është gjashtëkëndshi për bletët, as unnatural and ghastly as a laugh in hell - aq të panatyrshëm e të lemerishëm sa do të thoshe se ishte të qeshurit e skëterrës

In two instances we find respectively *si të qenë* (as if they were) and *sa...aq* (as .. as) which is another variant of *aq ... sa* above.

1. **as** luminous and beautiful **as** some Praxitelean creation - **si të qenë** krijuar nga dora e Praksitelit (as if they were created by Praxitele's hand)
2. **as** inexpressive **as** silence - **sa të thata aq dhe të qeta**

4.3.3 Translation of noun-like similes

According to Pierini (2010), similes with this structure are not as productive in analytical languages like Italian as they are in English. She adds that in order to translate these linguistic structures they first need to be 'unfolded', which means their syntactic structure has to be changed, one or more components need to be omitted or added in accordance with various syntactic, semantic or stylistic intentions. The translation of *noun-like* similes will be discussed in section 4.4.1 below.

4.4 The syntactic functions of the similes and their translation into Albanian

4.4.1 Similes with like

There is a total of 50 similes with *like* which function as adverbial modifiers of manner or independent adverbial modifiers of manner. As such they are related to the verb indicating the way the action expressed by the verb is happening by comparing it to something else. In 28 instances they have been translated into Albanian as adverbials of manner, preserving, thus, their syntactic function in the source text. For instance:

...extended like a map beneath him (p.6) - ...që ndehet te këmbët e tij si ndonjë hartë gjeografike (p.12), ...speeding along these lanes like an arrow (p.28) - ...kishte kaluar si shigjetë nëpër ato rrugë (p.43), She obeyed like one in a dream (p.37) - Ajo i bindej si në ëndërr. (p.56), I have been watching you from over the wall - sitting like Impatience on a monument (p.58) - Po ju vështroja nga muri. Ju qëndroni si statujë e Padurimit ...(p.81), the brim encircled it like a nimbus of a saint. (p.63) - ...strehët e saj e rrethonin kokën si brerorja e ndonjë shenjtori (p. 81), ...and it glistened like a slimy snake (p.66) - ...ai shndriste si ndonjë gjarpër zvarritës (p.92)

The syntactic function has been changed in the translations of 23 instances. Here, apart from adverbial modifiers per se, there are also several instances of independent adverbials of manner. On 8 occasions adverbials of manner have not been translated as such but rather as independent adverbials of manner, manner-comparison clause or with phrases without comparison markers. The following patterns have been identified.

1. Translation as independent adverbials of manner

Tess stood hesitating *like a bather about to make his plunge* (p.35) – Tesi po qëndronte ende duke nguruar, *si një notar që matet të zhytet në ujë* (p.56), ...his great knife and fork planted erect on the table *like the beginning of a gallows*. (p.123) – thikën dhe pirunin ai po i mbante perpendikularisht mbi tryezë, *si ndonjë trikëmbësh që...*(p.162), ...out of which the scattered trees rose *like dangerous rocks*. (p.134) - ...mbi të cilin ngriheshin, *si shkëmbinj të rrezikshëm*, pemë të shpërndara...(p.177)

2. Translation as manner-comparison clauses

...to come here ...affected him *like throwing off splints and bandages*... (p.172) - ... ndiente *sikur këtu në Telbotejs i flakte tej fashat dhe kështallat...* (p.224) (...he felt as if here in Talbothays he threw off his splints and bandages), ...she seemed to flinch under it *like a plant in too burning a sun*. (p.174) - ...dhe mblidhej sa një grusht, *siç mblidhet bima nën rrezet përvëluese të diellit* (p.227) (just as the plant flinches under the scorching rays of the sun), she seemed to feel *like a fugitive in dream*...(p.394) – I dukej *sikur ishte në një ëndërr* ... (p.481) (she felt as if she was in dream)

3. Translation with no comparison markers

Among them I should have stood *like Hymeneus and Alexander*, ... (p.341) – Ndërmjet tyre unë *do të kisha luajtur rolin e Himeneut dhe të Aleksandrit*,... (p.425) (...I would have played the role of Himeneus and Alexander), ...allowing it to drift, like a corpse upon the current ... (p.395) – Ajo *i përngjante* një trupi që i lëshohet rrymës ... (p.482) (She resembled a corpse overwhelmed by the current)

Differences in the syntactic function can be seen even in the translation of the similes as independent adverbials of manner. There is, in our opinion, only one instance in which this syntactic function turns out unchanged.

...by moving their heads round in a slow, horizontal, passionless wheel, *like the turn of puppets by clockwork*. (p.134) - ...kthenin kokën mengadalë dhe pa u turbulluar, *si marioneta që vihen në lëvizje prej një mekanizmi sahati* (p.177)

However, most of them manifest differences in their syntactic function. For instance, we find some of them translated as adverbials of manner.

...that was only because, *like Peter the Great, in a shipwright's yard* ... (p.128) - ...*si dikur Pjetri i Madh në kantierin detar*... (p.169), ...and drops upon her hair, *like seed pearls*. (p.134) - ...dhe ia mbulonin flokët *si me kokrriza margaritarësh*. (p.177), tossed about by doubts and difficulties in London, *like a cork on the waves*, ... (p.232) – i torturuar prej dyshimesh dhe prej problemesh të pazgjidhura, sillej atëherë *si ndonjë gogël e përpirë prej valëve*... (p.293)

In rare cases independent adverbials of manner have also been translated as clauses of manner-comparison and relative clauses.

4.4.1.1 As manner-comparison clauses

Her mother's pride in her girl's appearance lead her to step back, *like a painter from his easel*... (p.46) – Misis Darbejfidli, krenare për pamjen që kishte marrë e bija, u spraps nja dy hapa, *siç bën piktori kur sprapset nga kambaleci*... (p.66)

4.4.1.2 As relative clauses

...a kind of rope could be seen descending to some distance below her waist, *like a Chinaman's queue*. (p. 66) - ...i varej deri poshtë tek beli njëfarë gjalmi *që ngjante si balukja e ndonjë kinezi*. (p.91) (...which looked like some Chinese guy's fringe)

Similes with *like* occur also as qualifiers. They are fewer in number than adverbials of manner and unlike adverbials of manner which are related to the verb, they are related to a noun or noun phrase providing comment on a specific aspect of it by way of comparison. They fall into two subtypes: simple and independent, and range from single adjectives to whole phrases.

4.4.1.3 Simple qualifiers

1. Translation as qualifier
...an immense rope of hair **like a ship's cable**...(p.271) - ...gërsheta të gjata **si ballamar anijeje**. (p.337), **Like the prophet on the top of Peor** Izz Huet would fain have spoken perversely at that moment...(p.279) – **Si ai profeti në malin e Peorit**, Izz Hueti do të kishte dashur ta fshinte atë çast të vërtetën...(p.347)
2. Translation as relative clauses
...there arose from within a ticking **like the love-making of the grasshopper**. (p.89) - ...u dëgjua njëfarë tik-taku **që ngjante si këngë dashurie e ndonjë gjinkalle**...(p.122) (which resembled the love song of a grasshopper) - , ...she could discern a surface **like polished steel**...(p.291) - ...mundi të shquante...një syprinë të sheshtë **që dukej si petë e lëmuar çeliku**...(p.360) (which looked like a sheet of polished steel),
3. As independent adverbial modifiers of manner
...in front of it the long red elevator **like a Jacob's ladder**, ... (p.345) - ...ngridhej, **si shkalla e Jakovit**, një elevator i gjatë, i kuq... (p.431) (...rose, like the Jacob's ladder, a long, red elevator)

We have already mentioned that there are 8 *noun-like* similes in our data. The way they are translated confirms once again what Pierini points out about the impossibility of a word-for-word translation and the need for further translational action. Three instances of *noun-like* similes have not been translated.

1. ...the band of milkers at this request burst into melody – in purely **business-like** tones...(p.112) - ...duke ju bindur porosisë, kori i mjelësve ia nisi këngës (obeying the order, the choir of milkers started singing)
2. ...till Clare, regarding for a moment the **wave-like** curl of her lashes...(p.130) - ... dhe Kleri, pasi u hodhi një vështrim qepallave të saj një çast...(p.171) (...and Clare, after having a look at her lashes for a moment, ...)
3. feeling sideways they encountered another tower-like pillar...(p.409) – duke ecur anash, ata ndeshën një tjetër shtyllë (p.499) (moving sideways they ran into another pillar)

The strategy followed on three other occasions is that of reducing the simile to its sense without using any linguistic means of comparison.

1. The **lath-like** stripling frowned (p.4) – Djaloshi i gjatë stërhell u vrenjt në fytyrë (p.12) (the tall skinny boy frowned)
2. ...the boy who kept the horse going outside put on **moon-like** eyes ... (p.135) - ...dhe çuni që shtynte kalin **zgurdullonte sytë** ... (p.178) (and the boy who kept the horse going opened his eyes wide)
3. ...though the curious **dream-like** fixity disappeared...(p.154) - ...megjithëse **shprehja e menduar dhe ëndërruese** iu zhduk... (p.202) (even though her thoughtful and dreamy expression disappeared)

The comparison form has been retained in two cases. The two of them have been translated as relative clauses by means of verbs *resemble*, *look like*.

1. Far away behind the first hills the **cliff-like** dwellings of Shaston broke the line of the ridge. (f.47) – Diku larg, prapa kodrinave të para që ngriheshin mbi sfondin e bregoreve shtëpitë e Shestonit **që ngjanin si shkrep**a (p.47) (...the houses of Sheston which looked like cliffs)
2. ...and presently a **pumpkin-like** moon arose on the other hand. (p.182) - ...doli një hënë e përbindshme, **që i ngjasonte një kungulli**. (p.236) (a monstrous moon appeared, that resembled a pumpkin)

4.4.1.4 Similes with as, as ... as

The basic syntactic function of similes with *as* alone is that of the adverbial of manner. While in a number of them their function has been preserved, the translator seems to display a preference for translating them in the form of clauses of manner-comparison.

4.4.1.5 as adverbial modifiers of manner

they abandoned themselves to the air as a swimmer to the wave - në ajrin e freskët e ndienin veten **si notari midis valëve**, *I send this message to them as a dying man to the dying* - Unë ua dërgoj këtë porosi **si një njeri që është në buzë të varrit**, *Tess resumed her position...as one in a dream* - Tesi, **duke ecur si në ëndërr**, *u kthye te vendi i saj i punës*, *Nightfall, which in the frost of winter comes as a fiend and in the warmth of summer as a lover* - Në dimrin e ftohtë nata vjen **si armik**, në verën e ngrohtë vjen **si dashnor**

4.4.1.6 as clauses of manner-comparison

begin to differentiate themselves as in a chemical process – filluan të diferencoheshin, thua se po ndodhte ndonjë proces kimik (as if a chemical reaction was happening), and smiled at her disquiet as at a foolish nightmare – dhe qeshi siç mund të qeshë njeriu me një makth që nuk ka asnjë bazë, (just as someone could laugh at a nightmare that has no basis) walking very slowly, without converse, one behind the other, as in a funeral procession - ecnin shumë ngadalë, pa folur fare dhe njëri prapa tjetrit, sikur po shkonin prapa një qivuri, (as if they were going after a coffin), his arrival stirred the atmosphere of the Vicarage as the dive of the kingfisher stirs a quiet pool - ardhja e tij e papritur e tubulloi familjes e priftit ashtu siç bën një peshk, që duke u zhytur në ujë, e turbullon sipërfaqen e një liqeni të qetë (just as a fish does, which, diving into the water, disturbs the quiet surface of a lake)

In two cases they function as complements. This appears unchanged even in the translated text.

And the immense stack of straw where in the morning there had been nothing, appeared as the faeces of the same buzzing red glutton - Dhe qipia vigane e kashtës që ishte ngritur aty ku në mëngjez nuk kishte asgjë, ishte, si të thuash, një pjellë e atij llupësi të kuq gumëzhitës, though as approached on the other side from Blackmoor in her childhood they were as lofty bastions against the sky – kurse nga lugina e Blekmurit ngriheshin si kështjella, që spikatnin në sfondin e qiellit

The as...as similes are mainly subject complements. Their function has been retained even in the translation.

The stables...were as dignified as Chapels-of-Ease - Stallat...ngriheshin madhështore si kisha të vogla, they looked as luminous and beautiful as some Praxitelean creation - dukeshin të shndritshëm dhe të hijshëm si të genë krijuar nga dora e Praksiteli, The Froom waters were clear as the pure River of Life - Ujrat e Varit, përkundrazi, ishin të kulluara si vetë Lumi i Jetës, he's rotten as touch-wood by now - është katandisur si ndonjë trung i kalbur, her arm...was as cold and damp to his mouth as a new-gathered mushroom - krahu i Tesit ...iu duk i ftohtë dhe i lagësht, si ndonjë kërpudhë e freskët

This is not the case though when they occur as independent qualifiers. There is only one instance in which the syntactic function has been preserved.

upon this beautiful feminine tissue, sensitive as a gossamer, and blank as snow - shpirti i bukur i kësaj femre, i ndjeshëm si cerga e merimangës dhe i pastër si dëbora

In two other instances independent qualifiers. have been replaced by relative clauses or comparison clauses.

1. the beams of the sun, almost **as horizontal as the mead itself, ... - ndërsa rrezet e diellit që ishin gati po aq horizontale sa livadhet** (...whereas the beams of the sun which were as horizontal as the meads...)
2. broke into horrible laughter – **as unnatural and ghastly as a laugh in hell - ia krisi një të qeshuri të llahtarshëm, aq të panatyrshëm e të lemerishëm sa do të thoshe se ishte të qeshurit e skëterrës** (so unnatural and ghastly that you would say it was a laugh in hell)

5. Conclusion

Tess of the d'Urbervilles abounds in similes and other comparative expressions. With the help of computer programs specially designed for text analysis we were able to identify no less than 160 instances of such expressions. Similes were looked at from two angles, namely the comparison marker and syntactic function they fulfill in the clause. In terms of the comparison marker they fall into four types. The first and most frequently occurring type is the simile with *like* with 88 instances. The next type is that of the simile with *as*. There are 52 cases. Similes with *as* can be further subdivided into two subtypes: a. *as* + *noun/noun phrase*, b. *as/-* + *adjective/adverb* + *as* + *noun/noun phrase*. The third type is the simile with *as if/as though* with at least 16 instances. The fourth type, with only 8 instances, is the *noun-like* simile.

Most of the similes function as adverbial modifiers of manner expressed by a noun or noun phrase and preceded by *like/as*. Similes with *as if/though* function as manner-comparison clauses. In some cases similes may also function as qualifiers, which can be simple or independent, as well as subject complements usually using verb such as *be, look or appear*.

67 out of 88 instances of similes with *like* have been translated with its direct Albanian equivalent *si*. This suggests this aspect of similes presents no considerable difficulty in translation. Similes that have been translated with the most variety are those with *as* and their subtypes. The comparison marker which is translated with the most variety is the subtype *as/-* + *adjective/adverb* + *as* + *noun/noun phrase*.

The majority of the similes with *like*, 50 out of 88 have been translated as adverbial modifiers of manner preserving thus the syntactic function they fulfill in the original text. This indicates that this may be a common point between the syntactic systems of English and Albanian which does make the translator's job easier. The translation of the rest of the similes displays two major patterns. One is that in which adverbial modifiers of manner have been translated as independent adverbials by separating them with commas. Another translation pattern is the translation as manner-

comparison clauses. A third pattern is the translation with no comparison markers. Even originally independent adverbial modifiers of manner have undergone changes. The most frequent are the translations as manner-comparison clauses and as relative clauses.

Most of the similes that occur as qualifiers in the original have been translated as such into Albanian. The main deviation is that when they are translated as relative clauses, which constitutes an act of explicitation.

The *noun-like* similes turn out to be the most difficult to translate. A literal translation is impossible as in Albanian there are no linguistic means to enable it. Under these circumstances, the translator has resorted to other ways such as omitting them altogether or by paraphrasing their meaning. The simile has been kept in two cases only.

The main function of *as* similes in the source text is that of adverbial modifier of manner. In the target text they are translated either as *such* or *as* clauses of manner-comparison. When they occur as complements, the function is preserved in the translated text.

On the basis of the above analyses, the following conclusions would be drawn:

1. The formal aspect of the similes, especially *like/as* similes does not present significant difficulty in their translation into Albanian. The overwhelming majority of these similes can be translated with their direct Albanian equivalent *si*.
2. The most frequently occurring deviation from this pattern is the translation as manner-comparison clause preceded by the linguistic means used in Albanian. However, it should be noted that this is not a forced choice but it is done mainly for stylistic purposes in order to avoid repetition.
3. The most significant shifts are to be found in the syntactic functions that similes fulfill in the target text as opposed to those in the original. Numerically, the most common shift is that from adverbial modifier of manner to independent adverbial modifier of manner.
4. The *noun-like* similes are irreproducible in the form they appear in the original. Their translation is realized in various ways ranging from their omission to recreation as a simile consisting of verbs like *seem/appear* and the comparison marker *like*.

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Electronic Portfolio in Primary School: A Tool for Self-Reflection and Learning

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Abstract

An electronic portfolio provides an environment where students can collect their work in a digital archive; select specific pieces of work to highlight specific achievements; reflect on the learning demonstrated in the portfolio, in either text or multimedia form; set goals for future learning or direction to improve; and celebrate achievement through sharing this work with an audience, whether online or face-to-face. Digital portfolios can be powerful tools for facilitating reflective practice when based on developmental principles and adequately supported by mentoring, peer review, and other effective practices. E-Portfolio is an improvement of traditional portfolio. It is an opportunity to show skills and abilities which are not easily certified with traditional instruments. Students have the possibility to represent work in multiple modalities and the opportunity to self-reflect and represent how they construct meaning from their academic learning and personal experiences. The digital portfolio, introduced in primary schools, would be an effective knowledge instrument for children and families, beyond being a valuable tool for teachers. Through a description of him/herself, the child would be able to recognize their emotions, to check their own capabilities and to develop self-guidance. This could be a way to help him/her to modify their behavior in relation to the objectives that he/she wants to achieve. In this way each child would be participatory and responsible for his/her own learning. While the notion of using electronic portfolios for students' assessment is not new, in Romania teachers are just beginning to explore the advantages of digital formats for these assessment tools. This article explores the use of the digital portfolio to promote reflection by practitioners and suggests strategies that can be employed by teacher educators to maximize the benefits of these constructivist tools for learning, reflection, and assessment.

Keywords: *electronic portfolio, self-reflection, learning, assessment, primary school.*

1. Introduction

Portfolio is defined as "a purposeful collection of student works that display the efforts, development and successes of the learner" (Paulson, Paulson & Meyer, 1991). The most distinctive property of portfolio is that it makes a person both assessor and assessed, apart from making him/her assessed. In this case, apart from being the object of assessment, the student is both the partner of the assessed object and the assessment (Wolf, 1991). Here, the learner actively participates in the selection of the content and determining the selection criteria.

Portfolios serve both for the teacher and for the student. It provides students the opportunity to project their successes and teachers the opportunity to evaluate the development and success of the students. Students test their own works and project them on their targets for the future.

One of the many benefits of portfolio is that brings clarity to the fairness problems in assessing the student performances. In determining the assessment criteria negotiation between the learners and between learner-teachers has an important role. In order to shape the assessment criteria, class discussions of students are allowed. This method provides an educational environment both for the students and for the teachers (Mullin, 1998). This environment will enable the student to be responsible for his/her own development and learning and be aware of his/her own improvement. So, an opportunity will be provided for the learners to assess their own learning.

Students and teacher reach a common decision by acting together to determine the structure, contents and criteria of the portfolio and the necessary documents. The new task of the teacher focuses on encouraging instead of judging students and showing alternatives instead of imposing ideas. This situation provides flexibility for the learning environment.

2. Electronic Portfolios

Electronic portfolio, also known as digital portfolio, e-P, digital notebook and web-folios or e-Folios is the transformation of all the products reflecting the development of an individual into soft copies that can be read in digital format (Chang, 2001). Digital portfolios require especially technology knowledge and skills and the use of a composition of electronic

media resources such as hypermedia programs, database, word processor software and web design programs. Digital portfolios are collected in a hard disc, a CD-Room or Home Page, corrections can be made on them when necessary and it is easy to carry them.

E-Portfolios are used for a variety of *purposes*. While one author identifies the types of portfolios as documentation, process, and showcase, others identify them as developmental, presentation, and assessment. One of the widely accepted definitions proposed by Barrett (2007) emphasises the main features of this instructional tool: "A portfolio is a collection of work that a learner has collected, selected, organized, reflected upon, and presented to show understanding and growth over time. Additionally, a critical component of a portfolio is the combination of a learner's reflection on the individual pieces of work (often called *artifacts*), as well as an overall reflection on the story that the portfolio tells".

This process of *collecting, selecting, organizing, reflecting upon, and presenting* addresses the student-centered nature of e-portfolios identified by other authors. According to Estes (2004), student-centered learning puts power in the hands of the learner, fosters collaboration, and focuses on activities that are useful and relevant. In creating and reflecting upon e-portfolios, students are challenged and empowered to think not just about *what* they learned, but about *how* they learned. Although this can be a short-term exercise, ideally the learner is provided with continuous opportunities for reflection. In these circumstances, when students can keep working on them throughout the learning period, e-portfolios provide the benefit of continuous improvement, as students do not see them as definitive. This extensive reflection opportunity is cited by Lewis and Baker (2007) as the e-portfolio's greatest advantage. It also contributes to the development of meta-cognitive skills, allows the student to view learning as a process, and provides an effective means of assessing that process.

Assessment is generally categorized as formative or summative. Barrett (2007) describes the differences in formative vs. summative e-portfolios as follows: "In implementing [formative] portfolios, artifacts are selected by students to tell the story of their learning. The portfolio is maintained throughout a class, term or program. The portfolio and artifacts are reviewed with the learner and used to provide feedback to improve learning. In contrast, when looking at [summative] portfolios... students submit specific required artifacts that are mandated by the school to determine outcomes of instruction. Summative portfolios are usually developed at the end of a class, term or program. These portfolios are often measured based on a rubric and quantitative data is collected for external audiences. The summative portfolio is structured around a set of outcomes, goals or standards and is sometimes used to make high stakes decisions." In relationship to e-portfolios, purely summative assessment has been criticized.

3. Best Practices

Farr Darling (2000) noted that, in order to make the process as meaningful as possible, certain areas need to be addressed prior to implementation. In synthesizing the findings of Farr Darling and numerous other authors, the following issues emerged as critical in the process of developing meaningful e-portfolios: *clarity of purpose; clear evaluation criteria; collaboration; reflection*.

As with any other educational tool, the effective use of e-portfolios is dependent upon having a clear idea about the instructional purpose. Defining evaluation criteria would be the next pivotal point in using e-portfolios in terms of student assessment. Collaboration, including the interaction among students and between student and instructor, fosters collegiality and improves performance. Finally, the essence of the e-portfolio concept is the process of reflection, making connections between the past and the present in order to shape the future.

3.1 Clarity of purpose

As previously indicated, the e-portfolio is ideally used in a long-term capacity, the minimum of which would be the duration of a semester. The primary purpose of this is to allow for depth of reflection and continuous learning; however, a possible secondary benefit is that students are able to demonstrate a pattern of achievement and/or growth. There are a wide variety of purposes for creating an e-portfolio, assessment being one of them, and it is the purpose of the e-portfolio which dictates its design and content (Lewis & Baker, 2007). Students, however, are not always clear on the purpose of the e-portfolio they are charged with creating (Chambers & Wickersham, 2007). It is, therefore, essential that the e-portfolio task is developed with clarity of purpose in mind. More importantly, the purpose and the value of the e-portfolio must be clearly communicated.

3.2 Clear Evaluation Criteria

An important step in ensuring fair and meaningful assessment is familiarizing students with the manner in which they will be evaluated (Bauer & Anderson, 2000). Regardless of whether the goal is assessment of learning, assessment for learning, or a combination of both, there will inevitably be certain learning outcomes or processes that will be of interest to both student and assessor.

Portfolio development, whether formative or summative, is often viewed as an authentic method of assessment in that it involves real-world applications. However, these types of processes and products can prove difficult to evaluate, especially when it is hard to separate the process from the product, or the process is as important, or more important, than the product (Thorndike & Thorndike-Christ, 2010). Rubrics are commonly used in assessing e-portfolio products and/or processes (Barbera, 2009; Lynch & Purnawarman, 2004), but they are certainly not the only means of evaluating learning.

Regardless of the method of evaluation, the expected standards should be communicated in advance. Instructors are not the only assessors of e-portfolio projects. A key component in building metacognitive and self-regulating skills, and a recurring theme throughout the literature on e-portfolios, is the opportunity to self-assess and assess one's peers. These activities are so beneficial in building autonomous learners that authors such as Bauer and Anderson (2000) believe that the incorporation of peer and self-assessment are a requirement for effective e-portfolio development.

In having the opportunity to view and evaluate e-portfolios created by other students, learners are naturally inclined to compare these projects to their own and subsequently make improvements (Barbera, 2009). Including both processes, assessing self and assessing others, maximizes the potential for deeper learning and higher quality products. Thus, e-portfolio-based assessment is ideally a collaborative effort between an instructor, the student, and the student's peers. In both cases a variety of evaluation methods are available such as rubrics, checklists, and rating scales. Regardless of the method employed, defining clear evaluation criteria is the crucial element for successful assessment.

3.3 Collaboration

In addition to fostering a collaborative relationship among students, e-portfolios can help improve collaboration between a student and the reviewer of the e-portfolio (instructor, tutor, advisor, etc.). Reading student reflections and observing the learning process via an e-portfolio can help a reviewer identify the student's progress.

3.4 Reflection

Without reflection, the e-portfolio is really nothing more than an online storage device. It is through the reflective process that a student is able to "see" their learning. Miller and Morgaine (2009) summarize the benefits of reflection as allowing students to: (a) build personal and academic identities, (b) make learning connections, (c) develop self-assessment skills, and (d) plan academic pathways through the development of meta-cognitive skills.

The essence of reflection is making connections between the past and the present in order to shape the future. Reflection improves practice when an individual compares and contrasts experiences, analyzes the actual versus the desired, critically evaluates current assumptions and understandings, and makes modifications as a result (Conrad, 2008). The problem is that this process is complex and difficult for most students.

Just as assessors should be trained in evaluation methods, students should be trained in how to reflect and the purpose of reflection. Instructors should discuss the reflection process, clearly define what it means, and demonstrate how it works (Herner-Patnode & Lee, 2009).

4. Future Directions in Developing E-Portfolios

The instructional value of e-portfolios has been recognized by educators since the 1990's. Recently, the emergence of Web 2.0 has reinforced the e-portfolio concept, improving its usability in a variety of educational settings. The body of literature (Owen, 2009; Zhang, Olfman & Ractham, 2007) indicates an increasing potential for merging Web 2.0 tools with e-portfolios to create a dynamic approach to student assessment. Undoubtedly, the new direction in e-portfolio development is associated with ever-growing Web 2.0 technologies that are open-source, flexible, interactive, and accessible.

The Bologna Process, a reform movement aimed at creating a unified, yet diverse, higher education system throughout Europe, has recognized e-portfolios and Web 2.0 as integral parts of the future development of European

higher education. Learning via e-portfolios is more comparable, visible, portable, and transparent, which are four main principles of the Bologna process. In regard to Web 2.0, the authors pointed out that e-portfolios based on Web 2.0 tools enhance learning “through mechanisms based on the concept of collective intelligence.” This concept of “*collective intelligence*” may be associated with the process of collective reflection, or peer assessment, which is one of the main instructional components of the e-portfolio.

Students are more passionate about presenting themselves through a combination of text, images, audio, and video, than using text alone. It seems that multimedia representation of e-portfolio content has already become a widely accepted trend. Therefore, a multimedia approach, supported by Web 2.0, may be considered one of the future directions in developing e-portfolios as an assessment tool.

5. E-Portfolio Implementation in Romanian Primary Schools

While the notion of using electronic portfolios for students` assessment is not new, in Romania teachers are just beginning to explore the advantages of digital formats for these assessment tools. The digital portfolio, introduced in primary schools, would be an effective knowledge instrument for children and families, beyond being a valuable tool for teachers. Through a description of him/herself, the child would be able to recognize their emotions, to check their own capabilities and to develop self-guidance. This could be a way to help him/her to modify their behaviour in relation to the objectives that he/she wants to achieve. In this way each child would be participatory and responsible for his/her own learning.

There are different types of student created portfolios in the K-12 context. The literature differentiates between two main types of portfolios: showcase (best work) and process (progress) (Nitko, 2001). A showcase portfolio focuses on final accomplishments. In contrast, a process portfolio is defined as a systematic and organized collection of work that a learner has reflected upon, selected, and presented to show growth and change over time (Barrett, 2007). Either in paper-based format or digital format, a process portfolio is student-centered, focuses on students` progress and supports an environment of goal-setting, feedback, reflection and self-evaluation.

The present study explored the process of implementing e-portfolios in a first grade primary school class in Romania, as a way for students to share their work and exchange peer feedback. This has been an interesting challenge, having to take into account the operating limits of school resources, teacher` skills and the meta-cognitive ability of the children themselves. A weblog was set up through <http://kidblog.org/>. It included all students in the class as registered users and the teacher as the administrator. Each student had an individual password-protected account and a personal space, which will henceforth referred to as the student`s portfolio. A student could access his/her portfolio by clicking on his/her name on the class` weblog. Therefore the class` weblog consisted of a collection of students` individual portfolios.

The implementation of e-Portfolio was developed through several activities. The first task was the design of the shared home page, followed by the retrieval of collected, classified and digitized material. Another activity was the use of tools to allow children to create their own digital logo to be included on their home page. The produced e-Portfolios were very good in complexity and quality. Two sample of a student`s works are shown in Figures 1 and 2 (“The environment” - WordCloud and “Save the Earth!” - Automotivor).



Fig. 1 A sample of a student`s work: “The environment” - WordCloud (in Romanian)



Fig. 2 A sample of a student's work: "Save the Earth - Automotivator" (in Romanian)

Regarding the role and use of e-portfolios in this study, it is important to note that the e-portfolio tool was not simply used as a repository of students' artifacts. As Balaban et al. (2013) note, the learning aspect of e-portfolios not only embraces the storage and presentation of past work and experience, but also encompasses reflection and feedback. A Web 2.0 e-portfolio facilitates participation, collaboration and interaction among learners and makes feedback easier for both teachers and students (Barrett, 2007). A sample of teacher's feedback is shown in Figure 3.

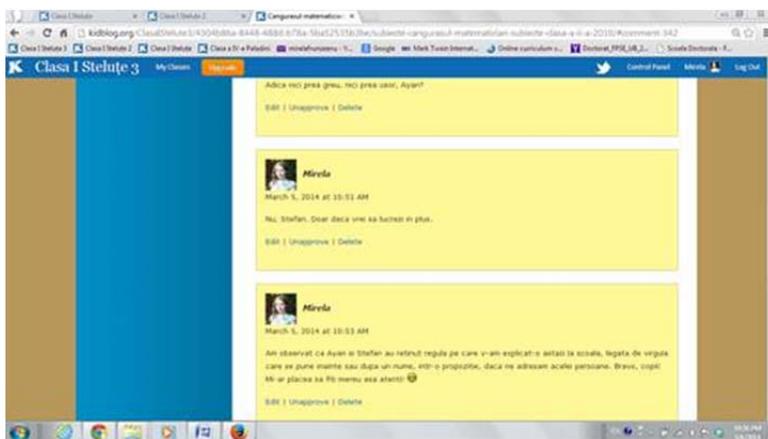


Fig. 3 A sample of a teacher's feedback to a student's work (in Romanian)

With regard to portfolio implementation, students uploaded their works in the portfolios throughout the academic year, shared their work with their peers and teacher to receive feedback in order to revise their artifact in a second draft. The use of Web 2.0 technology (weblog) for an e-portfolio made it possible for students to easily upload and share content and easily provide annotated comments asynchronously on their peers' work, a feature restricted to invited users.

Over time, peer feedback became very detailed. Students spent time posting comments about their peers' work. They paid attention to the way those comments were communicated. For an example demonstrating constructive feedback the reader is referred to the sample shown in Figures 4.

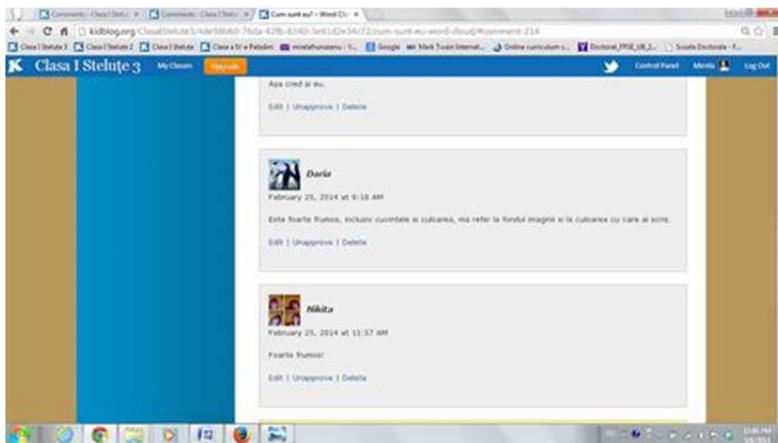


Fig. 4 A sample of a student's feedback to a classmate's work (in Romanian)

Among the advantages of using e-portfolio in a primary school is included the easier access to students' work which, in turn, facilitates peer feedback, interactivity and communication. Additional advantages could be: easier making of editorial changes by students on multiple drafts, students' increased motivation through the use of technology and the potential of parental involvement to support and extend the work that is done in the classroom. This finding agrees with Butler (2006) who noted that student "motivation can be encouraged through public access to and recognition of students' work over the web" and with (Ash, 2000), who pointed out that "integrating technology into the learning process motivates students to reach their full potential" (Ash, 2000).

6. Conclusions

Digital portfolio assessment is an assessment method that can be applied successfully both in teaching the subject and assessing the learned material. Apart from its positive effects on academic success, it also contributes to high self-confidence. Digital portfolio assessment method affects the development of children in various aspects positively apart from their learning skills

As a tool for collecting, selecting, organizing, reflecting upon, and presenting information, e-portfolios have gained in popularity across a variety of disciplines. Most of this popularity is due to the fact that the e-portfolio concept provides multiple advantages to the teaching and learning process.

First of all, the integration of e-portfolios into the course curriculum is labeled as a *step forward* in developing student's metacognitive skills. In using e-portfolios students are able to view learning as a process and to reflect upon their personal and professional growth. The e-portfolio has also become a commonly accepted tool for measuring learning outcomes, as it provides an effective means, not only for evaluation of student assignments, but for holistic assessment of academic progress.

The instructional value of e-portfolios is determined by several interrelated elements. There are a variety of purposes for creating an e-portfolio. From the standpoint of effective instruction, it is essential to identify and clearly communicate the purpose of using e-portfolios in the classroom. If the purpose of the e-portfolio is student assessment, then it is necessary to define evaluation criteria. Key components of every e-portfolio are the processes of self and peer assessment, the latter contributing to the best practice of collaboration. The opportunity for students to reflect on their own work, as well as that of their fellow students, deepens the learning process and allows the students to make connections between seemingly separate learning activities. As previously indicated, without reflection the e-portfolio is nothing more than an online storage device.

Finally, the advancement of Web 2.0 technologies provides a new and fertile ground for the further expansion of e-portfolios in the educational setting. Web 2.0 tools allow both instructors and students to design multimedia-infused, flexible, interactive, and dynamic e-portfolios. Although it may be difficult to precisely state the direction in which they will continue to flourish, it is more than evident that Web 2.0 has become the driving force behind future development and transformation of e-portfolios.

The findings of the study indicated that e-portfolios are easily accessible and they have a strong social feedback role as they allow for sharing with peers and parents easily. This finding agrees with Barrett (2007), who explained that the development of the so called Web 2.0 tools, a classification under which weblogs are included was based on an architecture of participation, collaboration and interaction. This in turn can also facilitate a pedagogy of interaction, through the use of those technologies to support interpersonal communication. The technology is changing the portfolio pedagogy by making interaction and feedback easier for teachers and more motivating for students (Barrett, 2007). Therefore, teachers who are interested in promoting peer feedback may chose to invest time on technology and implement e-portfolios with their students.

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Teaching Language Skills to English Young Learners in Korça, Albania: Listening & Speaking

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Abstract

Learning to communicate a foreign language is a very complex process which involves the development of the four skills: listening, speaking, writing and reading. The aim of this article is to focus on teaching of two skills: listening and speaking to young learners of Korca, Albania. Of the four skills, listening is naturally the first skill young learners need to develop before they feel ready to speak, read and write. They listen to the teacher when he/she is greeting them, introducing new words and expressions, asking questions, giving instructions and practicing better through the teachers' praises and feedbacks. By listening to all these, understanding their meaning and learning how to pronounce words correctly, they are preparing themselves for the next skill: speaking. In speaking, young learners learn how to use the right pronunciation, stress and intonation patterns in order to communicate successfully. The targets of this article are the English teachers who teach in grades 3 – 6 in public elementary schools in Korça, Albania and they are asked to complete a questionnaire concerning the basic principles of listening and speaking skills and which activities they use to teach these skills. These activities have multiple functions as they make young learners think, concentrate on their work and then speak and participate in conversations. Activities may be seemed as challenging, but teachers can make them fun and purposeful, creating an enjoyable atmosphere and motivating young learners to listen and speak. Also teachers are asked about the benefits of young learners from speaking and listening skills. By providing daily opportunities to use English orally the teachers will help the young learners use the language naturally and develop fluency. Listening to English through different activities makes young learners more motivated to listen carefully and understand the texts. Most of them require little technology, need minimum preparation and can take place regularly in the classrooms.

Keywords: *listening, speaking, young learners, basic principles, speaking and listening activities.*

1. Introduction

The teaching of listening and speaking has attracted a greater level of interest in recent years than it did in the past. Schools examinations now often include a listening and speaking component of second language proficiency so they are necessary to be learned since they are in the elementary schools.

Earlier views of listening saw it as the mastery of discrete skills or micro skills, such as recognizing reduced forms of words, recognizing cohesive devices in texts, and identifying key words in a text, and these skills should form the focus of teaching. Later views of listening drew on the field of cognitive psychology as they emphasize the role of the listener, who is seen an active participant in listening, employing strategies to facilitate, monitor, and evaluate his or her listening. (Richards, J.C. 2008).

Approaches to the teaching of speaking in EFL have been more strongly influenced by fads and fashions than the teaching of listening. "Speaking" in traditional methodologies usually meant repeating after the teacher, memorizing a dialog or responding to drills reflecting the sentence-based view of proficiency prevailing in the audio lingual and other drill-based methodologies of the 1970s (Richards, J. C. & Rogers, T. S. 1986). The emergence of communicative language teaching in the 1980s lead to changed views of syllabuses and methodology, which are continuing to shape approaches to teaching speaking skills today (Richards, J.C. 2006). Grammar-based syllabuses were replaced by communicative syllabuses built around notion, functions, skills, tasks or other non-grammatical units of organization. Fluency became a goal for speaking courses and this could be developed through the use of information-gap and other tasks that required learners to attempt real communication despite limited proficiency in English. In doing so, they would develop communication strategies and emerge in negotiation of meaning, both of which were considered essential to the development of the oral skills. The basic principles of listening and speaking skills are going to be explored and also the activities and the benefits of Young learners will be in the focus of this paper.

2. Methodology

2.1 Research questions

The main questions of this paper are:

1. Which are the basic principles of listening and speaking skills?
2. Which are the benefits that Young learners get from speaking and listening skills?
3. Which are the activities that develop listening and speaking skills?
4. Which grades do English teachers use these activities in?

2.2 Context and participants

The objective of this paper is to study the teaching of listening and speaking skills in the elementary public schools in Korca, Albania. 24 teachers who teach English from Grade 3 to Grade 6 were asked to complete a questionnaire to get the answers of the above questions. The data provided are analyzed and are shown in later sections.

2.3 Instruments of the study

The instruments that were used to get the results were two: questionnaires where teachers had to write the answers of the questions concerning the teaching of listening and speaking skills, and also interviews were used to get any detailed answers about the related questions.

3. Teaching Listening

It is through listening that babies first learn the language. It is also believed that exposure to English should be first done through exposing young learners to verbal talks. Learners get many things through listening. When learners have the opportunity to listen to listening materials, then teachers should expose young learners to listening to English as much as possible. Of the four skills in English, young learners make the most of the lesson through listening. They learn to understand the materials through listening, get the instruction and explanation through listening, learn to pronounce words through listening, and practice better through listening to teachers' praises and feedbacks. Therefore, listening skills become very crucial emphasis in the teaching of English to young learners.

3.1 The basic principles of listening

English teachers find the following principles of teaching listening to children useful:

- Listening in English is difficult for many young learners. They often do not understand what the teacher is saying and they ask the teacher to speak in Albanian. Therefore, it is important that the teacher should speak at the young learners' level or just above so that they can understand and not lose confidence (Paul, 2003).
- Instructions are the most natural classroom communication that young learners can experience as Scott and Ytreberg have noticed (1990). Children need a lot of exposure to real spoken English, so it is advantageous for them if the teacher speaks and gives instructions in English as much as possible.
- Because young learners use the teacher as a language model, teachers should think of how to clearly introduce an activity before going to class. The teacher may need to repeat, rephrase and modify her instructions when the young learners look confused. This strategy will enable teachers to give instructions in English. However, if needed, the teacher can give the instructions in Albanian and then repeat them in English, giving the young learners a frame of reference (Bertrand, 2008).
- It is a good idea to support a listening activity with visuals such as pictures, facial expressions, movements, and mimes. When young learners can relate to what they are hearing with movement or action, they comprehend what they hear and remember it for future use.

3.2 The benefits of teaching listening to Young learners

Among the many benefits of teaching listening to children the teachers listed the following:

- Listening activities can be used to energize young learners or to create a quiet atmosphere. Some activities require children to make movement and noise, while others make them think and concentrate on their work.
- As children become accustomed to the teacher's repeated greetings and instructions, they internalize the words and phrases, learn to respond appropriately, and begin to participate in genuine conversations.
- Recorded listening material provides opportunities for children to hear different accents.
- Children use the teacher's pronunciation as a model for their own pronunciation.
- Listening activities develop children's abilities to focus on both general and specific information, raising their awareness that they can understand a story or conversation without knowing the meaning of every word.
- Audio lessons using cassette tapes and CDs are useful for modeling correct pronunciation and offering a different approach for young learners to hear spoken English. The teacher should prepare the tape before coming to class and stay calm and focused when trying to rewind the tape for a second listening.

3.3 *Listening activities*

Following the English teachers provided a variety of listening activities that they incorporate into their lessons to teach listening. These activities depended on the grades of the young learners. 85% of the activities were provided from the books, whereas 15% of the activities were created by them.

3.3.1 *Songs (Grade 3-6)*

All the English teachers use songs in their lesson plan to teach listening. The general principles of using songs as a listening activity are as follows:

- Teachers need to prepare the young learners before they listen to a song. This can be done by showing young learners pictures of the situation or characters from the song using a puppet to sing the song alone or with the young learners
- Teachers can also use puppets to ask questions, encouraging young learners to predict what they are going to hear and to show whether they enjoyed the song or not.
- Teachers should encourage young learners to participate while listening to the song by singing along and moving their bodies. This action will give the young learners meanings to what they hear, build up their confidence, and create a fun environment.
- Teachers can use the same song again in different lessons to motivate the young learners and to build their confidence. If young learners are familiar with what they listen to and say, they will feel more secure about learning English.

3.3.2 *Dictation (Grade 3-5)*

Dictation can be both fun and challenging to young learners from grade 3 to 5. 74% of the teachers use dictation to check listening and also writing skills. It does not need to be boring and monotonous. The teacher can dictate anything from single words to a complete text while the young learners listen and write down what they hear. If a complete text is used, the teacher should dictate word by word or phrase by phrase. Dictation has advantages such as the following (Scott and Ytreberg, 1990):

- It is useful to gain young learners' attention and to calm them down after a noisy and energetic activity.
- It is a good activity for a large class.
- It provides not only listening practice related to sounds, sentence structures, and meanings, but also spelling. In addition, it can be used from pronunciation practice when young learners are asked to repeat what they hear. It is important that teachers give clear instructions with demonstrations when introducing a dictation activity so that the young learners know exactly what to do.

3.3.3 *Rhymes (Listen and Repeat) (Grade 3-5)*

56% of the teachers use Rhymes in their teaching. This type of activity is used in grades 3 – 5 as it can be fun while motivating young learners to learn English. Young learners gain confidence when they can say the English words with the right sounds, stress, rhythm, and intonation. This activity is even more meaningful to the young learners if combined with

movements, objects, or pictures (Scott and Ytreberg, 1990).

Children learn through repetition. Rhymes are naturally repetitive and fun because young learners can play with the language. Below is an example of a rhyme that can be used with young learners:

Rain

*Rain on the green grass,
Rain on the tree,
Rain on the house-top,
But not on me.*

3.3.4 Filling in Missing Information (Grade 3-6)

This activity is used in all grades by all the teachers. According to Scott and Ytreberg (1990) there is a broad range of listening activities that require young learners to find general and/or specific information, such as *identifying activities* in which young learners listen to descriptions and then find the pictures that are being described. *Putting things in order activities* require young learners to put a number of pictures in the right order according to what they hear. *Questionnaire* and *filling in missing information activities* are included in this category and they require young learners to write the words, phrases, or numbers they hear.

While listening to a song or conversation, children can fill in missing words from the printed song lyrics or from a chart or schedule. For example, while young learners listen to a dialogue in which two children are talking about their school schedule, they write the missing information into the *schedule*.

3.3.5 Stories (Grade 3-6)

The teacher can either tell a story or read a story to the young learners. All the English teachers use stories according to the young learners' level. Teachers ask them to repeat words and phrases, use facial expressions and gestures, and keep eye contact with them. *Puppets are used to make the story come alive for the children*. The stories are generally included in the English textbooks, but 45 % of the teachers add stories from different story books in their English syllabus.

3.3.6 Responding to Commands – Activities Using Total Physical Response (TPR) (Grade 3-5)

In this type of activity the young learners respond physically to the teacher's commands and it was used in grade 3-5 to teach classroom language, imperatives, and vocabulary related to actions. 95% of the English teachers use this kind of activity in their routine class instructions, games, or storytelling.

Although TPR does not require young learners to practice English orally, it is widely practiced with children and beginner learners as it has several advantages:

- Children enjoy moving around and have fun while learning.
- The teacher does not need a lot of preparation for a simple TPR activity.
- TPR activities do not need a lot of space and work well with large classes.

An example of a TPR listening activity is the *Simon Says* game.

3.3.7 Checking Off Items in a List (Grade 3-4)

This activity encourages young learners to listen for specific information and 76% of the teachers use it to practice vocabulary the young learners have learned or to introduce new words. While listening, the young learners view a series of pictures or information and check off any pictures or information for which they hear the vocabulary.

3.3.8 Arranging Pictures as a Story is Told Aloud (Grade 4-6)

This activity is usually done in pairs or small groups in grades 4-6 and 64% of the English teachers use this activity. While listening to a story, the young learners look at a series of pictures. By listening to clues and key words, such as names of people, places, things, and physical descriptions, they arrange the pictures in the same sequence as that of the story.

4. Teaching Speaking

Speaking is equally important in children's overall language development. It is the first output after the first input (Listening), long before they can write. Teachers who work with young learners recognize how important it is for children to develop strong speaking skills. Speaking is the way they communicate about what they feel or what they need, and also the way their adults, such as parents and teachers, to communicate what is good and what is bad. If a child tends to do something bad or has an aggressive behavior, such as bullying his or her friends, may be that because she or he cannot communicate well enough to tell what she or he feels or needs.

4.1 *The basic principles of speaking*

Bailey (2005) states that the three main reasons for getting young learners to speak in the classroom are:

- to provide young learners with practice in using English in real life situations.
- to inform the teacher and the young learners about the young learners' progress.
- to get information about the young learners' speaking problems.

During the interviews with teachers they argued that the figure of the teacher is instrumental in helping young learners learn to speak fluently and they complete the following principles in the questionnaires:

- Teachers should motivate young learners to practice as much as possible. The more often young learners use the language, the more automatic and natural their language becomes. Once young learners feel comfortable using the language, they will be eager to learn more.
- Teachers must give young learners a reason for speaking. Choosing familiar and interesting topics for young learners to discuss will motivate them to speak.
- Teaching speaking in the language classroom can be challenging. Albanian young learners usually speak Albanian when they cannot say what they want in English, or they may not speak at all because they are afraid of making mistakes.
- Teachers should provide appropriate feedback and correction. In most EFL contexts, young learners are dependent on the teacher for useful linguistic feedback. It is important that teachers provide the kinds of corrective feedback that are appropriate for each type of activity.
- Teachers should focus on both fluency and accuracy. It is very common that teachers focus mostly on interactive activities (fluency) and forget about grammar and pronunciation accuracy. Therefore, teachers should make sure that the tasks help young learners practice both fluency and accuracy.

4.2 *The benefits of teaching speaking to Young learners*

English teachers were very helpful by providing the benefits of teaching speaking to young learners. This is relatively easier since kids are natural chatterboxes and they love to talk and look for chances to communicate meaningfully.

- Teachers should find the right balance between controlled activities and letting children talk naturally in the classroom.
- Teachers should take care that children talk accurately and correct their linguistic errors. However, no correction should be done when children are talking in free speaking activities.
- Young learners should get as many speaking and listening opportunities as possible in the classroom. Their speaking time should steadily increase as the teacher prepares them for various communication situations.
- Combining different approaches and using various methods and tools should give young learners plenty of opportunities to take part in communicative situations and help them internalize certain vocabulary terms or grammatical points.

4.3 *Speaking activities*

Many types of speaking activities that teachers included in their lessons are the following:

4.3.1 *Recitation (Grade 3-4)*

Young learners choose a short poem or rhyme and recite it in class. This activity can be done individually, in pairs, or in

groups. Poems were generally found in the English textbooks of grades 3-4 and all the English teachers use them in their plans.

4.3.2 Pronunciation Drills (Grade 3-5)

Young learners repeat correct pronunciation in chorus and individually. This activity is used by all the teachers as it helps young learners practice and remembers the vocabulary as well as the pronunciation.

4.3.3 Choral Reading (Grade 3-6)

In this activity Young learners read a short sentence or passage together and all the teachers use it. As the young learners read, the teacher can listen for young learners' pronunciation and give corrections when the activity ends.

4.3.4 Role Play (Grade 3-6)

Role plays are used in all the grades and Young learners are given particular roles in an imaginary situation to act out. The teacher can help them prepare their own dialogues for the roles as they need to do more than recite bits of accurate language in drills and dialogues. (M. Lightbown & Spada, 2013)

4.3.5 Storytelling (Grade 4-6)

The teacher can tell a story, adjusting the language to the young learners' level, or read a story aloud without adjusting the language in grades 4-6. Young learners can be asked to share their experiences with the class, to retell their favorite story, or to create an ending to a story that the teacher tells. 87% of the teachers use storytelling in their English teaching.

4.3.6 Songs (Grade 3-6)

Young learners listen to a song and learn the lyrics. They are used in all the grades by all the English teachers Adding physical movements to the song creates a fun environment and helps the young learners learn pronunciation, vocabulary, and meanings of words. .

4.3.7 Questionnaires (Grade 3-6)

Questionnaires are found in all grades and Young learners ask their classmates a set of questions in order to complete a questionnaire. The result of their surveys can be checked by the teacher or discussed together in class. For example:

Can you...	Me	Classmate 1 (name)	Classmate 2 (name)
Swim?	_____	_____	_____
Ride a bicycle?	_____	_____	_____
Play badminton?	_____	_____	_____
Sing a song in English?	_____	_____	_____

Young learners first answer the questions for themselves by writing a check mark (✓) next to the activities they can do or a cross (x) next to the ones they cannot do. Next, the young learners move around the room interviewing their classmates and filling in the questionnaire. When they have finished their interviews, the young learners can tally the number of young learners who can or cannot do each activity. The questionnaire above can be used to reinforce the use of can and can't.

4.3.8 Talking and Writing Box (Grade 3-4)

54% of the teachers experiment with this kind of method in grades 3-4. They can put the pictures or topics in the box and the young learners can choose one that is interesting to them, or teachers can do it like the example below:

- What do you think the girl is doing?
- She is standing up.
 - She is dancing.
 - She is smiling.
 - What is your suggestion?



The teachers show a funny picture, the funnier the better, and give young learners some multiple choices relating to the language focus and also give them choice to give their own opinion.

4.3.9 Tongue Twisters (Grade 3-5)

This method can be used to teach pronunciation in a fun way and 89% of the teachers use them in grades 3-5. Children adore tongue twisters because they perceive saying the sounds as a game or challenge. Tongue twisters generally have the same phoneme repeated over and over again, which is quite hard. The examples of tongue twisters are:

Sally sells seashells at the seashore

If Peter Piper picked a peck of pickled pepper, where's the peck of pickled peppers that Peter Piper picked?

5. Conclusion

Listening and speaking skills not considered by the English teachers as two independent skills but they are related with each other. For example, songs are used to teach listening and speaking skills in grades 3-6 by all the English teachers. A great number of teachers knew the basic principles of listening and speaking skills and the benefits that young learners got from these skills were many.

As far as activities are concerned, it was clearly noticed that they are adapted to the level of the young learners. Listening activities that are used in grades 3-6 are: *Songs, Filling in the Missing Information, Stories*; other activities such as *Dictations, Rhymes*, and *TPR activities* are used in grades 3-5; whereas *Checking Off Items in a list* is used in grades 3-4 and *Arranging Pictures as a Story is Told Aloud* is used in grades 4-6.

Speaking activities that are used in grades 3-6 are *Choral Reading, Songs, Questionnaires, Role plays, Recitation* and *Talking & Writing Box* are used in grades 3-4; whereas *Pronunciation Drills* and *Tongue Twisters* are used in grades 3-5.

In conclusion English teachers can always combine listening and speaking skills in all the activities in the classroom to make young learners confident in the English language learning and provide the best environment for them to speak English as much as they can.

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Investigating a Model of Madrasa School Named “Liria” in Terms of Education and Behavior: A Case Study of Model School Regarding Teaching and Concerned Moral Values

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Abstract

In a larger sense, the education is the process of changing one's behavior. Is there ample effort of transmitting values of life and culture to the coming generations? Such an activity is not only to take place within the school environments, but also it is a process that has to continue during a lifetime. Values are known as the best, most right and most useful characteristics within a social environment. These mentioned characteristics are not only accepted by an individual or some, but also they are accepted by the whole society. (Silah, M., 2005). In this document, research has been made on education models that this type of school is practicing in a way that its students are aware of having a better understanding on the fact that these values are changing along with the world. The ones who have been researching on this relevant topic are the directors and teachers of this school. In this project, a very big attention is also dedicated to the quantity and quality of the research methodology. At the same time, even the structured interviews methods have taken place. When choosing the topic, the headmaster has been discussing with other teachers as well about the activities of students and their influence. When this research came to an end, we all agreed that all these activities were very helpful for the students in their understanding of the universal and moral values. This research is mainly showing the importance we give to these activities in order to provide for the coming generations a better understanding on values in a rapidly changing world. In my opinion, all schools should not only simply schedule teaching programs, but also they must organize the more activities possible.

Keywords: Education, Madrasa, Moral Values, Universal.

1. Introduction

It is possible for us to give such a definition: Education is a process of changing from one attitude to another attitude. The education process is the one that makes an individual improve his attitude, mannerism in order to be acceptable by the others in the society. (Ulusoy,K.,2012).

In fact, the education is a process that has started through coming to life as a human being. The first human had been trying to give a meaning to everything around him. He has been trying to give a sense to the things he had no knowledge about them so far. Actually, Islam expresses that the education of the human being has started a long time ago. According to Islam, the first informal roots of education has started with the respect shown by angels, when the first human: Adam was created, then the whole angels made supplication before Adam in order to show respect to human being.

This study suggests that educating values has had its roots as from the creation of the first human being. If we think that what makes the human different from other creatures is the mind, there is no doubt that when we all start living with each other in a community as civilized community and well behaved people, no matter what our differences are.

The history of human kind is going through a process where lots of changes are taking place. These changes cause people make themselves change as well as leading other people to change according to rapidly changing world. They have had a very big influence in the understanding of values. They have affected the human's behavior, so that has made their acceptance in society more difficult.

There are changes which are between the ways of conception. It's because of this, the main point in which we will have a better understanding of “value” as a concept, on the other hand, the values that get accepted by a society, and the ones that gain more importance in that respective society. It is clear enough that social change has come as a result of changes and development in science and technology as well. They have become partly “guilty” in opening problems and in changing the way of values must be conceptual.

In this process, even though the social structure is improving in relation with the standards of living. On the other hand, it is getting problematic in a way, because at the same time, it is damaging the values that a sound society must have.

This rapid change has come as a consequence of competition, aggressiveness, the desire for success, the change

of family concept, the lack of attention shown by parents, etc. This has led us to an anti-social lifestyle.

As a result, today's generation is growing up to be selfish and lack of love and care. The consequences definitely will not be far away. Yet, it will take its time. This huge change of lifestyle has also a big influence on the ways we are teaching. Huge differences are being made according to the coming generations' concept of value (Genç, S. Z., & Eryaman, M. Y., 2008).

2. Literature Review

Many definitions can be made in relation to this concept. These might be shortly expressed in this way: "value" as a concept comes from Latin, meaning "being valuable". Its root is derived from the word "valere". "Value" is a theme on which research has been made by different sciences, such as philosophy, sociology, psychology and theology. All of these sciences have given a definition of their own, but, in a larger sense we might conclude it as the norms of general behavior of the individuals of a society, as well as abstracts that have been formed in a standard way for different purposes. The study of students' values is considered in the University according to some varieties. (Coşkun, Y., 2009)

Mr. Oğuz perceives values as one of the stones that give shape to the structure of our point of view on profession and our lifestyle. According to him, values are real. They have been decided by the majority of a society as the best guide for the members of a society. (Oğuz, E., 2012)

Another definition for values might be given by abstractionisms such as beliefs or behaviors by which the members of a society take pride and which involve all the aspects of one's life.

Özensel has his own idea of value. He defines it as one of the most important criteria that gives sense to the social-cultural part of the society. According to him, the values are the ones who make a start for the sociological analysis. (Özensel, E., 2003). Furfey has added that the value depends on pure kindness. (Coşkun, Y., 2009)

As Oğuz, Genç or Eryaman have said, values are the norms of morality in a general view that reflects the common feelings or interests of a society, chosen by the society itself. In such a way, the existence and continuity of that society is provided. (Genç, S. Z., & Eryaman, M. Y. 2008)

3. Discussion

3.1 How do we classify values?

The classifying of values has been made as a result of cultural differences, yet again; they are almost the same for all human kind. There are five of them that are more general and which are used in different scientific projects concerning values. They are as follows:

1. The inventory of Rokeach
2. The classifying of Morris
3. The classifying of Spranger
4. The list of Khale
5. The theory of Schwartz

Bilgiseven even has made a rather different classifying. He has classified them into spiritual and material. According to him the spiritual values are the ones such as altruism and liability. According to another classification, values are divided concerning morals. The ones are related to morality and the ones that are not related. Such values are respect and well-behaviors. (Bilgiseven, A. K. 1977)

Meanwhile, the values that have no connection with morals are the ones that are considered as the individual himself chooses or likes doing. For example: He might appreciate a good book or listening to classic music, but he doesn't necessarily have to do it all the time. (Ramazan, G. Ü. 2013)

On the other hand, Spranger has made a division of six groups. These are as: esthetic values, theoretical, scientific, economical, political and religious.

- a. Scientific values: Give importance to critical thinking and knowing the truth. The one with scientific values is intellectual and good critics as well.
- b. Economical values: Give importance to the useful and practical points. What this shows is that economical values, must be given importance.
- c. Esthetical values: Give importance to the shape. The individual sees art as a must for the society.
- d. Social values: Important is not being selfish, loving and helping others. The highest value for a human is love. These individuals are kind and well behaved.

- e. Political values: Fame and individualism are what is most important.
- f. Religious values: When you see the Universe as a whole being part of that wholeness. Rapture the beauties of the universe in the name of his religion. (Yazıcı, K., 2006, C.19, s.502)

Schwartz is another individual that has been analyzing values. He has divided them into two groups as: individualistic and cultural. The values of the individualistic ones are more individual oriented, whereas the cultural ones are the cultural group itself. (Oğuz, E.2012)

Another classifying is done by Ibrahim Ethem Başaran. He thinks that the values have such a structure that has always respective changes according to the person.

Social values can't be the same when it comes to strength and quality. From this aspect, we divide values into four.

1. Essential values: They are main values that mould culture and that are considered important by the major part of society. The changing of these values brings a very big change in society as well.
2. Special values: The values are used by a region or in a specific profession. For example: teachers are meant to behave according to the norms of their position.
3. Optional values: The values are used by members of a society all the time. Those values are expected to be followed from individuals of that society, if not, that cannot be forced either. For example: If nowadays two people want to get married without having a wedding, they are allowed to and not understood in different way.
4. Temporary values: What is considered valuable in fashion industry? These values can be held only by a specific class of the population. (Çavdarci, M. 2002.s.3)

3.2 What does educating values mean?

During these last decades, our life is changing along with the changing of the world. As a result, every part of our life is coming to a point of change.

In our society, there are people that are not able to accept such a radical change, as well as there are of those who are able to adapt very quickly with the new changes. These are the ones showing it by their ideas and behaviors.

Especially, when technology has come to such a big advance, our nature and behavior are slowly changing as well. For example: there is a huge difference between our generation and the previous one. Do educating values that will help the individuals go through difficulties? (Doğan, İ.2007)

Educating values for the first time has been practiced as an international project realized by Brahma Kumar when celebrating the 50th anniversary of the United States. This happened in 1995 in the program titled "Educating Living Values". This education has been supported by UNESCO. This program has been supported by other organizations which deal with education as well.

According to Kirschenbaum, educating values help them grow up. It serves to the human in order to live a better and more satisfactory life. The nature of education values are mainly the helping the other topic. Better said, it is trying to help individuals for a better understanding of values, knowledge and capability. The main point on educating values is searching kindness and empathy in order to provide a better living. (Ulusoy, K.2010, s.34)

3.3 Why do we educate values?

The main aim of the study is to develop the inborn abilities of a child and to bring up his angelic side. Not just that, in the same time we want to develop the human being in every single aspect, possible and perfection in relation with high morals as well. That's why; a child must be informed on what is moral and what is immoral.

The purpose of value education we express as follows:

1. Educating individuals that have no disagreement against the general understanding of values.
2. Educating valuable individuals for the society.
3. Making people get to know themselves.
4. Educating mature individuals and the pure conscious ones.
5. Making the individual know his values and abilities that are useful for the society.
6. Owning an understanding with tolerance keeping them as it is according authentic roots.
7. Being a conscious civilian.

There are other types of course besides these ones. Different cultures develop with different values.

3.4 Values education activities organized in the Madrasa of Liria.

Once, Albania began with the democracy, especially after 2000, it faced major changes in the quality of life. In recent years, when Albania had won right of free movement, we often faced with various topics and news on TV about the violence against women, divorce, family problems etc.

While all complained about this situation, the lack of policy solutions by the state made the situation even more difficult. There were noticed drastic changes in the structure of society, which happened during the industrial revolution in Europe, and also which gave way to degeneration although there were taken measures for this.

People of the region do not understand the logic of taking care of the children at the age of 18. According to Genç and Eryaman, today's schools are unable to provide answers to the knowledge trends in society, as they need a new face and a new identity. The aim of schools should be thought again as an institution which will give a greater contribution of knowledge to the society (Genç, S. Z.,2008)

Based on this ideal, schools regulate and implement their programs. As already stated above, in recent years the protection of the values that are being destroyed is very difficult to figure out. Therefore the teachers have a great responsibility in transferring of values to future generations.

The Madrasa of Liria had done and it's still doing dynamically the planning and implementation of these programs. Education of this school consists of a plain education, but it aims to achieve a pattern of behavior. Programs are organized as weekly programs. For example, the week of history, the environment, etc.

3.5 Being a responsible individual.

Activities are organized in that way so individuals will gain their virtues by knowing the responsibilities. They will experience the happiness of others and at the same time, they will get bored if desperation falls within the life of others!

a) **A ray of hope.**

It is a program that aims to help poor families in need. Groups of teachers and students are formed in order to distribute food, clothes, books and other necessary items.

b) **Our people.**

In order to help the elderly and the orphans there are organized to entertain activities in the asylums and at the orphans' houses. Students make gifts, at theater or stage to sing songs in order to make their faces smile and bring a bit of happiness.

3.6 A clean environment

The importance of cleanliness is one of the most important patterns of behavior that aims to give its students the Madrasa of Liria.

a. **There is only one world to live.**

The Madrasa of Liria gives a lot of importance to cleanliness. Therefore, its board along with the teachers and staff every semester organize cleaning activity in the neighborhood and surroundings. They try to raise the awareness of cleanliness by distributing various brochures related to environmental issues. There are also have given public speeches about cleanliness. Billboards throughout the school give information and show views as well as important things regarding cleanliness. Students which to take care to environmental purity are rewarded with prizes as a stimulation to contribute more in the future.

b. **I love green.**

There are organized competitions and mini programs with the topic: I love trees. Billboards expose school writings, paintings and various works related to green. At the beginning of the week, pupils symbolically plant a sapling and take care of it, till the end of school.

c. **Universal values.**

The board of Liria's Madrasa gives exceptional importance to universal values without making distinction of race, religion, color or gender. They believe that they will educate generations to live together without showing complexity and different from each other. They see everything with respect. Thus, the evil will not exist in their world. According to them, a new world of peace and tranquility can be established only by people who have such perspectives towards life.

d. **Being an example.**

The most important method of education is the visual one. This way of teaching has a close relation with

human nature. I think that the biggest feature of teachers at the Madrasa of Liria is just that: being an example. The teachers think that before the learning process of students, they should set a good example and transfer their own behavior models to them while learning the good moral and principles. Therefore, these pupils must believe that all teachers have a good purpose and are sincere people. Love and faith that are shown in the process of education reflect. According to researches that have been made, it is shown that the person, in order not to lose the person he loves, tries to do the same actions. If it continues in this way, with the time, the pupils will perform the same actions but there will not do the same, if they hate the teachers. (Aydın, Mehmet Z., 2010)

e. **I love my country.**

In order to cultivate love toward Albania, there are presented weekly program for history and geography. We have presented this week the folk dances of respective countries and they have also worn folk costumes related to respective provinces. They have also cooked meals regarding to their traditions and customs. I attended a ceremony in the Northern provinces which showed how a girl traditionally was asked for marriage. Such programs tend to remind us of the values that are being lost because of the side effects of the modern world.

f. **Languages of the world.**

Teachers and school leaders constantly talk about the importance of learning foreign languages, in a world like this one where the languages are gaining further importance.

For this reason, over there language programs are organized at least twice a year. There are also held seminars, competitions made, and different theaters with different topics about languages of the world. At the same time, other state schools are invited to visit the premises of Madrasa and also organized joint programs. According to the teachers, in this week, foreign language pupils are considered according to their interest of it, thus, it increases their communication skills self-confidence.

4. Research Problem

In this research, we have been using the qualitative research method in order to make clear the usefulness of our school. These researches are the ones that use techniques such as survey, meetings, document analysis, information gathering etc. (Yazar, T. 2012. s. 61-68).

We have been trying to find solutions the following problems:

1. What kind of behavior model do the activities we are organizing on value education represent?
2. What are the purposes of these activities for our beloved Albania?

4.1 *The purpose and importance of research*

The purpose of this research is to analyze the activities organized under the name of value education. Such activities are held inside our schools environments as well as outside. On the other hand, it defines the way in which other institutions might use these values for further good of the Albanian education.

4.2 *The content of research*

Research has been made about education values at Madrasa of Illyria in the period in an academic year in 2013-2014. These activities have taken place within the school surroundings while the rest has taken place abroad in collaboration with various organizations that are in town.

4.3 *The collection data-info*

Technique is used as a method of meeting and analysis of documents. In the technique of meeting or conversation that is one of Qualitative research in most cases relies on communicating with words, individual perspectives, experiences and feelings of people. (Kaymakcan, R., 2012)

4.4 *The research method*

This method has benefited from the qualitative researches in the definition of the references, in the gathering of

information as well as in the processes of analysis.

5. Conclusion

In the Century we are live in a society that has changed rapidly. States cannot dominate the whole social media. A small bird is becoming a cause for major social changes. The changes that are experienced have both positive and negative impacts. We must not forget that life goes on and constantly changes.

As clothes and item fashion changes, also the habits and lifestyle of people pass the same process. First years of these changes exceed the pain and difficulties but then become common. In America, in the 18-th century those who wore short swimsuit were persecuted for this, while today nakedness is considered as normal for further recognition.

Actually, the Madrasa llyria is modestly implementing projects and activities more seriously. As we have mentioned above, the main aim is to profit educational values. We realize this by acting as a member of society and also by making various arrangements for recovery as a model pupil.

Here, there are not only taught natural sciences or other science. At the same time, it is taught at being a good fair and useful man for the community.

For this reason, governments have a great responsibility under these programs. Governments skipping policy structures should take part in promoting non-governmental programs, and should educate future generations. As soon as we put into action these thoughts, the youngsters will adapt the changes that come as a result of time.

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Ndikimi i Reformave Arsimore dhe Nivelit Arsimor në Normën e Papunësisë

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Abstrakt

Ky studim synon të tregojë problematikën dhe risitë që kanë sjellë reformat në fushën e arsimit, lidhur kjo me numrin e studentëve të regjistruar në universitetet publike dhe ato private në Republikën e Shqipërisë dhe me mundësinë e integritit të tyre në tregun e punës. Bazuar në metodologjitë e përdorura dhe të dhënat e grumbulluara, është kryer një analizë mbi numrin e nxënësve që kanë mbaruar arsimin e mesëm dhe atyre që kanë filluar dhe përfunduar arsimin e lartë gjatë viteve 1992-2012. Duke pasur parasysh evoluimin që ka pësuar sistemi arsimor në vendin tonë këto 23 vitet e fundit, mund të thuhet që janë duke u kryer reforma të përshtatshme arsimore. Nëse shikojmë numrin e studentëve të cilët kanë mbaruar arsimin e lartë në RSH dhe normën e papunësisë për këtë grupmoshë, shihet se ka ende shumë për të përmirësuar në politikat arsimore dhe në infrastrukturën akademike. Megjithë numurin e madh të studentëve që kanë mbaruar arsimin e lartë publik apo privat, pjesa më e madhe e tyre nuk plotësojnë kushtet minimale të njohurive në fushën ku kanë studjuar, kjo edhe për arsye të mungesës së praktikës efektive që ofrojnë Institucionet e Arsimit të Lartë në vendin tonë. Analizat e mëposhtme do të na tregojnë se ecuria e numrit të të regjistruarve dhe të diplomuarve në universitetet shqiptare ka ardhur në paralelizëm me reformat e ndjekura vitet e fundit në këtë fushë. Janë plotësuar 200 pyetsorë, nga individë të zgjedhur rastësisht në qytetin e Tiranës. Këto pyetsorë konsistojnë në mbledhjen e informacionit lidhur me shkollën e mesme, universitetin dhe nëse është i punësuar në një institucion publik, privat ose i papunë, të dhënat do të paraqiten në përqindje ndaj totalit të grupit të zgjedhur. Kjo shpërndarje rastësore na ndihmon të arrihet në përfundimin se në varësi të kushteve ekonomike, sociale dhe politike, të përcaktohet trendi që kanë këto grupmosha të specifikuar sipas gjinisë, për të qënë pjesë e sistemit arsimor dhe më pas pjesë e tregut të punës.

Fjalët Kyçe: Reforma në arsim, Norma e papunësisë, Procesi i Bolonjës, Sistemi i provimeve, Ministria e Arsimit dhe e Shkencës, Cikli i parë i studimeve, Arsimi i Lartë Publik, Arsimi i Lartë privat.

1. Nivelet e Arsimit në Republikën e Shqipërisë

Reforma e administrimit në sektorin e arsimit synon konsiderimin e kërkimit shkencor si një ndër instrumentat e rëndësishëm të menaxhimit të sistemit, në nivelin e organeve drejtuese dhe të vetë shkollave. Vlerësimet e brendshme dhe ato ndërkombëtare kanë rivlerësuar pamjaftueshmërinë e zhvillimit institucional dhe të strukturave organizative të kërkimit shkencor në fushën e arsimit, për rrjedhojë edhe domosdoshmërinë e zhvillimit dhe rinovimit të këtij komponenti. Aktualisht, shtrohet kërkesa për ristrukturimin e kërkimit në nivel parauniversitar e universitar, nëpërmjet forcimit të qëndrave kërkimore ekzistuese dhe krijimit të një rrjeti efikas institucionesh kuaziqeveritare. Kjo do të bëjë të mundur edhe krijimin e një sistemi racional të menaxhimit dhe financimit të kërkimit shkencor dhe të zhvillimit në të gjithë sferën e arsimit. Zhvillimi i burimeve njerëzore përbën një nga detyrat më të rëndësishme të organeve qendrore të arsimit. Analiza e këtij problemi në nivel qeveritar, sipas studimeve të organizmave prestigjioze të vendit e të huaja, tregon pamjaftueshmërinë e një sistemi të menaxhimit dhe zhvillimit të këtij sektori, përfshirë këtu dhe të metodave standarte të politikës së personelit. Në këtë kontekst, edhe vetë Ministria e Arsimit dhe e Shkencës, nuk është e imunizuar nga kjo dukuri. Përmirësimet strukturore dhe funksionale të vëna në jetë kohët e fundit, pritet të japin impakt pozitiv edhe në përmirësimin e këtij treguesi.

Politika e këtij programi konsiston në sigurimin e kushteve të barabarta për pjesëmarrjen e arsimit dhe detyruar, për të gjithë fëmijët e moshës. Realizimin e reformës arsimore në përmbajtje dhe metodë, duke hartuar kurrikulën e re dhe duke zbatuar gjerësisht standardet e përmbajtjes dhe aritjes. Përmirësimin e menaxhimit të burimeve njerëzore, nëpërmjet rritjes së motivimit të mësuesve dhe trajnimit e kualifikimit të tyre. Zhvillimin sasior dhe cilësor të Arsimit Parashkollor. Matjen e performancës së sistemit arsimor nëpërmjet vlerësimeve dhe provimeve. Politika e këtij programi konsiston në rritjen e tërheqjes së nxënësve që mbarojnë arsimin e detyrueshëm në arsimin e mesëm të përgjithshëm, krijimin e kushteve optimale pune në shkolla, reformimin e përmbajtjes dhe metodave, përmirësimin e teknologjisë mësimore dhe motivimit të mësuesve, duke synuar rritjen e cilësisë së mësimdhënies dhe mësimnxënies.

Politika e këtij programi konsiston në reformimin e Arsimit të Mesëm Teknik-Profesional dhe Social-Kulturor sipas nevojave të tregut të punës dhe zhvillimeve të zonave të veçanta të vendit. Rritjen e numrit të nxënësve që studiojnë në

këto kategori arsimit, përmes krijimit të mundësive të reja, hartimit të kurrikulave të reja në tërësi dhe me dy nivele në veçanti për arsimin profesional, si dhe zgjerimit të bashkëpunimit me biznesin dhe komunitetin. Përgatitjen më të mirë profesionale e nxënësve, duke ngritur reparte të reja të zhvillimit të praktikave profesionale, kabinetet e ndryshme dhe pajisja e atyre ekzistuese me makineri e teknologji të nevojshme. Përshtatjen e strukturës së arsimit profesional dhe atij social-kulturor me sistemin e detyruar 9-vjeçar të arsimit.

Politika e këtij programi konsiston në parimet dhe qëllimet e Deklaratës së Bolonjës, për të arritur standardet evropiane. Në mënyrë të veçantë, prioritetet janë zgjerimi i kapaciteteve të arsimit të lartë universitar dhe pasuniversitar për t'iu përgjigjur nevojave të shoqërisë për kualifikim, rritja e cilësisë së mësimdhënies nëpërmjet përmirësimit të kurrikulave dhe pasurimit të anës laboratorike dhe pajisjeve teknike, realizimi i autonomisë institucionale dhe financiare, përmirësimi i sistemit të bursave për t'i shpërndarë ato sipas meritave dhe nivelit ekonomik.

2. Arsimi në këndvështrimin e reformave

Arsimi është një nga fushat më të rëndësishme të çdo shoqërie dhe të çdo sistemi. Përmes arsimimit shoqëritë dhe kombet u transmetojnë pjesëtarëve të tyre dijen, kulturën, trashëgiminë kulturore, vlerat përmes të cilave shkon përpara shoqëria. Është edhe një nga fushat që jo vetëm i prin shoqërisë, por edhe ndikohet fuqishëm prej saj dhe ndryshimeve shoqërore. Fakti që sistemet e arsimit janë në ndryshim të përhershëm, nuk tregon paqëndrueshmëri, përkundrazi, ato shërbejnë për t'iu përshtatur sa më mirë ndryshimit të shoqërisë. Ashtu siç ka ndodhur edhe në sistemin tonë shkollore, ndryshimet e shpeshta të bëra këto 23 vitet e fundit, kanë treguar se arsimit është mundur të përshtatet sa të mundë në ndryshimet sociale, ekonomike dhe politike të vendit, por edhe me ato të rajonit. Këto ndryshime duke mos qenë shumë të studiara dhe duke qenë se janë kryer në një terren shumë pak të favorshëm nga gjendja në të cilën sistemi arsimor vjen, jo gjithmonë kanë dhënë frytet e duhura dhe shpesh janë perceptuar nga shoqëria si eksperimente.

Arsimi është një proces që i hap rrugën së nesërme së vendit dhe garanton një të sotme më të mirë. Si i tillë arsimi duhet të mbajë parasysh dy parime themelore: Së pari edukimin, dhe së dyti arsimimin. Të dy konceptet janë dhe duhet të jenë të përcaktuara mirë: edukimi si një proces i zhvillimit të personalitetit, dhe arsimimi, si një proces i zhvillimit mental të subjektit. Shqipëria ka 23 vjet që mbështetet në reforma arsimore që zëvendësojnë njëra-tjetrën, pa arritur asnjëherë të bëhet analiza e dështimit apo arritjeve të secilës prej tyre. Arsimit shqiptar ka vuajtur, më shumë se çdo sektor tjetër, populizimin e politikës dhe mungesën e standardeve. Në këto kushte sot ky sistem është ndër më të kritikuarit nga institucionet ndërkombëtare dhe ka nevojë për një përmirësim konceptual.

Teknologjia e sotme të krijon me mjera mundësi për të lexuar, për të zgjedhur dhe mbi të gjitha për të shkurtuar kohën e leximit. Ndërkohë presioni që bëhet për notat është i madh, sepse diploma, në një vend në zhvillim si Shqipëria, konsiderohet si mjet parësor për të gjetur një vend pune. Ndaj prindërit ushtrojnë presion te fëmijët për të marrë sa më shumë nota të mira, me synim për të marrë një diplomë që është fortësisht e dëshirueshme në tregun e punës. Pra një rikonceptim i edukimit, krijon mundësi të mëdha për arsimimin. Koha sot kërkon një brez të mësuar që të mendojë lirisht, të tolerojë dhe të kuptojë aftësitë e dëshirave e veta, që të jetë i aftë të ndërtojë një model të tijin, në mënyrë që të përshtatet me realitetin e tregut dhe të jetë shoqëror. *Kjo mendoj se duhet të jetë rruga e ndërtimit të sistemit tonë arsimor.* Çdo individ, sipas prirejeve dhe dëshirave të tij, duhet të marrë më tej edhe shkallët e tjera të arsimit. Që të arrihet një edukim i tillë arsimor, kërkohet të ndërtohen kurrikula të veçanta në sistemin universitar e pasuniversitar që të mundësojnë kuptimin dhe qëllimin e edukimit.

Nga disa eksperimente që janë bërë nga universitete me emër në botë, rezultojnë se sa më e madhe të jetë liria e individit në punë, aq më shumë ai do të priret të punojë me dëshirë dhe pasion. Puna me dëshirë dhe pasion çon në rritjen e shkallës së produktivitetit. Sipas këtyre studimeve, është konstatuar se individit promovohet më shumë në punë, jo duke e vlerësuar materialisht sesa duke e lënë të lirë të veprojë sipas asaj që ai e dëshiron apo e ka pasion. Por që të arrihet deri këtu, duhet edukuar për të qenë i tillë. Brezi i fëmijëve të sotëm do të jetë brezi i zotërimit të aftësive të mëdha zhvilluese të vendit.

Pas krizës globale u vu re që edhe në Shqipëri tregjet ekzistente që mbanin gjallë ciklin e konsumit po lodheshin e po ezauroheshin. Shifrat që vijnë nga industria e ndërtuesve, nga ajo e fasonëve, nga turizmi e nga shërbime të tjera tregonin se rënia e rritjes (ndonjëherë vetë rënia) jo vetëm që është reale dhe e ndjeshme, po kishte rezik të ishte e pakthyeshme në nivelet e mëparshme. Ndërsa këto tregje ngushtoheshin për arsye të kuptueshme, kapitali kërkonte hapësirë ku të mund të zgjerohet dhe për këtë arsye lobbying-u i biznesit ka bërë presion të fortë në kanale publike e jobpublike, mediatike e politike që të hapen tregje të reja, sidomos ai i arsimit të lartë. Që prej dhënies së licencave për hapjen e universiteteve Private, akreditimi i tyre, duket sikur i është futur një rrugë që as nuk është diskutuar publikisht e politikisht, dhe as kritikuar, duke mos parë se ç'kosto oportune ka. Përpjekja e paraqitur si një hap më tej për njësimin e sistemit universitar shqiptar me atë evropian nëpërmjet Procesit të Bolonjës, ka nxjerrë në dukje disa probleme.

Problemi i parë, ai më i rëndësishmi qëndron i shpallur në vetë Kartën e Bolonjës, ku efektivisht arsimit i lartë sanksionohet si një mjet i riprodhimit ideologjik. E gjithë kjo farsë ndodhi pikërisht aty ku në 1088 u krijua i pari universitet evropian që u shkëput prej kishës e prej religjionit për t'u dedikuar dijes. Sipas kartës së firmosur nga ministrat e Këshillit të Europës, Procesi i Bolonjës do të ndihmonte modernizimin e arsimit të lartë evropian, do të krijonte një arenë të përbashkët të arsimit të lartë duke njësuar programet e diplomat, në mënyrë që rezultati i studimeve të ishte më i përshtatshëm për tregun e punës, duke rritur punësimin e të diplomuarve dhe duke shkurtuar gjatësinë e studimeve. Universiteti, që sipas përkufizimit duhej të qe bashkësi e studiuesve dhe e studentëve, u vendos në funksion të tregut dhe u kthye në bashkësi të sipërmarrësve (pronarët privatë apo shteti), menaxherëve doktrinarë (pedagogët) dhe klientëve (studentët). E gjithësesi, edhe po të mos bëhet kjo kritikë, e po të thuhet se universiteti na qenka vendi më i përshtatshëm për të përgatitur ustallarë për punishtet e ndërmarrjeve, nuk duhet harruar fakti se tregjet kanë dinamikë e tyre të cilat nuk do të mund të reflektohen kurrë aty për aty në përgatitjen individuale, kështu që në çdo ndryshim të tregut do të krijohet një armatë të papunësh që do të duhet të bëjnë edhe një master tjetër për t'u përshtatur me risitë.

Problemi i dytë është mentaliteti i kontrollit që mbizotëron gjithë Procesin e Bolonjës. Është e vetëkuptueshme që heqja dorë prej lirisë akademike që kish prodhuar pikën më të fortë të akademisë europiane, pra larinë, do të prodhonte një të tillë mentalitet të nënshtruar tek studiuesit e tek studentët. Hapat të cilët individit duhet të ndjekë për t'u formuar akademikisht tashmë janë të vendosur nga tjetërkush, ndërkohë që në vetë universitetet, programet *bachelor*, apo programet *master* janë shëndërruar në fenomene të rëndomta. Programi neoliberal, kaq shumë i fokusuar tek liria, në emër të lirisë së tregut për t'u zhvilluar duket se ka shkelur lirinë e individit për të qenë i veçantë në formimin e vet akademik, madje edhe lirinë e akademisë për të zgjedhur mënyrën e vet të vënies në funksion të dijes.

*Problemi i rëndësishëm dhe që ndikon në rritjen e papërshtatshme të kostos së arsimit në vendin tonë është edhe zbatimi i skemës së vetfinancimit të ciklit të dytë dhe të tretë të studimeve, duke financuar nga buxheti i shtetit vetëm studimet e ciklit të parë, Bachelor. Kjo në radhë të parë bie në kontradiktë me qëllimin që ka ky proces për të përgatitur njerëz për tregun e punës, sepse tregu i punës kërkon më shumë kualifikim se sa programi *bachelor*. Në radhë të dytë shihet qartë se shteti zvogëlon periudhën e kujdesit për qytetarët, duke paguar vetëm 3 vjet arsim të lartë për secilin. Pra, nën mbulesën e një politike mirëbërëse, po i jep publikut një shërbim më të shkurtër, të pamjaftueshëm dhe siç ka treguar koha më pak cilësor, ndërkohë që e detyron të paguajë vetë *specializimin*, apo Masterin.*

Eksperimentimi në arsim nuk është diçka e keqe, por kur ky eksperimentim kalon caqet hapësinore dhe kohore, atëherë ai bëhet i dëmshëm dhe ndikon negativisht. Reformat e fundit në arsim dhe debatet që i kanë shoqëruar atë dëshmojnë për një rritje të ndërgjegjësimit të shoqërisë për problemet e arsimit dhe shkollës. Këto probleme duket se i përkasin gjithë shoqërisë dhe jo vetëm një pjese të saj. Reformimi i arsimit tashmë ka prekur të gjithë sistemin arsimor dhe duket se po kulmon me ligjin për arsimin e lartë. Duke qenë se intensiteti i reformave ka qenë i madh dhe koha e kryerjes së tyre, relativisht e shkurtër, janë vënë re dhe po dalin në pah shumë problematika. Është e kuptueshme që vetëm me një reformim të tillë problemet nuk mund të zgjidheshin përnjëherë. Kështu dolën në pah problematikat të cilat në disa raste, nëse nuk trajtohen me seriozitetin e duhur mund të lënë pasojë të rënda në arsimimin e brezave.

Edhe pse duket sikur në shkollë nuk ka ndodhur ndonjë ndryshim i madh, kurrikula e re dhe reformimi tërësor i sistemit parauniversitar ka bërë një revolucion në fushën e arsimit në vendin tonë. Ky reformim nuk duhet parë i ndarë, d.m.th, i copëzuar dhe i rastësishëm, pasi nëse e shohim kështu nuk do të arrijmë të perceptojmë të gjithë ndryshimin që është kryer. Duke filluar me sistemin 9-vjeçar, gjimnazin e ri, altertektin, Maturën Shtetërore, etj.

Reformat e kryera shpeshherë e kanë gjetur të papërgatitur stafin akademik dhe nxënësit, për të përballuar gjithë këto ndryshime. Nëse synimi dhe arritja kryesore e kurikulës së re dhe reformës ka qenë ndryshimi i konceptimit në arsim, pra vënia në qëndër e nxënësit, kjo jo nga të gjithë mësuesit është kuptuar, ose është kuptuar në mënyrë sipërfaqësore. Të vendosësh nxënësin në qëndër të mësimit nuk do të thotë të mjaftohesh duke përdorur disa teknika mësimdhënëse që në literaturën pedagogjike njihen si "teknika të të mësuarit me në qëndër nxënësi", por duhet të ndryshohet mendësia e mësimdhënies, duhet ndryshuar këndvështrimi. Ende sot, ka mësues që e shohin nxënësin si objekt dhe jo si subjekt. Harrojnë se tek çdo individ ka një veçori të cilën sistemi arsimor dhe veçanërisht mësuesi duhet ta vë në dukje. Tek nxënësit shohin problemin dhe jo zgjidhjen; nxënësit i vënë në dukje dobësitë, por jo arritjet. Ky këndvështrim, edhe pse nuk është keqdashës bëhet shkak për krijimin e situatave të pakëndshme në mësim.

Reforma e MSH (Maturës Shtetërore), e cila me konceptimin e saj shumë bashkëkohor synoi të vinte në barazpeshë vlerat e secilit, u kthye në të kundërtën e saj si rezultat i një "pakujdesie" të vogël, *keqadministrimit*. Nëse kjo reformë po shfaq problematikën e saj, kjo nuk do të thotë se duhet të kthehemi pas, por të shohim shkaqet e problemeve dhe të gjejmë rrugëzgjidhje më të mira.

Problematika më e bujshme dhe më shqetësuese, sa herë që fillonte viti shkollor kishte të bënte me tekstat. Mungesa e tyre, shitja në mënyrë të paligjshme, cilësia e dobët, sasia e pamjaftueshme dhe mbi të gjitha përbajtja e tyre dhe ngarkesa e madhe me mangësi në aparatën pedagogjike, u kthyen në një problem tjetër që shoqëroi shkollën

shqiptare gjatë viteve të tranzicionit. Reforma e Altertekstit në arsimin parauniversitar mendohet se ka zgjidhurnjë sere problemesh të ngritura. Nuk mund të pretendohet se cilësia dhe niveli shkencor apo pedagogjik i tyre arriti standardet më të larta, por kjo reformë e futi arsimin në një rrugë të mbarë dhe ndikoi shumë në ndryshimin e perceptimit të tekstit, jo si mjeti më i rëndësishëm i mësimdhënies, por si një mjet i nevojshëm për nxënësin. Ajo që duket se mbetet e perealizuar në këtë reformë, ka të bëjë me mësuesin. Për sa kohë do të ketë mësues që për probleme të ndryshme apo paqartësi apo edhe gabime shkencore do të shfaqësohen se “kështu e ka teksti”, mund të thuhet me bindje se reforma nuk është kuptuar si dhe sa duhet. Problematika e re që shfaq reforma e altertekstit ka të bëjë me tekstet e përkthyer, të cilat vërtet u përkasin shkencave natyrore dhe si të tilla sigurisht që mund të jenë më të mira në cilësi dhe përmbajtje se tekstet që mund të përgatiten nga specialistët shqiptarë, por nuk duhet harruar tradita e vendit nga vijnë këto tekste dhe mbi të gjitha, përkthimi problematik, që shpesh është më shumë sesa problematik dhe jociëlor. Shtëpitë botuese nga dëshira për të qenë sa më konkurrese në treg harrojnë se nuk kanë të bëjnë me një produkt konsumi, por me një material të rëndësishëm për formimin e brezave. Ajo që mund të dëmtojë seriozisht këtë reformë dhe rrjedhimisht edhe sistemin arsimor, ka të bëjë me interesat klienteliste të shtëpive botuese dhe autorëve të teksteve. Për miratimin e teksteve është më mirë të zbatohet një procedurë më e hapur dhe transparente, duke përfshirë më shumë mësuesit si zbatues dhe njohës më të mirë të programeve dhe problematikave shkollore. Kështu mund të shmanget çdo ndikim nga jashtë dhe monopolizim i dëmshëm.

Duke qenë se arsimit është ndër sektorët shtetërorë të punësimit, politika e ka shfrytëzuar këtë mundësi për të krijuar përfitime elektorale. Ndikimi i saj ka bërë që edhe një mësues i thjeshtë të mos e ndiejë veten të qetë kur çdo shtator i duhet të presë me ankth emërimet, lëvizjet, largimet apo problematikën që del nga fillimi i vitit shkollor. Mësuesi është ndoshta i vetmi profesion që ende vlerësohet si në komunizëm. Të gjithë të barabartë, dhe të gjithë të paguar njëjloj. Atëherë përse duhet një mësues të përpigjet për të ngritur anën e tij profesionale? Vetëm për kënaqësi, kur për punë dhe mund të ndryshëm, lodhje dhe përgjegjësi jo të barartë të gjithë mësuesit paguhet njëjloj, sipas një skeme që duket absurde. Skemë që ka funksionuar vetëm në socializëm për kategorizimin e mësuesve sipas vjetërsisë, kur dihet se të jesh më i vjetër në një punë nuk do të thote se je më i mirë. Kjo ka bërë që të gjitha reformat, ndryshimet, zhvillimet në arsim të përcillen me indiferentizëm nga një pjesë e mësuesve, pasi për ta mjafton të kenë një diplomë, një mik, një njohje e kështu me rradhë dhe pozicioni si dhe paga nuk ndyshojnë. Ky është një faktor që sot profesionin e mësuesit e kërkojnë nxënës jo shumë cilësorë, sepse e dinë që me të mbaruar shkollën do të gjendet një vend ku të rrinë rehat për gati 40 vjet të tjerë. Kjo praktikë duhet ndaluar, sepse po krijon probleme serioze në arsim. Mësuesi si çdo profesionist duhet motivuar të rritë profesionalizmin e tij, por nga ana tjetër duhet vlerësuar dhe i duhet dhënë një status i cili të mos shkelet lehtë nga erërat e ndryshimeve politike.

Një tjetër aspekt që lidhet me përgatitjen e mësuesve ka të bëjë me të rinjtë dhe studentët të cilët e zgjedhin këtë profesion. Universitetet dhe shkollat duhet të krijojnë ura bashkëpunimi për t'u dhënë këtyre të rinjve aftësitë dhe shprehitë e nevojshme, pasi njohuritë dhe dijet i marrin gjatë studimit. Të gjithë e dimë se sa e vështirë është të kalosh nga teoria që merret në shkollë në praktikën konkrete, në terren. Për këtë duhen praktika, të cilat nuk mungojnë në programet e studimit të universiteteve për degët e mësuesisë, por realizimi i tyre dhe organizimi kanë vend për përmirësim. Studentët nuk mund të marrin në shkollë gjithë njohuritë që u duhen për të qenë profesionistë të mirë, aq më tepër kur pjesa më e madhe e pedagogëve janë të shkëputur nga sistemi parauniversitar, por pranë shkollave ata mund të mësojnë më shumë për atë që u duhet. Kjo arrihet duke ia besuar këtë detyrë një mësuesi specialist dhe jo rastësisë, siç nodod rëndom. Për këtë duhet menduar si nga universiteti edhe nga Drejtoritë arsimore, për të krijuar mentorë dhe mësues cilësorë në praktika, të cilët sigurisht duhen vlerësuar. Praktikë e mirë dhe shumë e vlefshme do të ishte edhe punësimi me kohë të pjesshme pranë shkollave të studentëve të sapodiplomuar për të fituar aftësitë dhe shprehitë e punës, por duke e konsideruar këtë si periudhë praktike aktive që mund të bëhet pa pagesë ose me fonde të tjera.

Që nga viti 2005 u aplikua shkollimi i detyrueshëm nëntëvjeçar, në tri cikle, kurse shkollimi i mesëm u bë vetëm tre vjet. Sipas të dhënave të prezentuara, një pjesë e vogël e populates (5-7%) që janë mbi moshën 15-vjeç, janë analfabet ose persona vetëm me shkollë fillore. Ne nuk duam që reformat të na sjellin analfabet me diploma. Në këtë mënyrë koha kërkon një zgjidhje të shpejtë për problemet aktuale të infrastrukturës tonë. Duhet kërkuar përbushja e angazhimeve rreth zhvillimit të saj, si dhe një rishikim i objektivave dhe treguesve të përcaktuara në të, për shkak të institucionit dhe të keq menaxhimit të tij.

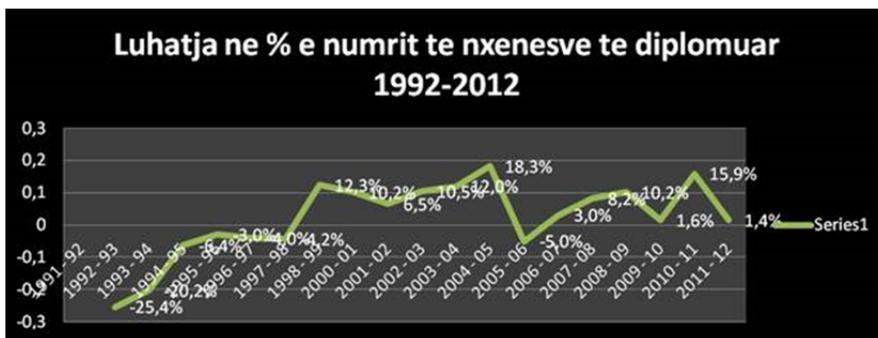
Më poshtë paraqitet grafiksht luhatja e nxënësve të diplomuar në shkollat e mesme në të gjithë Republikën e Shqipërisë, duke përfshirë arsimin e mesëm të përgjithshëm dhe atë profesional. Nga analiza grafike dalim në përfundimin se luhatja në rritje dhe në rënie e numrit të nxënësve të diplomuar vijnë si pasojë e faktorëve politik, ekonomik dhe social, të cilët çojnë në marrjen e masave ose reformave në sistemin arsimor por edhe në zgjedhjet që bëjnë individët si konsumator të këtij shërbimi, qoftë ai publik ose privat. Vitet ku luhatja paraqitet me ritme më të larta janë vitet 1991-1992, ku me përmbyjsjen e sistemit u arrit një shkallë e caktuar lirie veprimi dhe zgjedhjeje. Vitet 1997-

1998, si pasojë e krizave politike dhe ekonomike shkaktuan rënie të dukshme të të diplomuarve në arsimin e mesëm dhe si pasojë e mungesës së sigurisë në vend u shoqëruan me braktisje të shkollave nga nxënësit dhe kryesisht të femrave. Vitet 2004-2005 shfaqen dukshëm si vitet më të sukseshshëm përsa i përket ritmit të rritjes së numrit të nxënësve të diplomuar, si pasojë e ndryshimeve të qeverive dhe ndryshimit në reformat arsimore.

Tabela 1. Numri i nxënësve të diplomuar për vitet 1992-2012, të ndarë në gjini dhe profile

Viti Shollor	Në Shkolla të Mesme			E Mesme e përgjithshme			E Mesme profesionale		
	Gjithsej	Femra	Meshkuj	Gjithsej	Femra	Meshkuj	Gjithsej	Femra	Meshkuj
	Total	Female	Male	Total	Female	Male	Total	Female	Male
1991 - 92	30616	16538	14078	11537	6879	4658	19079	9659	9420
1992 - 93	22846	13484	9362	9489	6205	3284	13357	7279	6078
1993 - 94	18223	10708	7515	9135	6065	3070	9097	6643	2454
1994 - 95	17062	9932	7130	13413	8554	4859	3644	1378	2266
1995 - 96	16549	9428	7121	12372	7837	4535	4177	1591	2586
1996 - 97	15892	8838	7054	12694	7622	5072	3198	1216	1982
1997 - 98	15218	8390	6828	12556	7508	5048	2662	882	1780
1998 - 99	17097	9003	8094	13604	7992	5612	3493	1011	2482
2000 - 01	18843	10201	8642	16337	9345	6992	2506	856	1650
2001 - 02	20069	10875	9194	16997	9885	7112	3072	990	2082
2002 - 03	22182	11750	10432	18842	10472	8370	3340	1278	2062
2003 - 04	24840	12683	12157	21348	11415	9933	3492	1268	2224
2004 - 05	29380	14766	14614	25106	13319	11787	4274	1447	2827
2005 - 06	27905	15143	12762	24433	13444	10989	3472	1699	1773
2006 - 07	28756	15679	13077	24303	13350	10953	4453	2329	2124
2007 - 08	31122	16971	14151	26255	14426	11829	4867	2545	2322
2008 - 09	34289	18698	15591	29460	16268	13192	4829	2430	2399
2009 - 10	34823	18727	16096	29984	16450	13534	4839	2277	2562
2010 - 11	40354	20094	20260	35553	18236	17317	4801	1858	2943
2011 - 12	40927	20801	20126	38083	19924	18159	2844	877	1967

Grafiku 1: Luhajtja në përqindje e numrit të nxënësve të diplomuar në shkolla të mesme 1992-2012



Nga grafiku i mësipërm shihet qartë paqëndrueshmëria e numrit të nxënësve të diplomuar në shkollat e mesme të vendit. Ajo që vihet re dukshëm është një rënie prej 25.4% e numrit të të diplomuarve në arsimin e mesëm gjatë viteve 1993-1994, kjo për shkak të ndryshme, si migrimi drejt zonave më të zhvilluara dhe emigrimit të popullsisë për shkak të hapjes së kufijve me vendet e tjera. Këto ndikuan ndjeshëm kryesisht në lëvizjen dhe largimin e moshës së re. Luhajtja më e madhe e ritmit të rritjes së të diplomuarve ka qënë në vitin shkollor 2004-2005 si pasojë e ndryshimeve që kanë ndodhur në reformat në arsim dhe të ndryshimeve në situatën ekonomiko-politike. Trendi i numrit të nxënësve të diplomuar në shkollat e mesme përgjithësisht ka qënë në rritje, por jo në ritme rritje të qëndrueshme, kjo edhe për shkak të uljes së numrit të lindjeve në familjet shqiptare të viteve 90' e në vazhdim, liberalizimit të lëvizjes së individëve drejt

vendete perendimore, etj.

Përveç informacionit të grumbulluar për nxënës të diplomuar në shkollat e mesme, do të trajtohet edhe shkalla e nivelit arsimor me nivelin e punësimit dhe papunësisë. Për të studiuar numrin e studentëve që kanë ndjekur arsimin e lartë dhe institucioni ku kanë kryer studimet, janë hartuar dhe plotësuar 200 anketa të cilat grumbullonin informacion rreth gjinisë, moshës, arsimit dhe punësimit. Nga përpunimi i këtyre të dhënave kemi arritur në këto përfundime sipas tabllës së mëposhtme:

Tabela 2: Të dhënat e marra nga 200 të anketuar në Tiranë

Gjinia		Moshë (vjet)			Shkolla e mesme			Shkolla e lartë			Punësimi (institucion)		
F	M	15-19	20-25	26-30	Prgj	Prof	pa. shk	Pu	Pri	Pa. shk	Pu	Pr	Pa pune
81	119	19	129	52	103	68	29	79	46	75	81	38	81
40.5%	59.5%	9.5%	64.5%	26.0%	51.5%	34.0%	14.5%	39.5%	23.0%	37.5%	40.5%	19.0%	40.5%

Nga të dhënat e mësipërme mund të thuhet se nga të gjithë të anketuarit 40.5% ishin femra dhe 59.5% meshkuj, 9.5% e të cilëve ishin nga intervali 15-19 vjeç, 64.5% bënë pjesë në grupmoshën 20-25% dhe 26% prej tyre ishin nga 26-30 vjeç. Nga 200 të anketuarit 85.5% e tyre kanë mbaruar një shkollë të mesme, nga ku 51.5% kanë mbaruar shkollë të mesme të përgjithshme, 34% e tyre kanë mbaruar shkollë profesionale dhe 14.5% e tyre nuk kanë mbaruar shkollë të mesme. Përsa i përket arsimit të lartë 39.5% e tyre kanë mbaruar arsimin e lartë në arsimin publik, 23% kanë mbaruar arsimin e lartë në IAL private dhe 37.5% e tyre nuk janë me arsim të lartë. Nga anketat 59.5% e tyre janë të punësuar, 40.5% në institucione private dhe 19% në institucione publike, ndërsa 40.5% e të anketuarve rezultuan të papunë gjatë periudhës së anketës.

3. Nevojat për të krijuar një Sistem të ri Arsimor Kombëtar

1. Duhet të krijohet një arsim publik sepse kjo është një e drejtë sociale universale që duhet të garantohet nga shteti falas dhe nga interesi i veçantë i orientuar drejt interesit të përbashkët.
2. Sistemi arsimor publik duhet të jetë falas, sepse arsimi është një investim social përveç se individual dhe arsimimi duhet të jetë një hapësirë falas pa ndërhyrje nga ana e të ardhurave familjare. Falas sepse ky është një kusht për realizimin e arsimit si një e mirë sociale publike.
3. Sistemi arsimor duhet të jetë demokratik dhe pluralist për formën profesionale dhe teknike që të kontribuoj tek ndërtimi i një ndërgjegje kombëtare sa më të denjë tek çdokush nga ne.
4. Të krijohet një sistem arsimor i cili për studentët me vlera të larta morale, solidariteti, tolerance, dhe me rezultate të shkëlqyera, në funksion të nevojave që ka vëndi të akordojë bursa ekselence për të përgatitur liderat e ardhshëm të vëndit.
5. Të garantoj liri mendimi për profesorët e mësuesit, por në të njëjtën kohë akademikët duhet të respektojnë objektivat e nxjerra nga ministria e arsimit.

Është koha që sot duhet të vendoset arsimi në zemrën e çdo qeverie e në këtë mënyrë të vendoset arsimi në pikën kryesore të buxhetit të shtetit për të cilin ka ardhur koha që nga 5 % fonde në arsim të kalojnë 8-10%. Në këtë mënyrë do ti shërbehet të sotmes dhe të ardhmes së vëndit.

3.1 Mënyra e shpërndarjes së kuotave në Arsimin e Lartë Publik

Aktualisht në Shqipëri sistemi i vlerësimit të ngarkesës së lëndëve brenda një dege të caktuar vlerësohet me kredite. Krediti, është një sistem i ri vlerësimi për matjen e ngarkesës mësimore në orë që një student i Arsimit të Lartë plotëson detyrimet për çdo lëndë. Përfshihet më tej puna e studentit në auditor, bibliotekë, shtëpi, provime e veprimtari të tjera, e matur kjo në orë, të quajtura "Pikë Krediti". Nga ana cilësore përvetësimi i dijeve matet me notë, nga ana sasore niveli përcaktohet me pikët e kreditit. Kjo i lejon studentit të fitojë kualifikime dhe të kryejë studime në institucione të ndryshme qofshin ato publike ose private. Por institucionet publike çdo fillim viti nxjerrin kuota, ose numër studentësh që do të pranohet në çdo Universitet dhe çdo degë studimi. Para se të dalin përgjigjet e maturantëve për të drejtën e studimit, qeveria ka vendosur edhe kuotat e pranimit që do të ketë secila degë në universitetet publike në Shqipëri. Kështu, Kuotat e përgjithshme të pranimit në institucionet publike të arsimit të lartë, për një vit akademik ndahen si më poshtë:

- a. Kuotat e pranimeve të reja për programet e studimit të ciklit të pare.
- b. Kuota për program të ciklit të dytë të studimit.

- c. Kuota për transferim studimesh.
- d. Kuota për shtetasit e huaj.
- e. Kuotat e pranimit për kandidatët brenda territorit të vendit.
- f. Kuota për shqiptarët nga trojet jashtë kufijve të vendit.
- g. Kuota për të verbrit (të veçanta).
- h. Kuota për romët (balkano-egjiptianë).
- i. Pesë studentët e vitit të parë, me rezultatet më të larta në plotësimin e kriterëve të pranimit (pikët e fituara në sistemin meritë-preferencë), në programin e studimit përkatës, përjashtohen nga tarifa vjetore e shkollimit. Këtë përjashtim, në asnjë rast, nuk e përfitojnë studentët me notën mesatare të shkollës së mesme më të ulët se nota nëntë.
- j. Fëmijët e policëve të vrarë dhe invalidët, nuk paguajnë tarifën e shkollimit

Tabela 3: Shpërndarja e kuotave të pranimit në universitete publike 2009-2013

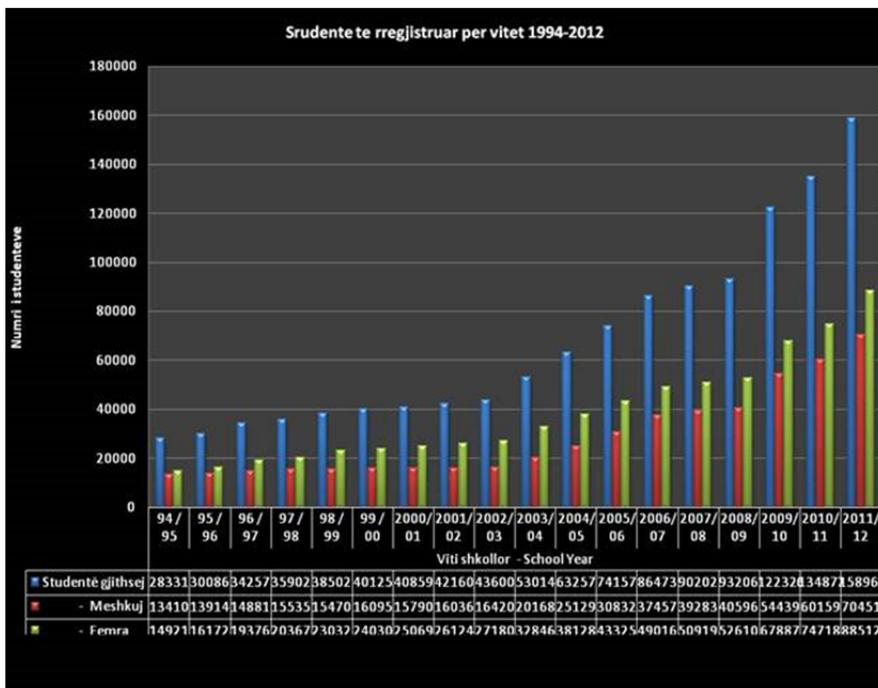
Viti akademik	Kuotat e shpallura	Cikli i parë	Cikli i dytë	Transferime	Shtetas të huaj
2009-2010	22.134	21.034	300	700	100
2010-2011	23.534	23.034	100	300	100
2011-2012	25.183	24.583	200	300	220
2012-2013	27.647	27.047	200	300	100
2013-2014	31.030	30.130	300	500	100

Grafiku 2: Lulatja në përqindje e kuotave në përqindje 2009-2013

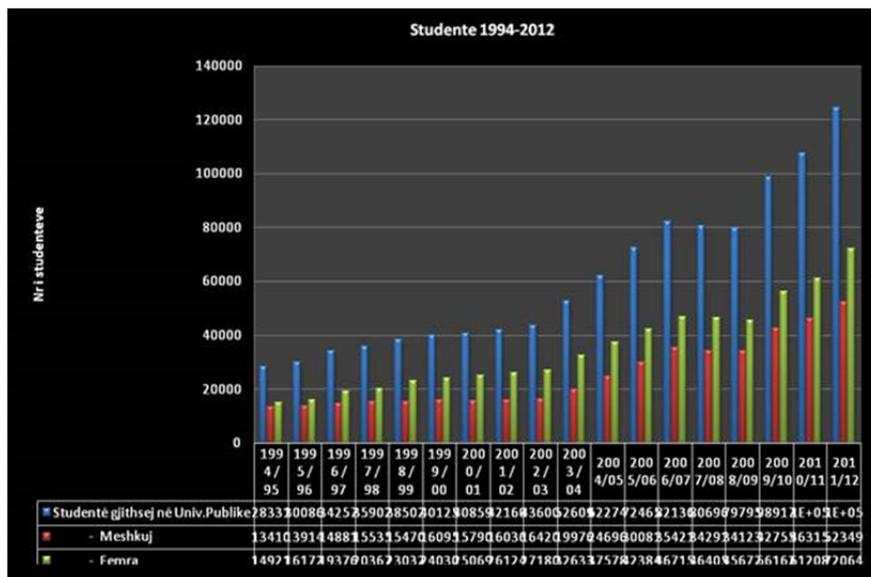


Nga tabela e mësipërme shohim qartë se kuotat e pranimit të studentëve në universitetet publike për ciklin e parë të studimeve ndahen në kuota totale të pranimit, kuotat e studimeve në ciklin e parë, kuotat e pranimit në ciklin e dytë, kuotat në dispozicion për transferime në universitetet publike, kuotat për pranimin e shtetasve të huaj të ndjekin studimet në universitetet publike të Shqipërisë si edhe kuota për student me aftësi të kufizuara ose që i përkasin pakicave kombëtare. Përsa i përket Institucioneve të Arsimit të Lartë Privat nuk kemi kufizime në numrin e të regjistruarve dhe specifikimeve të mësipërme. Nga tabela vëmë re se ritmi i rritjes së kuotave të pranimit nga njëri vit në tjetrin ka ardhur duke u rritur, rritje kjo e cila pasqyrohet kryesisht në kuotat e ciklit të parë të studimeve për studentët vendas. Koordinimi i madhësisë së kuotave bëhet në përputhje me politikat arsimore, me treguesit makroekonomikë dhe në përputhje me faktorët politik, të cilët brenda një periudhe 23 vjeçare kanë ndërmarrë politika herë nxitëse e herë frenuese lidhur me reformat në arsim. Më poshtë paraqitet grafiksht numri i studentëve ndër vite i ndarë edhe sipas gjinisë.

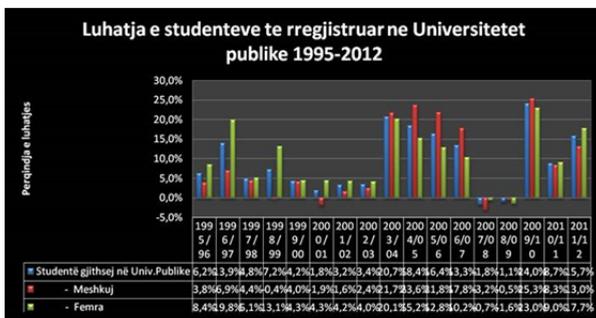
Grafiku 3: Numri i studentëve gjithësej të regjistruar në universitete gjatë viteve 1994-2012



Grafiku 4: Studentë të regjistruar në universitete publike në vitet 1994-2012

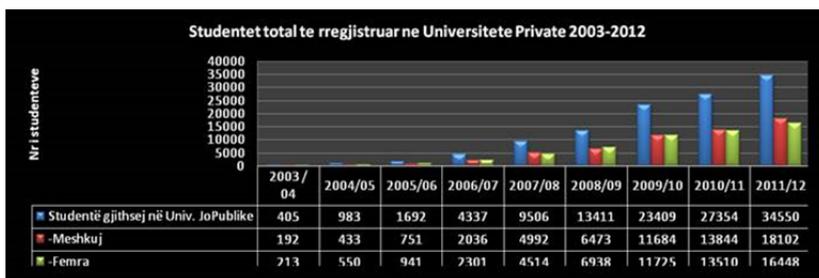


Grafiku 5: Luhatja e numrit të studentëve të regjistruar në universitetet publike 1994-2012

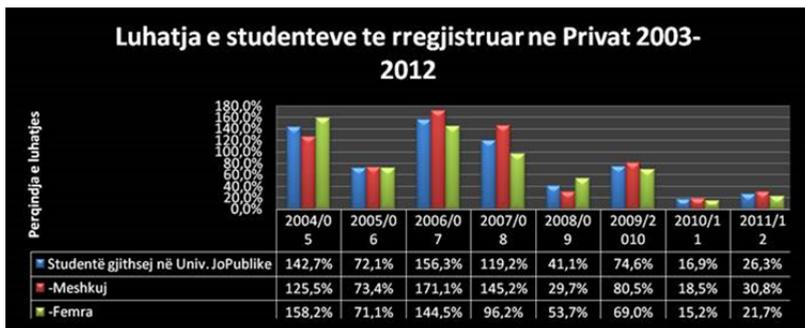


Nga paraqitja tabelore dhe grafike e mësipërme shohim se vitet 1996-1997, 2004-2005 dhe 2009-2010 janë vitet me ritmin e rritjes së regjistrimeve më të lartë në universitetet publike, kjo mund të ketë ardhur si pasojë e reformave të ndjekura dhe kushteve ekonomike të vendit. Viti 1997 konsiderohet si një ndër vitet me paqëndrueshmëri sociale, politike dhe ekonomike më të lartë në 20 vitet e fundit. Ky fakt u shfrytëzua për të krijuar lehtësira në kushtet e pranimit të kandidatët e mundshëm në universitete, ndryshe nga arsimi i mesëm i cili në këtë periudhë shfaqte një rënie të dukshme të numrit të nxënësve të diplomuar, për shkak kjo të pasigurisë. Ndërsa vitet 2007-2008 konsiderohen si vitet me rënie të ritmit të rritjes së numrit të studentëve të regjistruar në universitetet publike. Kjo ndodhi pasi përkoi edhe me periudhën kur lulëzuan një sërë institucionesh të Arsimit të Lartë Privat, që me ofertat e tyre tërhoqën një pjesë të mire të kontigjentit në treg. Gjithashtu për shkak të reformave që ndryshuan kushtet e pranimit në universitetet publike, duke futur sistemin e provimeve me zgjedhje. Për të bërë lidhjen midis rënies së të regjistruarve në universitetet publike do shohim nëse për të njëjtën periudhë do të kemi ritme rritje në universitetet private.

Grafiku 6: Numri i të regjistruarve në IAL Private 2003-2012



Grafiku 7: Luhatja e regjistrimeve në IAL Private 2003-2012



Grafikët e mësipërm tregojnë numrin dhe prirjen e numrit të studentëve të regjistruar në universitetet private që nga hapja e tyre në vitin 2003 e deri në vitin 2012. Shihet që në vitin 2006-2007 ka një ritëm të konsiderueshëm rritjeje krahasuar me universitete publike në përqindje. Studentët e IAL publike vazhdojnë të kenë numrin më të madh të studentëve në degët përkatëse. Por nëse do të lejohet hapja në masë e IAL Private do ta kthejmë arsimin në një treg konkurrencial ku tarifën e pranimit në IAL Private do të rezultojnë më të ulëta se tarifën publike, kjo do të jetë shkas për rritjen e vazhdueshme të studentëve të regjistruar në privat duke çuar kështu në studentë të një cilësie të ulët, që do ta kenë të vështirë të përballen me kushtet e tregut të punës.

4. Lidhja e nivelit arsimor me nivelin e punësimit

Tregu shqiptar i punës karakterizohet nga disa probleme për të cilat po merren masa të cilat duhet të ndikojnë drejtë-përsëdrejti në përmirësimin e situatës së këtij tregu që do të sjellë si pasojë rritjen e nivelit të punësimit. Ndër to mund të përmendim:

1. Përmirësimi i klimës së biznesit në kuadrin e reduktimit të taksave sidomos për biznesin e vogël si dhe ulja e masës së kontributeve për sigurime shoqërore e shëndetësore.
2. Hapja e vendeve të reja të punës në sektorin privat jobujqësor me më shumë produktivitet dhe me pagë më të lartë përbën një element të rëndësishëm për uljen e varfërisë dhe përmirësimin e standartit të jetesës.
3. Tregu shqiptar i punës vuan akoma nga një nivel i lartë i tregut informal. Për më tepër ka pak lëvizshmëri ndërmjet sektorit informal dhe atij formal. Sigurimi i stimujve është më i favorshëm për formalizimin e vendeve të punës, kontraktimi më fleksibël do të ndihmonte në mënyrë të vazhdueshme të punësuarit.
4. Personat me nivel arsimor të ulët ndeshen me probleme të konsiderueshme në tregun e punës. Ka një përqëndrim të personave me arsim minimal apo paarsim në sektorin informal. Niveli i arsimimit është i lidhur ngushtë dhe me nivelin e të ardhurave. Zgjerimi i aksesit për arsimin dhe formimin profesional është shumë i rëndësishëm. Në të ardhmen, me urbanizimin e ekonomisë dhe largimin e saj nga sektori bujqësor, zhvillimi i kapitalit njerezor do të marrë një rëndësi akoma më të madhe.
5. Megjithatë emigracioni është konsideruar si një burim mjaft i mirë të ardhurash për familjet shqiptare dhe instrument i dobishëm në manaxhimin e riskut ai nxit fenomenin e qarkullimit të trurit. Qarkullimi i trurit ofron përfitime potenciale për të ardhmen sepse emigrantët kanë përfituar formim profesional dhe përvojë në vendet e emigrimit.
6. Femrat vazhdojnë të kenë nivele të ulëta të punësimit dhe nivele të larta papunësie. Pagat për femrat janë 35% më të ulëta se sa ato për meshkuj, duke patur parasysh këtu moshën, arsimimin dhe karakteristikën e tjera personale. Ndërsa niveli i papunësisë në komunitetet e romëve është rreth 70% dhe pjesa e atyre që janë të punësuar përgjithësisht marrin paga shumë të ulëta dhe shpesh janë të punësuar në punë me rreziqe në sektorin informal. Kjo ka pasoja negative në përgjithësi dhe ndikon në mirëqënien sociale të këtyre grupeve.

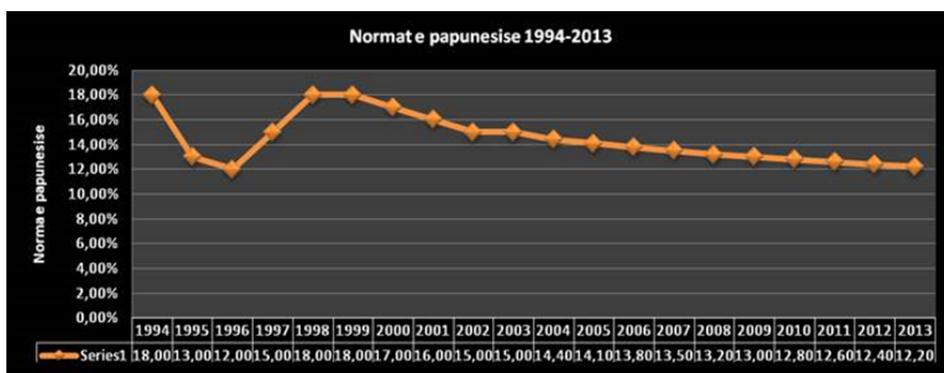
Të rinjtë shqiptarë duket se e kanë më të vështirë të gjejnë një punë, duke pasur një tendencë të njëjtë, me disa shtete të eurzonës (kryesisht ato që po e ndajnë më shumë krizën, si Greqia, Spanja apo Italia). Sipas anketës së forcave të punës për vitin 2011 të INSTAT, të botuar së fundmi, shkalla e papunësisë tek të rinjtë mes moshës 25 deri në 34 vjeç është 16.6%, më e larta nga të gjitha grupmoshat e tjera, përveç asaj 15-24 vjeç, ku kjo normë është 23.4%, për shkak se një pjesë e madhe e të rinjve të kësaj moshe vazhdojnë shkollën. Për të gjithë grupmoshat nga 15 në 64 vjeç, shkalla e papunësisë rezulton 13.9%.

Edhe shkalla afatgjatë e papunësisë, për të rinjtë, grupmoshën 25-34 vjeç është më e larta (duke përfshirë sërish grupin nën 24 vjeç), prej 12.5%, nga 10.2% që është mesatarja afatgjatë e papunësisë për të gjitha grupmoshat. Grupmosha nga 35-44 vjeç rezulton se ka nivelin më të ulët të papunësisë si afatshkurtër ashtu dhe afatgjatë, me përkatësisht 9.9 dhe 7.8%. Sipas rezultateve të Anketës së Forcave të Punës (AFP) 2011, 68.2 përqind e popullsisë në moshë pune në Shqipëri ishte aktive në tregun e punës (pra të punësuar ose të papunë). Femrat përbënin rreth 44 përqind të forcave aktive të punës. Shkalla e aktivitetit ekonomik varion në mënyrë të rëndësishme sipas gjinisë. Shkalla e pjesëmarrjes në tregun e punës për femrat ishte 60.3 përqind ndërsa për meshkujt ky tregues ishte 76.1 përqind. Për të rinjtë e moshës 15-29 vjeç shkalla e pjesëmarrjes në forcat e punës ishte 46.5 përqind. Diferenca prej 21.7 përqind e shkallës së pjesëmarrjes në forcat e punës për grupmoshën 15-29 vjeç dhe grupmoshën 30-64 vjeç shpjegohet, sipas INSTAT, nga fakti që një përqindje e lartë e të rinjve janë duke ndjekur shkollën. Nga të dhënat e AFP 2011 rezulton që 65.7 përqind e të rinjve 15-29 vjeç nuk ishin pjesëmarrës në tregun e punës për arsye se ata ishin duke ndjekur shkollën. Në grafikun e mëposhtëm paraqitet në vlerë absolute numri i të papunëve të regjistruar në vitet 2000-2013 të ndarë në gjini:

Grafiku 8: Të papunë të regjistruar për vitet 2000-2013



Grafiku 9: Norma e papunësisë 1994-2013



Po të shohim grafikun e luhatjes së norms së papunësisë nër vite vëmë re që periudhat me luhatje më të madhe të nomës së papunësisë kanë qënë vitet 1994-1999, kjo për shkak edhe të paqëndrueshmërisë ekonomike dhe politike në vend. Aktualisht jemi në norma papunësie dyshifrore, që krahasuar me inflacionin dhe rritjen ekonomike nuk është një tregues optimal. Përprekjet e viteve të fundit nga Banka Qëndrore dhe Ministria e Financës për të pasur politika Monetare dhe Fiskale të përshtatshme me kushtet ekonomike-financiare të vendit, nuk kanë rezultuar shumë të sukseshme për vet faktin se jemi një vend në zhvillim dhe lind nevoja për më shumë koordinim midis politikave dhe institucioneve që hartojnë ose zbatojnë këto politika.

5. Konkluzione dhe Rekomandime

5.1 Konkluzione

Nga analiza e mësipërme konstatohet se treguesit kryesor të luhatjes së numrit të nxënësve të diplomuar, studentëve që kanë ndjekur ndër vite studimet e larta dhe norma e papunësisë nga viti 1992-2012 janë tregues të cilët janë ndikuar nga shumë faktorë ekonomik, social dhe politik, të cilët kanë ushtruar presion nxitës ose frenues në zhvillimin arsimor-educativ. Sa më poshtë mund të nxjerrim këto përfundime:

1. Ndryshimi i sistemit me konkurs të maturantëve për konkurim në arsimin e lartë dhe kalimi në sistemin e provimeve me zgjedhje në vitin 2006 ishte një reformë arsimore e cila synonte përshtatjen e preferencave kryesore të kandidatëve, të ndërthurura me performacën e tyre ndër vite dhe pikëve të grumbulluara në provime si dhe me kuotat e miratuara nga MASH për secilën degë dhe për secilin fakultet. Por ky ndryshim solli një çrregullim në sistemin arsimor për shkak të kohës së shkurtër të informimit të grupeve të interesit si dhe mungesës së informacionit gjatë plotësimit të formularëve. Kjo bëri që një numër i madh studentësh të mos studionte në degën e tij të preferuar por në degën ku ai kishte arritur pikët e duhura për tu shpallur fitues, dhe akoma më keq të mos ishte fitues në asnjë prej degëve të zgjedhura, duke ju drejtuar kështu mundësisë

- së ndjekjes së studimeve në Institucionet e Arsimit të Lartë Privat. Kjo ndikon së tepërmi në performancën e studentit gjatë studimeve të ciklit të parë dhe në përshtatjen e nivelit arsimor me kërkesat e tregut.
2. U kalua nga një sistem arsimor katër vjeçar ose nga Diploma e Integruar e Nivelit të Dytë (DIND), në sistemin e arsimit të lartë sipas Kartës së Bolonjës, ku studenti paisej me kredite (ECTS), të nevojshme në transferimin e studimeve brenda dhe jashtë vendit. Por aplikimi i një skeme të tillë bën që studentët të mos kenë formimin e duhur për tju përshtatur tregut të punës, duke kërkuar që të kryejnë studime shtesë, të cilat quhen studime të ciklit të dytë ose studime master, të ndara në master profesional dhe master shkencor. Duke qenë se për të ndjekur ciklin e dytë të studimeve në univesitetet publike duhet të përmbushen kritere dhe të paguhet një tarifë e konsiderueshme vjetore në varësi të degës, e cila ka ardhur duke u rritur vit mbas viti, studentët prirën që këto studime ti kryejnë në universitete private, duke ngushtuar kështu mundësitë ekonomike familjare ose personale.
 3. Aplikimi i detyrueshëm i mbrojtjes së gjuhës angleze para përfundimit të studimeve të ciklit të dytë në një nga institucionet ndërkombëtare që e ofrojnë këtë shërbim, që vlerësimi i tyre të njihet nga institucionet shqiptare, përveç se rrit njohuritë e studentëve ajo ka efekte negative sepse rrit kostot e studimit të ciklit të dytë dhe lë vend për abuzim nga ana e kompanive që e ofrojnë një shërbim të tillë. Duke qenë se janë sipërmarrje private fitimprurëse, prirën gjithmonë për të pasur sa më shumë student që e japin këtë provim, pavarësisht nivelit që ata kanë. Kjo si reformë e re e ndërmarrë në arsim për të rritur cilësinë e studentëve që mbarojnë studimet në nivel master kthehet në një pikë të dobët në arsimin shqiptar për arsye të keqadministrimit nga kompanitë private që ofrojnë shërbimin.
 4. Paqëndrueshmëria politike dhe ekonomike, janë dy faktorë të rëndësishëm të cilët ndikojnë dhe ndikohen nga niveli arsimor dhe reformat në arsim. Sa më e zhvilluar të jetë një ekonomi aq më shumë nevojë ka për punonjës të kualifikuar në pozicionet e duhura. Gjithashtu sa më të paqëndrueshëm të jenë dy faktorët e mësipërm aq më negative janë ndikimet që japin ndryshimet e reformave në këtë fushë.
 5. Norma e papunësisë si një tregues i rëndësishëm makroekonomik, përveç ndikimit që i jep inflacioni dhe GDP-ja në rritjen ose në rënien e nivelit të saj, faktor i rëndësishëm në përcaktimin e sasisë dhe cilësisë së këtij treguesi është edhe niveli arsimor. Sa më i arsimuar të jetë një komunitet aq më i përshtatshëm është ai në zhvillimin e ekonomisë dhe në përputhje me kërkesat që ka tregu i punës. Por si i bëhet kur tregu i punës është i tejngopur me student të cilët kanë mbaruar studimet në degë të caktuara dhe janë pjesë e skemës së papunësisë? Këtu luan rol ndërthurja e elementëve makroekonomik me reformat arsimore në kuadër të përmirësimit të këtyre treguesve.

5.2 Rekomandime

Brenda një periudhe shumë të shkurtër kohore sistemi arsimor ka pësuar ndryshime të konsiderueshme, si pasojë e nevojës së tregut, të fushës sociale, të kushteve ekonomike dhe politike të vendit. Në kuadër të përmirësimit të këtij sistemi bazuar dhe në të dhënat e grumbulluara rekomandojmë:

1. Të nxitet pjesëmarrja në rregjistrimin e nxënësve në shkolla të mesme profesionale, në mënyrë që të kompensohen njohuritë e humbura nga zbatimi i sistemit të bolonjës. Duke mos qenë studentët të aftë të përballen me tregun e punës mbas përfundimit të ciklit të parë të studimeve. Kjo mund të arrihet vetëm duke krijuar reforma të përshtatshme arsimore dhe sistemin aktual të koeficientëve të shkollave të mesme në degët përkatëse, në mënyrë që të rritet numri i nxënësve që mësojnë në shkolla profesionale.
2. Ngritja sa më parë e një grupi kontrolli dhe riakreditimi i universiteteve kryesisht private, me qëllimin kryesor të vlerësimit të programeve dhe kurrikulave, infrastrukturës, teknologjisë dhe stafit akademik të institucionit, për të parë përputhshmërinë e kualifikimeve dhe moduleve që kanë në përgjegjësi. Duke lënë në tregun e Arsimit të Lartë Privat vetëm ato institucione të cilat përmbushin kriteret e mësipërme dhe që cilësia e ofrimit të këtij shërbimi të përafrohet me arsimin publik.
3. Mbrojtja e gjuhës angleze të mos kryhet nga institucione fitimprurëse por nga struktura shtetërore, të njëjta me AKP (Agjencia Kombëtare e Provimeve), në mënyrë që ky shërbim të vijë me kosto sa më të ulët për studentin dhe të jetë më efektiv në rezultatin e paraqitur, duke pasur kështu një standart të vetëm të pranuar në nivel kombëtar dhe ndërkombëtar. Kjo krijon premisa për marrëveshje midis Ministrisë së Arsimit dhe Sportit në Shqipëri dhe vendeve kryesisht të rajonit.
4. Për të mos pasur kontigjent të kualifikuar më tepër se kërkesat e tregut, duhet të koordinohen politikat makroekonomike dhe reformat në arsim. Të përshtatet numri i kuotave me nevojat e tregut për specialitë në një fushë të caktuar. Ky nuk është ndonjë tregues i rëndësishëm në uljen e nivelit të papunësisë por është një

element i cili mund të menaxhohet për të mos thelluar më shumë hendekun midis të papunëve të pashkolluar dhe të papunëve me nivel arsimor të përshtatshëm me kërkesat e tregut.

5. Një reformë tjetër e rëndësishme që duhet të merret në arsim është aplikimi paraprak i reformave në një projekt pilot në mënyrë që të mos duken këto reforma si eksperimente shoqërore, të cilat çojnë në kushte neglizhence nga ana e nxënësve dhe studentëve.

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Creativity in Teaching different subjects in English through Drama Techniques

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Abstract

This action research examines the basic concept of creativity, theoretical and practical foundations and implications of drama and theatre as a method for creative foreign language teaching, especially for teaching English as a foreign language to Albanian students at Tirana University and other district Universities. Current research has found that participation in meaningful conversations in the drama classroom helps students develop their conceptual understandings of the subject matter and further develop their creative thinking and learning. Learning outcomes and findings are often shown through descriptions of design interventions that have taken place in ordinary classrooms. In this research, attention has been paid to the use of new creative methods, diverse experiences of individual students within FL classes and what they take away from participation in such discourses.

Introduction

Creativity is a basic capacity of human intelligence

Human intelligence is not only creative, but multifaceted. It is for this reason that teachers argue that all young people have creative capacities and they all have them differently. Some of the definitions of 'creativity' are like real food to the thought.

The English word 'creativity' and its lexeme come from the Latin term *creō* "to create, make". The word "create" appears in English as early as the 14th century, notably in Chaucer^[1] (in *The Parson's Tale*^[2]). However, its modern meaning as an act of human creation did not emerge until after the Enlightenment.^[1]

According to Cambridge dictionary, creativity as a noun means:

1. the state or quality of being creative.
2. the ability to transcend traditional ideas, rules, patterns, relationships, or the like, and to create meaningful new ideas, forms, methods, interpretations, etc.; originality, progressiveness, or imagination: the need for creativity in modern industry; creativity in the performing arts.
3. the process by which one utilizes creative ability: Extensive reading stimulated his creativity.

Scholarly interest in creativity ranges widely: the mental and neurological processes associated with creative activity; the relationship between personality type and creative ability; the relationship between creativity and intelligence, learning and mental health; and ways of fostering creativity through training and technology.

In a summary of scientific research into creativity Michael Mumford suggested: "Over the course of the last decade, however, we seem to have reached a general agreement that creativity involves the production of novel, useful products" (Mumford, 2003, p. 110).^[3] Beyond this general commonality, authors have diverged dramatically in their precise definitions, with Peter Meusburger claiming that over a hundred different versions can be found in the literature.^[4]

Education is a vital investment in human capital for the twenty-first century. The main focus of it would be on raising standards in Universities by using drama techniques in any English teaching subject. One of the key questions to be asked are:

1. *Are creative Drama in Education techniques and cultural education important to unlock the potential of every young person?*

Creativity should be regarded as an urgent need to unlock the potential of every young person.

We need the creativity, enterprise and scholarship of all our people.

By creative Drama in Education is meant forms of education that develop young peoples' capacities for original ideas and action: by cultural education is meant forms of education that enable them to engage positively with the growing complexity and diversity of social values and ways of life. It has been argued that there are important relationships between creative Drama in Education and cultural education, and significant implications for methods of

teaching and assessment.

The concept of creativity must be changed from being something that is added on to education, skills, training and management and make sure it becomes intrinsic to all of these. *Independent, 3rd December 2005.*

Creative drama can also be defined as:

"An improvisational, non-exhibitional, PROCESS-CENTERED form of drama in which participants are guided by a leader to imagine, enact, and reflect upon human experiences." (Davis and Behm-my emphasis.)

"Creative Drama is not primarily concerned with teaching theatre skills, although this may of course occur. The purpose of Creative Drama is to use the natural dramatic impulse to facilitate learning in an unlimited number of fields and areas. Students naturally act out their perceptions, try out roles, and play "pretend." It is the primary way young people learn about their world. Creative Drama structures this kind of activity so that students can explore topics experientially.

Aristotle said, "Tell me and I will forget. Show me and I will remember. INVOLVE me and I will understand."

Creative Drama can foster personality growth and self-esteem. It can help students learn to work together and to think creatively. It is often a classic problem-solving exercise. It builds language and communication skills better than just about any other activity in teaching English classes. It promotes empathy by letting students step into others' shoes. It can also be used as a tool to teach literally any other subject, if lessons are carefully designed. Whenever I can, I try to support the curriculum of my students in other subjects. What's wonderful about this is that since every Creative Drama lesson necessarily involves subject content of one kind or another, you can usually design a lesson around a non-dramatic curricular topic without compromising the dramatic content of the lesson at all.

Creative Drama is also sometimes called "Creative Dramatics" or "Creative Play" according to Johanna Smith, Arizona State University, 1998

From Aristotle onward, philosophers have described the educational value of the human instinct of mimic play, which I believe is the driving force behind performance.

Drama is concerned with understanding, and expressing, the qualities of human experiences. Through drama, we try to give form to the feelings and perceptions that move us most as human beings: our experiences of love, grief, belonging, and isolation, and all the currents of feeling that constitute our experience of ourselves and of others. It is through the drama that young people experiment with and try to articulate their deepest feelings and their own sense of cultural identity and belonging. A balanced creative and cultural education has essential roles in the creative and cultural development of young people.

The analysis of major traditional foreign language learning theories and teaching methodologies shows many parallels and common principles with drama and theatre methods. The examination of certain linguistic, cultural, psychological, sociological, physical, and neuro-psychological aspects of language learning with regard to drama and theatre demonstrates the positive effect of the method on the creative language learning process and the development of the emotional and social development of the learner.

This research study explores practical applications of drama and theatre in the foreign language classroom. First, some basic drama techniques, such as pantomime, role-playing, improvisation, statues, etc. are examined.

These are followed by many suggestions and ideas on how these techniques could be instrumental in developing, practicing, and applying foreign language skills and foster holistic learning. (see appendix. 1)

As Kemmis and McTaggart (1988) have described, this research involves a systematic learning process in which I acted deliberately to improve my educational context and emancipate myself from institutional constraints. I hope my colleagues shall find therefore dimensions of knowledge production and action that make meeting the demands of the new curriculum possible (implementation of Bologna process).

The exercises to be used in the class were created and compiled specifically for the warm-up and language application phase which primarily benefit oral communication skills and the creation of a supportive and relaxed learning environment. Teachers can use them without any previous theatrical training.

The research activity includes participant-observation as well as interviews/ongoing discussions with my two colleagues, reflecting upon, and evaluating my teaching methodology. The action research shall become a way to create a culture of inquiry through my reflection on action with my students and collaboration with two university lecturers.

Role-playing is one of the creative techniques explored in drama classes and carefully managed with students of English Language at the University. When people play roles consciously, they begin to sharpen their skills of noticing and managing their own thoughts. They are both in role and also a little apart from it, and this kind of reflective thinking can be cultivated and leads to creative learning.

Reading about or even watching a drama lesson is not the same as participating in one. And similarly, participation is not the same as teaching. Teachers benefit from teaching, presenting their work, receiving feedback and also by viewing how their colleagues navigate the unpredictable waters of drama. Here the process can be analysed while peers encourage, applaud and offer additional suggestions within a supportive and non-threatening environment.

A drama classroom remains a strong venue for learning to work in role and confirming its value in the practical sense. The teacher's role is defined as: helping students to form their ideas; helping students to test their ideas; helping students to communicate their ideas; and helping them to respond to different real-life situations. Teachers can use these skills for specific learning objectives by stepping into the fictional work of the students through using drama strategies, in particular, teacher in role.

Teachers can design the structure of the lesson carefully by taking Stanislavsky's workshop as a valuable example. In doing so, the teacher may start the class by:

- Triggering previous knowledge
- Each group reads the scene to the class
- Individually each student decides on their respective character's:
 1. Perception of the 'External given circumstances'.
 2. Destiny (The ideal 'Super Objective'), the place and time when the character wants to be and is 'most happy'.
 3. Objectives: what does the character want to achieve during the immediate scene (e.g Nora in 'A doll's house' by Ibsen)
 4. Alternative objectives
 5. Actions. The active verb. Physicalising and animating the action.
 6. Pace of the scene. Marking the points when the pace is changing.
 7. Inner pace of the character
- Based on this individual research, students rehearse the scene once. During this rehearsal, each student will try to achieve what their characters need/want to achieve and at the same time will try to feel/understand what the other actors/characters want.
- Individually each student will review and reassess her/his initial decisions and adjust them if necessary, according to the results of the first rehearsal.
- Second rehearsal.
- Second individual evaluation and adjustment.

As an assignment students rehearse the scene, adding each others' point of view and get ready to perform it in the next class.

The teacher may gradually move from a traditionally empirical style of teaching to a new synthesis, which is dominated by a more democratic and critical theoretical perspective. I invited my students and colleagues to participate in a Live Drama class and negotiated with them about the process at every stage in the procedure. In doing so, the students have displayed an impressive energy and enthusiasm. Even my colleagues highly estimated the students' performance.

'It is good to watch and understand a play as a two way means of communication.' – B.H (personal comments)

It was considered as 'A thoughtful and passionate performance that fuels the fires of the longstanding process/product debate close to the heart of all drama/theatre practitioners and scholars.'

Validation of findings and Important conclusions

Students discussed and drew conclusions in the end useful to their own creative learning: Keep your decisions to yourself.

Make sure the creation of the character is entirely yours. You will act it therefore you are responsible for its actions.

Lessons learned from the students' workshop:

- Emotion is a psychophysical response to events. In a drama class emotion will spring from the concentration in the given circumstances and the magic IF
- MPA – The Method of Physical Action is a set of techniques and acting exercises originated by Stanislavsky to help the student achieve wholeness in creating a character. Conscious – Subconscious – Unconscious
- Playing games as a means of introducing the system
- The need to view Stanislavsky's system as a live adaptable technique that can be used in classroom drama situations
- The similarities between the actor's creative mood and the students in play
- The purpose of the system is to help the student to empathize with the character and consequently for the

- spectator to empathize with the character
- Empathy generates an involuntary physical response, beyond an intellectual or emotional one.
- The 'Here and Now' of the theatrical situation 'Not me, Not here, Not Now' simultaneously with 'Me Here Now'
- 'The Given Circumstance'; 'The Magic IF'; 'The Physical Action'; 'The Sense and Emotional Recall'; 'Tempo – Rhythm of the character'; 'External adjustment'; The 'Character' is a system of movements
- Imagination – As IF - Endowment

Consistently, there is proof of unprecedented improvement in students' writing and speaking skills as a result of the use of drama structures. In the course of my practicum work, I have become a field researcher in my own classrooms, where students can speak with authority (and offer hard data) about what really works for student learning. It is more essential than ever for teachers to take up the role of being researchers, not only for evaluative purposes but so as to expand and explore the complex learning available in the aesthetic moment.

Calling us to focus on "knowing-in-action" Taylor (2000) draws our attention to drama teaching as an artistic process of meaning-making. He proposes that "to ignore reflective practitioner design is to remain ignorant to the kind of artistic processes which are the lifeblood of our work". (p. 27).

Returning to the question of value, drama, perhaps more pointedly than in any other subject area, can not hide that, as a subject discipline and teaching methodology, it is not merely value-laden but value-saturated.

Heathcote once again focuses *the role of drama in education*. "She (Heathcote) sees drama as the means of rooting all the school curriculum back in a human context where it sprang from, so that knowledge is not an abstract, isolated subject-based discipline, but is based in human action, interaction, commitment and responsibility" (Bolton, 1998:177).

Conclusion

Drama provides myriad ways for students to learn and appreciate language in meaningful, communicative contexts.

Integrated skills can be acquired during drama classes. The various language skills should not be taught separately, for it is rare that we as language users only employ grammar or only speaking or only writing.

Drama is an ideal way to bring the skills of grammar, reading, writing, speaking, listening and pronunciation together in a course where the focus is not on form but rather fluency and meaning for the following main conclusive reasons:

- Drama is used primarily to discover meaning and to come to understandings; it is the vehicle for the learning. Often the drama is serving learning from another area of the curriculum.
- The relation between student and teacher is collaborative.
- The students and the teacher are involved in an enterprise where the children are endowed with power and expertise to enable them shape and develop the work of the enterprise. The work involves making decisions and solving problems, often on behalf of someone else.
- The students are given a role within the drama related to the enterprise. The role gives a point of view or stance from which the class will approach the work. The role also gives them the power to express that point of view. With this in mind, the students don't enact a character in the conventional sense.
- The students' role gives them status and expertise not normally accredited or expected of children.
- Because the work is collaborative, the teacher has a role in the drama and 'teaches' from within the drama. Like the role for the class, the teacher's role is carefully selected to enable the work to progress, and to deepen the experience for the children.
- Teaching in this way involves interplay between the cognitive and the affective,
- Involves moving from the universal to the particular and back to the universal.

Creativity can be taught. Especially Drama Teachers can be creative in their own teaching; they can also promote the creative abilities of their students. The roles of Lecturers and Professors are to recognise students' creative capacities; and to provide the particular conditions in which they can be realised. Developing creativity involves, amongst other things, deepening young people's cultural knowledge and understanding. This is essential both in itself and to promote forms of education which are inclusive and sensitive to cultural diversity and change.

In conclusion, creative and cultural education is not subjects in the curriculum: they are general functions of education. They can and should be promoted in all areas of the curriculum and not just through so called creative subjects. Different areas of the curriculum do contribute to creative and cultural education in different ways. The

opportunities and the focus in the arts, for example, are not identical with those of the sciences and humanities, or with physical education. Each of these broad areas contributes in different ways to a balanced education.

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A Future Whose Roots Lean in the Past "Yahya Kemal"

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Abstract

Yahya Kemal, who used the rules and principles of the old poetry, is one of the most important representatives of Turkish poetry and he placed the metaphor of Divan literature in his verses. However, it is not wise to accept Yahya Kemal as the representative of old poetry since he was stuck between the old and the new poetry. Based on his poems, a poetic evaluation about him is the idea that he is a "bridge between the old and the new poetry" and it is accepted by all the researchers. In this study, according to his own poems and the other works, Yahya Kemal's poetic thought about the old and the new poetry will be put forth.

Keywords: *Yahya Kemal, poetic, Divan poetry, Modern poetry, interaction.*

1. Introduction

Yahya Kemal is a monumental individual, who we can summarize as "a future whose roots lean in the past". He is the gardener who planted the seeds coming by "The Wind of Old Poetry" to the garden of modern poetry. This statement, which we prepared with reference to the point in which he acted as a bridge between old poetry and new poetry, is not only the first study conducted within this scope, but also notable in terms of reminding our important poet once again. In this regard, our study is prepared as two chapters for its view on the old poetry and the new poetry.

In the first chapter, Yahya Kemal's relation with old poetry is examined. This examination was carried out based on the poems in especially his work called "*With the Wind of Old Poetry*" and was supported with his words that he has written in various places. Content, style, verse unit and rhyme are some of the issues that are examined with this perspective.

Second chapter, is the section in which modern poetry that he was written based on old times was examined. New poetry of Yahya Kemal, in which he composed his own poetry style, are included in his work called "Our celestial sphere". While the characteristics of his poetry were being examined, this book was taken as basis.

2. Tendancy and Grounds of Yahya Kemal to Old Poetry

Poetry that we name as old Turkish poetry of Divan poetry has sustained its existence to the mid Europe in the west; to the India in the east. On this whole geography, at some places, it has either presented itself before; at other places it has come to an end before other regions. It is considered that beginning of this poetry is based on 10th Century and ending is based on at the end of 19th Century and beginning of 20th Century. Divan poetry, which was written, told or listened for almost 600 years on Divan lands in Anatolia, become effected with the impression of Europe as from mid times of 19th century, it has changed its form and its content was varied. At this point, it is the effect of people that visited Europe and affected by the poetry of Europe. This interaction may be seen as the traces of socio-cultural change that the world is affected left on people.

Poet and poetry which have been changed with the change of the country have maintained the divan poetry both as content and form- and caused new subject and forms to be introduced into poetry. In fact, this change has begun with the appearance of Nedim, who is deemed as one of the important representatives of divan poetry. This change that

occurred in Nedim, has added new excitement to the divan poetry and made it spicy. However, it has not separated from the line of classic tradition. Even Yahya Kemal is not close to old poetry as Nedim, he used symbols that belong to old poetry because he was connected to the culture of lands, in which he was born and raised. Yet, the poet is a person who reflects its inner world to its poetries. Straddle of poetry world of Yahya Kemal who has lived the Anatolian culture that is changed together both with the world and old cultures may be understood better. Consensus of researchers that study about the work of Yahya Kemal called *With the Wind of Old Poetry*, in which his older poetries are collected and *Our Celestial Sphere*, in which his poetries that he has written with new style, are collected, is that dividing the Turkish poetry into two as old and new is unnecessary. Tanpınar, who prepares monographic work about Yahya Kemal, and student of Beyatlı, has mentioned that also Yahya Kemal is against this definite separation by saying *"He was not accepting any interruption in our literature, he was asking me to say that this literature has renewed itself within its development. If we note his Prosody and Rhyme articles that he was written in dervish lodge, it may be perceived that this is the issue he was accenting on for a long time. Even though he mentions the effects that are originated from actual west even the imitation issues, he was trying to show our literature in same line in these articles, which is correct in a way (2001, 157)"*.

Muhammet Nur Doğan, who shares the same opinion with Yahya Kemal has mentioned this inseparableness as follows *"Our literature is a whole and Turkish literature as literature of all nations, is a reality that maintains uninterruptedly as of the date our nation is appeared at the history till today. Therefore, it is not right to consider Turkish literature as interrupted into contrary two groups as old literature and new literature. Certainly it is inevitable for a literature of community, which has been the preparer and applier of great social and cultural change movements in world and that has the history of centuries, has periods with different characteristics that reflect the perceptions of different world opinions that are brought to the agenda mandatorily by more or less differed values, change and development. Acceptance of this separation is the identification of an important fact that includes all times..." (2005, p.35)"*

Beyatlı has mentioned the names of important representatives of Divan poetry in his poems and Works and has become the strongest name of ballad type after Nedim. He has written all his poems in aruz prosody except single poem; and adapted them to the rhyme of prosody in Turkish telling. Reason that he gives importance to the prosody and rhyme is that he is willing to approach the poetic music. He purports this condition as follows: *"prosodies whether aruz or syllable are inanimate instruments: like musical instruments. Capability of both prosodies in harmony is not less or more than each other. Since, their latest form has not changed; this indicates that their harmony is complete"* (Beyatlı, 1971, 116). As it may be perceived in his own words, giving importance to rhyme and end rhyme are other esthetic elements that he has contributed to the poem rather than loyalty to the Divan literature. One of these elements that draw the most attention is the music issue, on which people that have studied about Yahya Kemal, agreed. As we all know, 44 poems of Yahya Kemal were composed by various composers. (Boz, 2008, 400) Actually, reason of why Yahya Kemal has interiorized, researched and included the important cornerstones of Turkish culture in his poems, may be expressed as it was caused by his connection with French poets and authors. One of the most important issues that separate French poets and authors from poets and authors that are leaned to new poems and have lived in the final era of Ottoman is that they do not deny the old ones completely. Also Yahya Kemal stood up against the ignorance of ancient poems in order to emerge new ones. However, he has linked being indefinite to looking for newer ones.

View of Yahya Kemal to Old and New Poems are briefly summarized in previous paragraphs through opinions of himself and people who conduct studies about him. Some other information shall be narrated through elements that are received from the old poems pool in his work and poems in next sections.

Yahya Kemal defines the poem as follows: *"Poem is the manifestation of event that passes through your heart in language. Expression of our thoughts with prosody and language is not a poem. It is very obvious whether a sentence is poem or not. If it was expressed with deep harmony then it becomes a poem. Words that are not heard but expressed only with prosody and language also may not be a poem"*. (Beyatlı, 1971, 48) He responds to people who say *"What kind of poem we ask for?"*: *"If I say and you listen the poem you are asking for, it will not be perfect. You may say that poem better than me or anyone, me and people like me listen that poem and try understanding as much as we can. If we fail to understand, surely there will be people who can, then you will be head of some community. I, however, will have value only before people, if there is a poem that i can hear and if i can tell that poem as well"*. (Beyatlı, 1971, 14). As it can be perceived both in his expressions, he mentions that the mood of the poet is very important rather than the material characteristics of poem. We may consider poem as beams of word that emerge from the heart of poet like a water that comes out of its source. Issue of blowing soul that comes out of own life to the words, letters which we frequently see in Divan literature also applies for Yahya Kemal as well. As we all know, Divan poets include the word engineering that are granted them by God *"blowing soul on the words"* into their poems. Our poet stated that for poem to become a "Divan literature" poem, poet has to include various feelings from his world of thought with specially picked words that include harmony into poem.

Works of Yahya Kemal and poems, which are scattered around magazines and newspapers after his passing, were published as complete Works collected together by Institution of Yahya Kemal. Books that include his poems are called as *Our Celestial Sphere*, with the wind of old poetry, *Rubais* and *Hayyam Rubais*. Works rather than poetry books contain clues that give important information about his art of poetry. Many material and spiritual element of Divan Poetry was used in his Works as we have mentioned before, he also frequently cited poems such as Fuzûli, Yahyâ, Nefî, Neşâti, Nâ'îli, Nâbi in his articles and discussions. (Mazioğlu, 1994, 73). There are more information that will indicate the traces of his old poetry other than conditions such as these.¹

Prosody: First of these is prosody issue. He has written all of his poems with aruz prosody except a few his poems even though the syllabic meter was very important in his period. We have mentioned the reasons why he was writing with aruz prosody and explained its grounds. Verse units: Secondary important issue is the verse units that were used by Yahya Kemal. He has used couplet verse unit and he has written in trinity, quatrain, and pentad. Poet, who used ode verse style, has written pentads to the poetries of Divan poets. Even he has written pentad for his own odes. He has written elegy based on the elegy of Baki, and versified his poetry called "selimnâme" as epode. He has also written *Rubais* by taking example by Hayyam. Rhyme: Third issue is the subject of rhyme. Rhyme and end rhyme are important for him to include music and harmony into his poems. Our poet has expressed this matter as follows: "*End rhyme is orderly in the poetry of Arabian; however it is wild, excessive, and fiery in the poetry of Turkish and Persian. Turkish and Persian poets examine ending rhyme rather than rhyme.*"

Especially, Turkish epodes virtually born from ending rhyme; when Turk found the ending rhyme, it means he told the essential of the poetry. For example ending rhyme: it is as one whether we are or not; this ending rhyme is definite philosophy, it has malignity, sacrifice, emotionless to be told,..." (1990, 117) as may be understood from his words, he mentions that the ending rhyme can be a life saver for poetry which lacks emotion.

Language and wording: Next subject after mentioning rhyme is language and wording. It is not groundless that he has written similar poems to Divan poets in terms of language and wording. Language and wording issue is one of the most important criticisms that are made to Divan poetry as of Reform man of letters. Issues of not completely understanding the poem, orienting to national, using the language that public may understand have not successfully provided until Yahya Kemal. Even in the recent Turkey, it is obvious that if you have read one of the poems that is elected as "poetry of the year" to the Anatolian villager, they will understand nothing. Şengül describes this condition as follows: "... *Turkish was developed by or ,of which the language that is developed by Bâki, Naili, Neşâti and Nedim. In Turkish poems, he has reached to white language that is used in Greek and Latin poems.*" (Şengül, 2001, 5).

World of Divan poetry words, meanings and poetic themes: One of the primary issues that must be considered and show the inclination of Yahya Kemal into Divan poetry is the poetic theme, words, metaphor and comparison that are received from the meaning world of divan poetry. Purpose of writing a poetry for him is not writing the beautiful one. He tried to give the kind thinking and extraordinary beauty of human in Divan poetry. "*He has not written his poetry in old style with the competition of telling better and with the passion of appreciation and pleasure such as parallelism of older poets. He oriented to our old poetry with the awareness of giving the essential that is the real poetry by filtering the defects such as poetry perception that concerns with the esthetic, surreal human beauty, word play and poetic theme and details instead of the whole beauty of our old poetry. He gave us the pleasure of our old poetry by using the material that is foundation of the poetry and words and epodes of old poetry world.*" (2001, 74) by saying the aforementioned, Mazioğlu has summarized why he has leaned into old poetry and why he has used the word world of old poetry.

World of words are another important element that closes him to the old poetry. This world of words shows similarities with Divan poetry in terms of various aspects. Sufism: first of such similarities is Sufism. Sufism that we encounter in the poetry of Yahya Kemal is also one of the milestones in the Divan poetry in terms of subject. Expressions that give a link to the sincere joy of Sufism in his poetry, present us his Sufi approach. However, subject, on which everyone that has studied on religious and Sufism in the poems agreed on, is "that he sees Islam as an element of Turkish". So, words that are included to Sufism terminology or that are religious concepts such as "*Names of the God, prophet, devotee-ascetic, spirit, desire, fate-fortune, death, perpetuity-mortal, offering, etc*" were used outside of the meaning world of the words that is used by Sufi poet. Likewise, Banarlı has mentioned the pietism of him by his words and quoting from Yahya Kemal "*My faith in the God was shaken since i was raised in Paris in an era when material ideas were ruling*" (Banarlı, 1984, 13). Once he was searching however it is obvious that this search of him would not affect his interest into Islam.

Terms regarding to Islamic grounds that compose the source of Sufism seemed that they include the expressions based on "*love and respect*" when examined in the poetry of Yahya Kemal.

¹ These articles were arranged in order by benefiting the "*Kendi Gök Kubbemiz'de Eski Şiirin Rüzgarları*" article of Abdullah Şengül.

"Praise to God that i have seen at this sacred sepulcher" and "Attack of free people shouting God, God" sentences that are included to quadrant with title of imperial ode pendant indicate that how he is filled with love before God. (Beyatlı, 1962, 109) Poet reflects the war condition in the times that he was lived in. He tried to make heard the voiced of soldiers that attempt to attack by wishing the help of God in wars.

Another names that are included to his poetry to identify the Supreme Being rather than God are "Kirdgigar, Hallak, Hik, Hudâ, İzed, Kibriyâ, Müste'an, Rabb, Tanrı, Zülcelâl". Since it is not possible to give all examples that are included to his book called With then wind of Old Poetry in which poetry of Yahya Kemal in nature of Divan Poetry are contained, we will confine ourselves to give only a few examples that we elected among them.

*In his referred poetry "Ode to Kadri" contains,
Her rind-i Hak dolup boşalan bir piyâleden
Dünyâyı refte refte saran bir ziyâ içer (Beyatlı, 1962, 77)*

He draws the tavern local who has taken the wine of love in his hand in the council of disloyalty like in the Divan poetry. If we interpret in current Turkish, it says death is a right and every living shall experience it when we consider them with the other couplet of the ode by telling "the entire devotee of the God drink light that surrounds the world from a chalice that continuously filled and emptied". Words like rind, Hak, piyâle, ziyâ that are used in the couplet are originated from Sufism and used frequently in the Divan poetry.

The Prophet, whom Beyatlı has developed a bond with love is included to poetry of him besides God. – It is written with recollection of Muhammad ending rhyme- we may see the eternal love and respect that he has for The Prophet in the poetry with title of "Ezân-ı Muhammedî".

*Gök nûra garkolur nice yüzbin minâreden
Şehbâl açınca rûh-ı revân-ı Muhammedî (Beyatlı, 1962,43)*

Divan poetry is the poems that contain de facto feelings and expressions rather than the feelings that are written under general rules. In this aspect, feelings that are included to poems of Yahya Kemal constitute the own feelings of the poet. Reason of him including a theme and short story is probably caused by this. Titles that are in the poetry are already in nature of summarizing the content of the poetry. Şengül has mentioned those stories, prophet deeds and vesicles, references; miracles of prophet, famous people and legendary heroes in divan poetry for the aforementioned reasons are not included as much as in the divan poetry. (2001, 7)

Vahdet that means union in Arabic expresses the union of God. Its opposite is crowd. (Vahdet article). Also Yahya Kemal has referred to vahdet issue that is included almost all poetry of other poets whether written in Sufism (Kadı Burhanettin) or in coquette manner (Nedim) after the beginning of divan poetry.²

Human: element that indicates utmost similarities with the old Turkish poetry of Yahya Kemal are human after Sufism in terms of content. In his poetry, human gender and nationality has reached to certain position. Human typing in divan poetry was expressed with words "cân, cânân, padişah, şûh, büt etc) that will remind "beloved" or loved ones. Words that defined the human being rather than beloved in his poetry is heroes (Leyla, Mecnun, Fehad, Behzad, etc) sultans (Kanuni Sultan Süleyman, Fatih Sultan Mehmet) like the ones that step forward in the community. Memorial identities such as "Hayyam, Neşâtî İtrî, Dede Efendi, Tanbûri Cemil Bey vd" who have important position in our cultural history are included to the divan poetry that are written by Yahya Kemal. This is the conclusion of the manner of Yahya Kemal against history. Besides these personalities, also the beloved is frequently included to his poetry just like divan poetry.

*Her cevr her cefâ yaraşır hüsn ü ânına
Bidâd kıl keremse de şâyân olan sana (Beyatlı, 1962, 25)*

This couplet that is contained in his ode with worship title is important in terms of setting forth the beloved form. "Beloved" is in the manner that hasn't interference with loved one; even did, suffers greatly. In this couplet, "rigor and suffering" is encountered as the beauty element which suit to the beloved. Adni, one of the Divan poets, mentions:

*Unıtdıysa n'ola yârüm beni lutf ü vefâsından
Bihamdî'llâh ki her dem yâd ider cevr ü cefâsından*

² Yahya Kemal'de tasavvufî kavramlar konusuna geniş bilgi için bkz., Feride Gül Erüz, *Yahya Kemâl Beyatlı'nın Şiirlerinde Kelime Dünyası*, Ankara 2006, Yüksek Lisans Tezi.

That the rigor and suffering is blessing since it assists remembering the beloved with the similar expression with Yahya Kemal.

Yahya Kemal also mentions from himself as a person like the divan poets mentions pen names in their first couplets of ode. Especially, he uses the name "Kemal" within almost 30 of his poems in his work called With the Wind of Old Poetry:

*Kadehde lâ'lini gâhî görür deriz ki Kemâl
Gönül o âfete meftûndu Lâle Devri'nde*

Social life: Another issue that must be considered is the reflection of social life into the poetry of Yahya Kemal. All along, there have been criticisms relating that divan poetry is distant from the social life. However, conducted studies indicated that in fact they are not very distant from life; on the contrary they are placed in the middle of the life itself. Even the small details relating to social life of the era in which divan poets were lived, are easier to find in odes, eulogies and epodes. Yahya Kemal has frequently referred to the issues relating to social life in his poetry that are composed in Our Celestial Sphere rather than the poetry which are written in divan style. His poetry included to the Selimnâme chapter of his With the Wind of Old Poetry book, are the poems that have the characteristic of being a historical records. These poems, in which wars of Ottoman Empire were mentioned, are like small heralds. Bebek which has a very nice spot to view Istanbul and still maintains the validity today, has been mentioned in the book with Bebek Ode title. Likewise, Poems, in which Tulip era is mentioned in terms of naming a significant portion of 18th Century is like a names state of the drinking assembly that is mentioned by divan poets:

*Gönül o âfete meftûndu Lâle Devri'nde
Kı verdî şân u şeref yâl ü bâle devrinde (Beyatlı, 1962, 33)*

Another issue that has connection with the Classic Turkish Poetry and poetry of Yahya Kemal is material elements. Some of these are beauty, adjectives relating to beauty, appeals, horses, music, soul, azan, voice of azan, rose with blood color, rose, nightingale, tulip and beytül'l- hazen:

For example, last one of the material elements we have mentioned is used to express the house of Yakub in the tradition of classic poetry:

*Dil var mı kahr-ı dehr ile vîrân edilmelik
Beytül'l-hazen mi kaldı perişân edilmelik (Beyatlı, 1962, 49)*

Beyatlı used "beytül'l-hazen" in here in terms of meaning regret even it has no match with divan poetry in actual meaning, it indicates similarities with classic poetry.

"Divan poetry image" which we frequently see in the relationship with rose and nightingale, it becomes the image of silent nightingale rather than singing nightingale in Yahya kemal.

*Gülzâr pür-melâl ise bülbül de lâl ise
Siz müjde-i bahârı veren bâd olun dedi (Beyatlı, 1962, 41)*

Gülzâr mentions rose garden and is in the position of nightingale nest. Nightingale comes here in order to rejoice the rose that it is in love with and groans. It is willing to make its voice heard by the rose. Rose represents nobility and love and is in the position of "Indestructible Sultan". Conditions that we mention are the explanation of "poetic theme" that is applicable for divan poetry. Heroes, places and voices that are included to ode of Yahya Kemal that he dedicated to Vâlâ Nureddin with title of Ritl-i Giran, are similar to the divan poetry; however it indicates minor differences. Rose garden becomes full of sorrow and is in miserable condition. Nightingale becomes silent after becoming mute. Neither beloved is majestic nor is the nightingale singing as they are in divan poetry.

Historical legendary characters and events: At some point, divan poetry receives its sources from historical legendary characters, locations and events through references.

Historical-legendary characters are included to his lines by writing poetry to such people or by using them in the couplets through references in his poetry. Some of the historical legendary or religious heroes that are referred as in the divan poetry are Ferhad, Aslı, Mecnun, Cem, Sultan Selim, Hallac-ı Mansur, Meshî, Meryem, Nuh, Hâfız, Hayyam, Mevlana, Şems, Ali Emîrî, Gedik Ahmed Paşa.

We encounter places general as locations in old Turkish poetry.

*With the couplet of Yahya Kemal:
On altı yaşına dâhil o şûh-ı Sa'dâbâd
Cihânı verdi idi ihtilâle devrinde (Beyatlı, 1962, 81)*

Sa'dâbâd is mentioned, which Nedim has frequently visited and is an important entertainment place for both poets as the place of beauties::

*Bir sen ü bir ben ü bir mutrib-ı pâkîze-edâ
İzmin olursa eğer bir de Nedîm-i şeydâ
Gayrı yârânı bu günlük edüp ey şûh fedâ
Gidelim serv-i revânım yürü Sa'd-âbâda (Macit, 2012, 245)*

Heralds and conquest stories are the types of divan poetry that contain the subjects of heroism. Also Beyatlı versified important wars and companies just like in this type; he has transferred the voices of battlefields into sentences. Some of the wars that are mentioned in his poetry are wars of Yavuz Sultan Selim, Conquest of Istanbul, Malazgird war.

*Niçe olmaya can u dille hurrem
Çü feth eyledi bir şehri mu'azzam (Uygur, 2007, 144)*

Above mentioned couplet belongs to 15th Century poet Kivâmi and is written after the battle that the Fatih has made following the conquest of Istanbul.

*Son savletinle vur ki açılısın bu surlar
Fecr-i hücum içindeki tekbîr aşkına (Beyatlı, 1962, 27)*

Kivâmi has mentioned janissaries that are the soldiers of Fatih Sultan Mehmet in his ode with title of "to the Janissary that has conquered Istanbul". Almost everyone, who has conducted studies about Yahya Kemal, has stated his loyalty to the history of Ottoman. This connection is also similar to the divan poetry that maintains its existence from the beginning and till the end of Ottoman State. Heralds or conquest stories that exist in divan poetry have been transformed into the form of "Ode to the Janissary that has conquered Istanbul" in Yahya Kemal.

Nature: Nature was reflected to his lines in classic poetry especially as universe, nature and cosmic universe. Meaning of cosmic elements is composed of sun, moon, sky, Milky Way, moonlight. Such elements have significant position in the poetic world of the divan poetry. When summarized briefly, following elements are compared; cypress to the tall beloved; river to the tears that drop for beloved; almond to the eye form of beloved; sea; tear drop; drinking community; to drinking places in spring; producing fruits to generosity; fate to destiny; rosebud to the lips of beloved; rose to beloved; tulip to cheeks of beloved; moon to beloved. It is possible to increase the examples. Any object that may be found in the nature, has received a correspondence in the world of poetry. Our poet Yahya Kemal has also used the examples relating to nature and cosmic universe in proper with the similarities in divan poetry.

Yahya Kemal has reflected unique elements that are the materials of divan poetry and found in the nature such as the rose garden, moon, tulip, drinking, moonlight, water, fate, drinking place, sky, night, holy water, orchard, rosebud, cypress, spring, night, sun etc. He is somewhat renewed the elements of divan poetry within Turkish neoclassicism.

Nature in the poetry of Tulip era in divan poetry is presented as motive within the entertainment centers. Nedim is one of the most successful ones that is able to reflect these entertainment centers to the poetry. It must be the nature of Nedim since the entertainment is one of the moving points in his poetry. It is obvious that Yahya Kemal has taken Nedim as an example. He has given priority to Nedim; and has used the advanced historical and cultural knowledge for his poetry that he called period of Tulip Era. If Tulip Era is mentioned, it is referred as the historical, cultural and literate nature that is garnished with tulips within the green of spring.

Country: Although he is from Skopje, Istanbul, which is gained national identity for Yahya Kemal is like a homeland for the poet. (Şengül, 2001, p.16). There is a great admiration for Istanbul in divan poetry with the rewarding effect, which is rather than being the science and knowledge center. Leading poets of Classic poetry such as Fuzûlî and Nâbî are only two of the memorial characters that mention their longing for the Gates of happiness. Yahya Kemal also admires Istanbul like these poets. He frequently mentioned Istanbul in his odes; he responded to a question "What is beautiful with Ankara?" by saying as "Returning to Istanbul" in the period, when he was a congressman. Istanbul is the capital of Ottoman, in which beauties, ethereal places, cultural elements are located. Loyalty of Yahya Kemal to the Ottoman History has caused this love to be increased.

Ayverdi expresses his love for the country as follows: "Yahya Kemal, who has supported his mental knowledge as

he was away from his country for years, has returned to his country without losing any of the national spiritual heritages that he has taken with him. He also obtained the chance to grow the seeds of values that he accumulated in his soul. (1983, 219)

3. Innovations in The Poetry of Yahya Kemal

3.1 *Periods of New Turkish Poetry*

Yahya Kemal has performed the old-new synthesis in Turkish poetry and has produced a poem which is national in all aspects. According to Taşınar, Our current poetry has begun with Yahya Kemal. Here, new characteristics of the Yahya Kemal poetry shall be explained. However, before referring to Yahya Kemal, we believe it is beneficial to consider the changes that are found in our poetry as from the Reform era that is deemed as the beginning of innovation of our literature.

Interpretations that are performed when the Turkish intellectuals have learned French as of Reform era (1860-1896) have caused western literature to affect Turkish Literature. Performed interpretations and old poetry losing its significance have caused new understanding of literature to be emerged. Therefore, there have been changes in the wording and language. New style of expression with "Poetical Interpretation" that Şinasi has translated from Lamartine, has caused major types of French literature and French poets to have effect on this period. Namık Kemal and Şinasi, who have written their first poems in old style, begin writing new style poems by separating from old poetry. With the reform poets, foundations of new literature and a new poetry was made. Purpose of the poets in this period is to compose a modern Turkish Literature instead of Divan Literature. Şinasi, Namık Kemal and Ziya Paşa have defended using the daily language in literature and purifying the language however this idea has not been materialized in practice, Muallim Naci has continued the tradition by writing old style poems.

When the wealth of sciences era (1896-1901) arrived, poetry has gained distance from characteristics such as purifying and social benefits in Reform era and become an individual state. More importance was given to the western literature and French imagination in the poetry became more effective. Parnassianism and symbolism movements made understanding of the poetry difficult and non-national literature was emerged. Publicly remote and artificial language that is used by the wealth of sciences era poets made understanding of Turkish poetry harder. However, politics of the era has also made effect. Autocracy of Abdülhamit has not allowed poetry to include social subjects and caused poets to be withdrawn. New language and new poetry that is lead by Şinasi in order to purify the language have been removed from the language with Namık Kemal, Ziya Paşa, Abdülhak Hâmid ve Recaiizâde Mahmut Ekrem. When the art for art's sake era (1901-1908) arrived, while the characteristics of wealth of sciences era are maintained, poetry has gained distance from the daily language and confined expression was emerged. In this era, aruz and free increased prosody were used in the poetry. Symbolism and Ahmet Haşım, who was the most important poet of this era has also effected on the poetry.

When we compare Yahya Kemal with the previous poets, we can see the features of his poetry better. Namık Kemal, Şinasi ve Ziya Paşa have defended to purify the poetry language and have written poetry with social theme. According to Yahya Kemal, poetry should not be written for politics and diplomacy and should be deemed a free standing art. Even though he used Turkish words in his poetry, he has not objected to poetic theme and language of former literature. Most significant deficiency of the Reform era poets is that while they are trying to implement western poetry, they have made this without understanding. According to Cahit Tanyol, whether Şinasi or Ziya Paşa were not aware of the western poetry esthetics. (1985, 31). Yahya Kemal has become aware of the Principles of French poetry onsite in the years he spent in Paris. When he returned, he has not become part of any cult. He used the characteristics of western poetry by melting them into his poetry. Recaiizade Mahmut Ekrem has thought on the poetry and written the work called "Literature Practice" that defines the principles of poetry. However, Mahmut Ekrem, who was not the best poet was not able to give his own examples. Although Yahya Kemal has implemented the principles, which he adopts in the poetry, into his own poetry, one of the most important poets of the era Abdülhak Hâmid has thought that the form, idea and subject of the poetry are more important than the language. (Tanyol, 1985, 32). According to Taşınar, Hâmid is the man who had breakthrough in the language. He has broken the grounds of grammar and ended prosody. (2007, 73). Yahya Kemal has not removed the old period like Hâmid; he used old and new in the poetry as synthesis. He has not become the defender of old poetry as Muallim Naci, whom he mentioned as the poet that gives most pleasure in his writing called "My thirty years in poetry". He has adapted the elements of old poetry into new poetry. Yahya Kemal mentions that Tefvik Fikret, who has affected his poetry, could not dominate French poetry. However, he also mentions that he removed his attention from east through Tefvik Fikret and he also left the nature of him after his days in Paris. (Beyatlı, 1986, 106). After Yahya Kemal has taken control of French poetry and French language, he understood the deficiencies in Reform

and wealth of sciences era.

When we examine the period beginning from Reform era to Fecr-i Âtiye, there were some innovations in terms of language, wording, prosody and theme in the poetry. Closing daily language to the literature led by Şinasi, was adopted as an idea however not frequently implemented to the poetry. Our poets, who try to establish free standing poetry and to leave the characteristics of divan poetry, have applied Turkish poetry to the Western poetry however they lack knowledge about on which grounds western poetry based, therefore they were not able to reach the language they have aimed for. (Tanyol, 1985, 31). While Rezaizade Mahmut Ekrem clarifying the innovations that are made at Reform and Wealth of Sciences era, how poetry should be "Literature Practice" and its principles, he says that there are three types of poetry that are ruled by idea, feelings and imagination and the best poetry is the total of these. According to Cahit Tanyol, it is not sufficient for actual poetry to have these three features. Yahya Kemal has shows us what the actual poetry is. (1985, 33-34) Yahya Kemal has read the poetry of aforementioned poets and has been affected by them however they has no pure and national poetry, which he wanted to materialize in the poetry.

3.2 Yahya Kemal and New Poetry

Yahya Kemal is synthesis between east and west for our poetry. Turkish words were used in his poetry with aruz also old and new were combined in his poetry. He has formed a language and poetry understanding that is typical. In this chapter, wealth of sciences effect on Yahya Kemal, his years in Paris and composing his own poetry after his return and principles of his poetry shall be told.

Yahya Kemal has written his first poem when he was thirteen and impression of wealth of science poets can be found in this poem. Muallim Naci, Mahmut Ekrem and Abdülhak Hâmid are among the poets that he read. In the years when Yahya Kemal began with the poetry, he says he was closer to Muallim Naci. (Banarlı, 1960, 72-74) Yahya Kemal's sympathy in the poetry understanding of Muallim Naci indicates his interest in the divan poetry. After he read the work of Tefik Fikret called "*Rubâb-İ Şikeste*", he was very impressed and is charmed by a new poetry. Yahya Kemal mentions that Tefik Fikret and Cenâb Şehabeddin have become more European without knowing French with their poetry. (Banarlı, 1960, 77) First effect for Yahya Kemal to issue new poetry is the impression of divan literature with Muallim Naci and impression of Western poetry that is accompanied by Tefik Fikret. What Yahya Kemal is willing to make in the poetry is neither maintaining the divan literature nor adopting the western poetry. He is willing to compose a new poetry and a new voice.

*"Yarab ne müsavâtı ne hürriyeti ver
Hatta ne o yoldan gelecek şöreti ver
Hep neşve veren aşkı terennüm dilerim
Yarab bana bir ses yaratan kudreti ver"*

Last line of this quadrant indicates the purpose of Yahya Kemal. Yahya Kemal materialized this purpose after his escape to Paris in 1903 and learnt the ideas and languages of French poets over there.

Yahya Kemal has followed the French poetry closely in nine years that he was in Paris and has found an opportunity to examine. Besides, he has tried to learn our old poetry and literature in details with western literature. He has advanced his Arabic and Persian by educating in the Eastern Languages Academy. He has mentioned "*Destiny has given me an opportunity to learn Turkish poetry and its classics in France*" in his memories. (Banarlı, 1960, 99) While he is in Paris, he sees that symbolism, which has effect on Turkish poetry, is worn off and has weaker effect and he also says that the Mallarme which is the second stage of symbolism has created a resurrection in the poetry with words "a line becomes a body when the words adjacently come together". (Banarlı, 1960, 93) He has adopted the perspective of Mallarme and said "lines are my sensibility".

Yahya Kemal admired the Latin and Greek literature which are owned by European civilization and he became enthusiastic to form such body in Turkish. He wanted to make breakthrough with New-Greek movement. Yahya Kemal, who was charmed by such excitement was impressed by this concept of pure-naked poetry even it has not formed new cult.

Another element that affects the poetry of Yahya Kemal is the music, other words rhythm. According to old understanding, if the poet tells the subject, idea, dream and feeling with smooth and flowing expression, that means the poet has completed its lines. However, according to new viewpoint, smooth language, all principles of rhetoric and fluent, will not be sufficient for telling a poem. Poetry must contain rhythm. This idea of Mallarme reminds Yahya Kemal the wording beauty of divan poetry and he thinks without music, poetry will be incomplete. (Banarlı, 1960, 97-98) Music that

has affected Yahya Kemal is the Turkish music and this music takes him to our old poetry. Wealth of science people were impressed by music as well however they gave their attention to the western music. Sources and poetry of Yahya Kemal poetry also contain the complete national elements. He has taken the discipline of western but he is a national poet in terms of his poetic and literature identity. According to Tanpınar, Europe has great impression on Yahya Kemal. His poetry reading style, criticism and reasoning all of them are France, even Paris originated. However he expressed us in terms of issues and excitement. He has written his poems with the attention of European. (2007, 20)

Another characteristic that Yahya Kemal gained in Paris is the concept of history. Albert Sorel and Camille Julian have affected him accordingly. *"French nation was created by French soil in thousand year"* words of Camille Julian establishes a relationship between nation, history and geography. (Kaplan 2006, 236). This perception has impressed art point of view of Yahya Kemal. In his poems, history is included without containing any ideology and policy.

After Yahya Kemal has returned from Paris in 1911, his real poetry adventure has begun. Yahya Kemal, who knows French poetry and divan poetry very well and synthesized them, has given attention for his poetry to become national while he composes them. Doğan Naci Aksan has divided the poetry of Yahya Kemal into two titles. First, in the way of previous era, second is as his era requires. His odes and rubais that are different in terms of soul and imagination integrity but close to old literature are poetry of him in first chapter. However actual poetry of Yahya Kemal are the pure poetry that are included to second chapter. Purity of telling these poetry, rhythm that his lines have are the elements of poetry that are individual to yahya Kemal. (Aksan, 2000, 71)

Poetry of Yahya Kemal reflects the feelings and ideas of our nation. Besides, he also refers to the humane feelings. While Yahya Kemal sets forth a new poetry that is individual for himself, he also formed his own Turkish as well. He has written his poetry with Turkish words. According to Yahya Kemal, Turkish is the element that binds us together and maintains us as a nation. Therefore, he has showed sensitivity about using Turkish words. Arabic, Persian and French words he has used are the ones that are settled into living Turkish. While using these words, he considered the meaning that Turkish nation has attached to such word. He expressed the feelings such as love, heroism and sorrow with the meaning that is given by Turkish nation. He also gave importance for poetry to have rhythm from first line to the last one.

The book of Yahya Kemal, in which his new poetry that reflects the poetic characteristics he developed is *"Our Celestial Sphere"*. Yahya Kemal has collected his poems that he has written in new style in separate book. Tanpınar explains reason of this as he is defined by the action of current language of Yahya Kemal. When we consider the poetry that is included to Our Celestial Sphere, we will try to evaluate the principles of Yahya Kemal poetry as four titles in terms of language-wording, prosody-rhyme, verse style and content.

Language and Wording: Yahya Kemal has mentioned with the following words that is willing to form a new language: *How hard it was to remove the Rubab-I Şikeste and Cenâpkari lines, what an unreachable objective to say a line in new kind"*. (Aksan, 2000, 73) When he achieved this purpose, this made him one of the most important poets of Republic era. Most significant characteristic of Yahya Kemal language is that it is national and not denies old ones. He has included old words and sayings in his poetry however they do not seem incompatible as he used such words in their meanings in Turkish. According to yahya Kemal, words that belong to the nation are now Turkish and compose the richness of Turkish.

Most important element of Yahya Kemal wording is the music that we have mentioned above. In his poetry, lines have harmony in them and Yahya Kemal had to keep the poetry writing period very long in order to enable this harmony in poem. This event indicates his perfectionism.

Bin yıldan uzun bir gecenin bestesidir bu./ Bin yıl süreceğ zannedilen kar sesidir bu./ Bir kuytu manastırda duâlar gibi gamlı./ Yüzlerce ağızdan koro halinde devamlı./ Bir erganun âhengi yayılmakta derinden.../ Duydumsa da zevk almadım İslâv kederinden./ Zihnim bu şehirden, bu devirden çok uzakta./ Tanbûri Cemil Bey çalıyor eski plakta.

(From the Snow Music)

Kandilli'de, eski bahçelerde, /Akşam kapanınca perde perde, / Bir hatıra zevki var kederde.

(From the Evening Music)

As it can be seen in these poems, In the poetry of Yahya Kemal, lines complete each other with harmony. Poetry has a flow just like a composition. This flow and musicality shows itself in all of his poems. Most important part of the yahya Kemal Poetry is the purity and smooth in the telling. When we examined the poets before Yahya Kemal, there is no western poetry elements like wealth of science poetry or uninspired feeling in the poetry of poets that defend the Turkish. There is explicit and simple telling with Turkish words in his poetry.

Prosody and Rhyme: He has only written "Arrow" poem that is one of the eighty poems that are included to Our

Celestial Sphere with syllabic meter. Reason of writing his poetry with aruz is that he is willing to use the music more efficiently. He also defends that it is wrong to be linked with the rules such as writing with syllabi or aruz in the poetry. If the poetry is well told with syllabic or aruz, then that must be used. Also Mehmet Akif has written his poetry with aruz and has showed that Turkish is a language that is suitable to aruz. Also Yahya Kemal has adapted Turkish words to aruz and achieved the most suitable expression form. In his poetry, beautiful and ugly concepts are important not old and new. Poet has preferred the one which will make the poetry beautiful. .

Yahya Kemal has given great importance to rhyme in his poems. Reason of this is to achieve rhyme in the poetry. According to him, rhyme is the most important element of the poetry. Also ending rhyme is frequently used in Turkish since verbs are placed at the end. Generally he has used "aa bb cc dd ee ff" rhyme order in his poetry..

Verse Style: Yahya Kemal has written many of his poetry in the Our Celestial Sphere book in couplets. This indicates one of the style similarities between his poetry and divan poetry. There are also poetry that are written with free style (Kamaval ve Dönüş, İstanbul Ufukta'ydı, Ufuklar, Gece) and trinity (Mevsimler, Akşam Musikisi, Maltepe, İstanbul'un O Yerleri, Viranbâğ, Ric'at, Altör Şehrinde) quadrant (Bir Tepeden, Bir Başka Tepeden, O Rüzgar, Mihriyâr, Rindlerin Hayatı, Rindlerin Ölümü, Bir Dosta Mısrallar, Mehlika Sultan, Telâki, Geçmiş Yaz, Güftesiz Beste, Özleyen, Madrid'de Kahvehane) pendant (Gezinti, Bir Yıldız Aktı, Erenköyünde Bahar, Eski Mektup, Sicilya Kızları). What is important for Yahya Kemal is telling his poetry beautiful and this beauty to cover whole of his poetry.

Content: Our Celestial Sphere is divided into three chapters within itself. First chapter that has the same name with poetry book, Thinking of Road and Ultimate Union. When we examine the poetry in these chapters, we may see that the poetry of yahya Kemal refers both humane feelings and national feelings. There are Sufism, religion, history, social life themes in the poetry of Yahya kemal which are also the themes of old literature. These characteristics are mentioned while telling the relationship of yahya Kemal with old literature especially in the first chapter. However, Yahya Kemal has included the themes of old literature in his poetry with his own style. Therefore, even they are old in terms of themes but new in terms of telling. When we consider the themes of his poetry in Our Celestial Sphere, we may see the following titles.

- Sufism and Religion
- Love-Beloved
- . History(Legends, historical people)
- . Homeland and Istanbul

Sufism and Religion: Although there are words relating to religion in the poetry of Yahya Kemal, it would not be right to deem as devotee such as Classic poetry. Yahya Kemal is a poet with western interests. In his poetry, religion becomes important as a national element. While he is telling a Ramadan his poetry called "*At the Street in Atik Vali*" he says "you stuck at Silent Street without fasting and joy" He sees people and returns while everybody breaks their fasting in Ramadan. However "Leaving them always troubles me; / if such feelings of me left, praise the Lord" In his lines we can understand that he values spiritualism. Religious feelings and spiritualism for Yahya Kemal are important because these are the elements that belong to us.

Love-Beloved: Love element has important place in the poetry of Yahya Kemal. In his poetry, love or beloved are not told according to certain patterns. It separates from divan literature in this subject as well. He tells love and beloved according to his imagination. When we examine the poetry of Yahya kemal, nationalities of beauties are determined. This becomes an innovation that we encounter. In his poetry called "Carnival and Return" he mentions from the beauties of western by his lines "*İslâv güzelleri/ Germen güzelleri,/ Hepsinden ince Anglo- Sakson güzelleri*" In the poetry of Yahya Kemal, in which he mentions of love and beloved, we may also see the love for Istanbul and love for homeland. In his poetry called "From a peak" he tells the admiration to the beloved with lines "*Baktım: Konuşurken daha bir kerre güzeldin./ İstanbul'u duydum daha bir kerre sesinde*" also love for homeland, as Istanbul seen beyond the humane love.

History, legends, historical characters: History has an important place in the poetry of Yahya Kemal. As he mentioned in his poetry called "*Dream Composition*" lines of "*Gönlüm İsterdi ki mâzîni diriltten san'at,/ Sana tarihini her lâhza hayâl ettirsin*" he tells the importance of history and purpose of his art. History understanding for Yahya kemal is related with geography. He has not visited to Middle Asia as Ziya Gökalp and he has started our history with battle of malazgirt. According to him, history that develops on a geography is important. In the poetry of Yahya Kemal, history has not been included scientifically. He has presented his ideas in form of literature poetry. (Kaplan, 2012, 189) He mentions battles and conquer and legends that tells the conquer in his poetry such as "Attacker, Mohaç Song, Uskudar that witnessed the conquer of Istanbul, Arrow". In the poetry of Yahya Kemal, conquer event has very important place but name of Fatih Sultan Mehmet is not referred. However, names of Yavuz Sultan Selim and Yıldırım Beyazid Han are referred. Janissaries and attackers are mentioned together with conquerers.

Homeland and Istanbul: Yahya Kemal says "Cihan Vatandan ibarettir, itikadımca" in his poetry called "Road

Thinking". This line summarizes his value of homeland. For Yahya Kemal, who has deeply connected with anything national and establish his poetry on such foundation, concept of homeland has very important place. Homeland is the place that our pas, ancients have live and our architecture, music and our history that includes all. Homeland is very important for Yahya Kemal in this aspect. Homeland that he tells, describes is Istanbul. Istanbul is the manifestation of homeland for him. Istanbul has the characteristic that includes each element from any place of the country. When we examine this concept in Our Celestial Sphere, we may see the excess of poetry with Istanbul subject and as Yahya Kemal describes the homeland, he describes actually Istanbul. We may see that many elements such as counties, strait, social life and architecture of Istanbul have become the theme in his poetry. He emphasizes the unique beauty of Istanbul by saying "*Benzetmek olmasın sana dünyada bir yeri;/ Eylül sonunda böyledir İsviçre göller*" in his poetry called "Phraseology in the Mist". He has told the love for Istanbul in the poetry called "lines for Bedri". "*Gelmek'çün ikinci bir hayâta;/ Bir gün dönüş olsa âhiretten;/ Her ruh açılıp da kainâta;/ Keyfince semâda bulsa mesken;/ Talih bana dönse nazikâne;/ Bir yıldızı verse malikâne;/ Bigâne kalır o iltifâta, / İstanbul'a dönmek isterim ben*" There are poems that are written for the counties of Istanbul such as İstanbul'un Fenerbahçe, Maltepe, Moda, Erenköy, Çamlıca, Kanlıca, Boğaz, Yakacık, İstinye and Üsküdar within Our Celestial Sphere. Uskudar is the most important county among them "city that has witnessed conquer". He narrates Uskudar in the poetry called "Uskudar that has witnessed conquer of Istanbul, Dream City, at the street of Atik-Valde, Friendly lights of Uskudar".

4. Conclusion

- Purpose of the Yahya Kemal poetry is to transform Turkish hearing into Turkish telling.
- Yahya Kemal considered completely national elements in his poetry. In his poetries, Turkish words, Turkish music, Turkish architecture were narrated in deep harmony.
- Yahya Kemal has not ignored the old poetry tradition, on the contrary, he uses this as a synthesis in his poetry.
- Line sensitivity is important in the poetry.
- Foreign words are used with their meaning in Turkish. Foreign words that are contained in the language asset of Turkish were not ignored.
- Although poetry of Yahya Kemal includes the themes of old poetry, they are new in terms of telling and expression.
- Foundations of Yahya Kemal poetry are nation, homeland, religion and love. These foundations are established together with music, harmony and rhythm.
- He used the ode, masnavi, song, musammat etc. verse styles of old poetry.
- Prosody is important in his poetry. He believes the poetry must be written with prosody.
- He has used the materials of old poetry by filtering through distiller of new poetry.
- Poetic themes of old poetry are used not like word plays but like comparisons.
- He has carefully picked the words among the lines.
- All of his poetry is written with aruz except one.
- Using the materials of old poetry is because of his link to the old culture and history he owned.
- His knowledge over Turkish history is very rich.

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Decentralized e-Learning Environment Using Cloud Computing Models

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Abstract

With the new Cloud computing technology applications and infrastructure development and access advantage in terms of efficiency, reliability, portability and flexibility. This paper presents a cloud computing based solution for building a decentralized learning environment for Universities with their existing infrastructure, or not by providing better: Mobile, decentralized and just in time learning; cost effective; speed of implementation and updating; virtualization; easy to monitor data access; latest dependency on IT department. As in every institution also in education it is presenting a positive impact while University services are operating for the exclusive use, enabling their own users (learners, instructors, and administrators) to perform their tasks effectively with less cost by utilizing the available cloud based application offered by the cloud service providers.

Keywords: Cloud Computing, Efficiency, Reliability, Portability, Flexibility, Virtual Platform, Infrastructure.

1. Introduction

Cloud computing is the technology which is growing rapidly, with applications in almost any area, including education for greater agility and cost efficiency in management of digital information of any organization or company, through a simple and flexible implementation. Essentially, cloud computing is the management and provision of applications, information and data as a service. These services are provided through the "cloud" to often in a consumption-based model, a concept that will be discussed later.

Dramatic advances in computing power, storage, and networking technology have allowed the human race to generate, process, and share increasing amounts of information in dramatically new ways. As new applications of computing technology are developed and introduced, these applications are often used in ways that their designers never envisioned. New applications, in turn, lead to new demands for even more powerful computing infrastructure. [1]

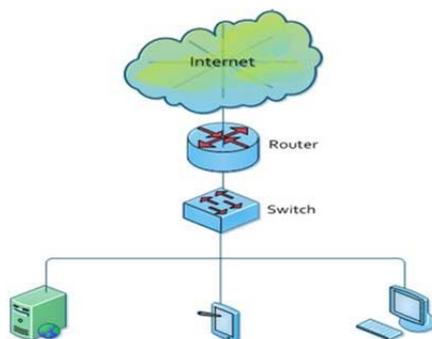


Figure 1. Cloud Computing Scheme

E-learning systems, also research labs usually require many hardware and software resources. These systems need to improve its infrastructure, which can devote the required computation and storage resources for these systems.

The proposed platform: implementing University services in the cloud can be will be operated for the exclusive use,

enabling their own users (learners, instructors, and administrators) to perform their tasks effectively with less cost by utilizing the available cloud based application offered by the cloud service providers.

Considering that every University is designed on closed and isolated system interface due to the specific requirements that faculty needs to offer to students and faculty staff as a service. The isolation as a term in this case must be understood as an opened system interface whereas students and faculty staff have more freedom and opened resources to achieve their lab activities, duties and services that the faculty may requires to implement and organize during the academics year.

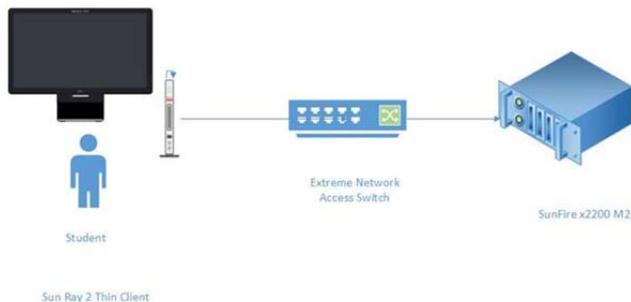


Figure 2. Topology System Design

Figure 2 shows the technology system design for student desktop environment. Students are accessing the system using desktop environment whereas all the processing and computing is done on a local server. Client is connected directly on the access switch and from the switch directly on the server, but the idea is using the laboratories and services in a decentralized environment and have access whenever is needed. Such usability is offered by Cloud computing models.

Using Cloud computing models has a steep learning curve for the whole organization, for students, staff and administrators. Although highly scalable, with possibility for installing at a number of sites, it seems that the work needed to install and maintain large stage deployments is too big, and significant labor would be needed, in terms of both time and skills. There is a need of more than average level of skills required for installing, managing, and using a private or a piece of public cloud (only how University need).

2. Cloud Service Models

Services offered by the "cloud" are distributed among all traditional architectural layers a computer system, from the hardware layer to application layer software itself and are grouped into three categories:

- *IaaS (Infrastructure as a Service)* - allowing the use of a hardware computing resources as a service provider also allows customers to purchase hardware resources (servers, storage, switches, routers, etc) as if it were fully outsourced services.
- *PaaS (Platform as a Service)* - provide all the components necessary for creating a new software application, offering a service that normally integrates environment development and application programming interface, or Application Programming English Interface.
- *SaaS (Software as a Service)* - Virtualized applications can be moved onto different hardware extremely quickly in response to increased demand and also shares the other standard advantages: easy backups, flexible pricing, and portability.

3. Types of Clouds

There are several models for the systems that make use of the paradigm of Cloud Computing. The idea is choosing the appropriate model to solve a specific problem.

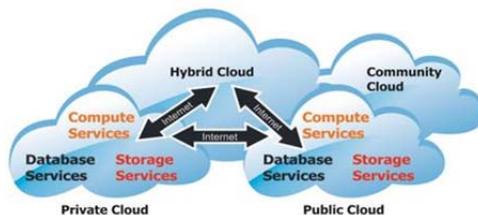


Figure 4. Cloud Computing Platforms

The private cloud is established for a specific group or organization and limits access to just that group. Private clouds are built exclusively for a single enterprise. They aim to address concerns on data security and offer greater control, which is typically lacking in a public cloud. [2]

The name public cloud refers to the standard model of Cloud Computing which the service is available to anyone on the Internet infrastructure (its software or hardware) free or by paying certain amount related to the volume or time of use thereof, while the Hybrid Cloud model is the combination of the two models described above so that the advantage of physical location of the information managed by exploits private clouds with the ease of expanding public cloud resources.

4. Cloud Computing for e-Learning

E-learning includes all forms of electronically supported learning and teaching. The information and communication systems, whether networked learning or not, serve as specific media to implement the learning process. This often involves both out-of-classroom and in-classroom educational experiences via technology, even as advances continue about devices and curriculum. Abbreviations like CBT (Computer-Based Training), IBT (Internet-Based Training), or WBT (Web-Based Training) have been used as synonyms to e-learning. [3]

Taking in consideration that current e-learning systems are not scalable and do not lead to the efficient utilization of the resources. As a response to this increase in pressure and to increase the efficiency and availability of their current e-learning system, the educational institutes may adopt a service-oriented approach.

These models are designed for networked information and communications technology (ICT) for teaching and learning, its growth increased directly related to the increasing access to ICT, where the ICT systems serve as specific media to implement the learning process. Student's learning is no longer confined within the classroom; the environment of ICT could help the student to access learning resources anywhere. E-learning represents the computer and network-enabled to transfer skills and knowledge to other using the control of e-learn administrator of the teachers providing the university staff, students, and IT managements with many high points (efficiency, reliability, portability, flexibility, and security) to enhance their knowledge and education..

5. Proposed Decentralized Platform

Taking in consideration that the desktop computer is on the verge of extinction, computer labs are almost always associated with the desktop computer, and our solution will provide effective usage of resources, scalability, on-demand service and also a low cost solution to the University Data Center, starting by:

- Services and support to a wide range of users.
- A wide-range of course materials and academic support tools to instructors, teachers, professors, and other educators and university staff.
- Research level computational systems and services in support of the research mission of the university.
- With these requirements, the major challenges of planning a cloud computing solution in a higher educational, research-oriented institute involves following factors:
 - Excellent resource utilization depending on different user demands
 - Variety of diverse service environments
 - Operating cloud infrastructure as an economically viable model
- Decentralized learning

- SaaS platform where students can communicate with each other and with lecturer in a specific course and find all SEEU services.
- The new economic normally. Computer hardware is expensive to buy, to maintain, and to keep current.

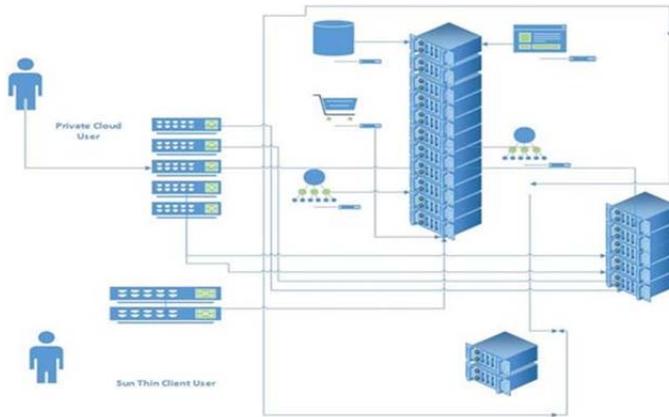


Figure 4. Proposed University Platform in the CLOUD

The system will provide:

Better student experience – It is important that the present desktop virtualization for the labs that is in use to be upgraded so the students to gain a much better and performing environment that allows a much wider utilization of applications.

Deployment of a Fortieth LAB – the new upgraded server infrastructure can accommodate a networking and security lab that will enable the professors of faculty to create a very comprehensive curriculum about security, security practices, and defense against cyber threats.

Deployment of more advanced simulation solution – the new virtual environment can accommodate new simulation solutions like

- MatLAB - for data processing, data analysis, advanced mathematics computation, signal processing, and control systems
- National Instruments Multisim - for high-level electronics simulations, FPGA programming.

Security research – safe code practices are vital for secure IT infrastructures, so by researching into advanced hacking techniques like fuzzing, memory injection, and buffer overflows ... can enable the professors to have more data, publish materials, identify 0 day exploits and provide a very well security minded curriculum to the students.

High computing – By redesigning and increasing the capabilities of the high performance, cluster is possible to perform new experiments in the grid research, high distributed computing, mathematical simulation, signal processing, computer programming algorithms research.

6. Conclusion

As Cloud is a trend nowadays, considering that many businesses studying their business strategy find cloud computing as the best solution for their information technology part. Going on cloud computing can save a lot of money, because there are many factors that have a high cost and which cloud computing we can reduce them to nearly zero, for Universities also it is a greater solution by having services in time and with a low cost.

This research paper is a new approach to produce a solution for old problems, offers many benefits to universities. We have tried to show that the Cloud Computing can also be used for universities such as accessing the file storages, e-mails, databases, educational resources, research applications, and tools anywhere for faculty, administrators, staff, students, and other users in university, on demand. A few universities already started cloud computing technology for educational use. The main goal of suggested prototype is; managing effectively the technological needs of universities such as delivery of software, providing of development platform, storage of data, and computing.

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Quality Assurance in Higher Education: The Case of Albania

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Abstract

As demonstrated by the PISA results and recent EU country progress report, quality assurance policies and mechanisms in higher education in Albania have not functioned properly, facing significant challenges in terms of raising the quality, the aligning of the teaching and learning to the wider labor market and societal needs, the adaptation to globalisation, the increasing number of student population and higher education institutions, the need to cope and adapt to rapid technological advancement, the lack of transparency and of effective cooperation between stakeholders. Higher education institutions (HEIs) have the crucial responsibility to assure the quality of their offering, by clearly defining, monitoring, evaluating and renewing their quality goals through the "internal quality assurance". During this process they are supported by an external agency, which assesses the quality standards, appraises and accredits institutions and programs or evaluates performance against other HEIs through the "external quality assurance". Meanwhile, public authorities have the duty to ensure that the quality of individual institutions and of their higher education system as a whole, are fit for purpose. The present study argues that there is a need for a multidimensional reform in this context, involving all levels and stakeholders, establishing efficient and transparent quality assurance systems, linked with the country specific higher education priorities, especially in terms of greater involvement of academic community and continues improvement of internal quality assurance. We finalize, giving recommendations on how HEIs can make use of the potential of quality assurance to support and succeed in the reform at system and institutional level and thus contribute to the creation of a "culture of quality".

Keywords: quality assurance, Albania, culture of quality

1. Background

Since the latter part of the 20th century, the higher education environment has been transformed because of major global trends such as "massification", increased internationalization, rapid development of information and communication technologies, the advent of free market economy, a fast growing sector of private providers and significantly increased demand. The rapid expansion of higher education opportunities posed a threat to the quality of higher education in general, which in turn gave momentum to the development of the quality movement all over the world from 1980s onwards, aiming at establishing appropriate and reliable accreditation and evaluation processes. Developed nations are leading in these processes, while developing countries with limited resources to invest in their higher education sector have difficulty capitalising on their benefits.¹

The government of Albania, challenged by problems of access, equity, relevance and quality in higher education, has been seeking to reform and restructure higher education to fulfill the society demand for quality, while promoting integration into the European Higher Education Area (EHEA), in particular following the adoption of the Bologna Declaration in September 2003. Same as in the EU countries, the higher education system in Albania includes universities, academies, professional colleges, higher schools and inter-University Centers, offering accredited study programs.² According to the Public Accreditation Agency for Higher Education (PAAHE), the system of higher education institutions consists of 15 public and 44 non public.³ Recognized forms of are: full-time learning, part-time learning and distance learning.

Starting from 2000, the number of HEIs offering academic programs has increased to include private sector, posing a greater challenge to quality assurance of higher education and a dire need to enhance both internal and external quality assurance systems. HEIs have the crucial responsibility to assure the quality of their offering, by clearly defining, monitoring, evaluating and renewing their quality goals through the "internal quality assurance". During this process they are supported by an external agency, which assesses the quality standards, appraises and accredits institutions and

¹ Waheed, A. (2013) "A Higher Education Quality Assurance Model for Small States: The Maldives Case Study" pg. 1

² Art. 4/4 Law NO.9741, date 21.05.2007 "On the Higher Education in the Republic of Albania"

³ PAAHE website. Accessed: March 2014

programs or evaluates performance against other HEIs through the “external quality assurance”.⁴ Meanwhile, public authorities have the duty to ensure that the quality of individual institutions and of their higher education system as a whole, are fit for purpose.

As demonstrated by the PISA results and recent EU country progress report, Albania lacks an operational quality assurance system (QA).⁵ Lacking a QA system that is “fit for purpose” may make the country vulnerable to growing quality challenges in the today’s borderless higher education. In addition to local challenges such as increase of access through encouraging private higher education institutions, there are quality challenges related to internationalization as well.

The present study argues that there is a need for a multidimensional reform in this context, involving all levels and stakeholders, establishing efficient and transparent quality assurance systems, linked with the country specific higher education priorities, especially in terms of greater involvement of academic community and continues improvement of internal quality assurance. We finalize, giving recommendations on how HEIs can make use of the potential of quality assurance to support and succeed in the reform at system and institutional level and thus contribute to create a “culture of quality”.

2. The origin and definition of quality

Quality is a much debated term. The origin of the word quality comes from the Latin word *qualis* meaning “what kind of”. Quality means different things to different people. To illustrate the slippery nature and value-laden confusion associated with the term many authors have referred to the highly cited quote of Robert M. Pirsig in 1974:

“Quality ... you know what it is, yet you don't know what it is. But that's self-contradictory. But some things are better than others, that is, they have more quality. But when you try to say what the quality is, apart from the things that have it, it all goes poof! ...But for all practical purposes, it does exist. ... Why else would people pay fortunes for some things and throw others in the trash pile?” (pp 163-164)

Harvey and Green in 1993 in their pioneering paper explored the nature and usage of quality in relation to higher education “Defining Quality”, have identified five interrelated definitions:

- *Quality as exceptional* - exceeding high standards and passing a required standard
- *Quality as perfection* - exhibit through “zero deficit” and making quality a culture
- *Quality as fitness for purpose* - is usually based on the ability of an institution to fulfil its mission or a programme of study to fulfill its stated purpose and customer satisfaction
- *Quality as value for money* – though efficiency and effectiveness
- *Quality as transformation* – in terms of qualitative change

Quality thus ranges from “standard” to “excellence”. The definition widely recognized by authors and policymakers as of particular relevance to higher education quality, is that of “fitness for purpose”, especially when higher education institutions try to meet their local needs and contribute to local development instead of trying to compete against international institutions. In higher education, the objective is to achieve “standard” and move towards “excellence”.

Owlia and Aspinwall, identify the follow dimensions to depict quality in higher education. These are tangibles, competence, attitude, content, delivery and reality.⁶ These dimensions are indicative of the areas that should of concern to ensure quality in higher education.

⁴ European Association for Quality Assurance in Higher Education (ENQA) 2009 “Standards and Guidelines for Quality Assurance in the European Higher Education Area”

⁵ OECD (2013) “PISA Results in Focus” and European Commission (December 2013) “Albania 2013 progress report”

⁶ Mohammad S. Owlia, Elaine M. Aspinwall, (1996) “A framework for the dimensions of quality in higher education”, *Quality Assurance in Education*, Vol. 4 Iss: 2, pp.12 - 20

Table 1. Dimensions of quality in higher education

Dimensions	Characteristics	Dimensions	Characteristics
Tangibles	Sufficient equipment/facilities Modern equipment/facilities Ease of access Visually appealing environment Support services (accommodation, sports...)	Content	Relevance of the curriculum to the future jobs of the students Effectiveness Containing primary knowledge/ skills Completeness, use of computers Communication skills and team working Flexibility of knowledge, being cross disciplinary
Comptence	Sufficient (academic staff) Theoretical knowledge, qualifications Practical knowledge Up to date Teaching expertise, communication	Delivery	Effective presentation Sequencing, timeliness Consistency, Fairness of examination Feedback for students Encouraging students
Attitude	Understanding students` needs Willingness to help Availability for guidance and advice Giving personal attention Emonotional/ courtesy	Reliability	Trusworthiness Giving valid award Keeping promises, match to the goals Handling complaints, solving problems

Source: Owlia and Aspinwall (1996)

3. Quality Assurance

Quality assurance (QA) is the responsibility of everyone in an educational institution, even though the management sets the policies and priorities. The QA system thus refers to the formal management system that is used to strengthen an organisation. In order to look into the different aspects of quality in higher education institutions, a systems approach must be used.⁷ A quality assurance system usually begins by setting the expectations against which the actual performance is assessed (through self-assessment or external assesment). The assesment is followed by action planning for improvement. The system sets out how quality development is managed, explains how evidence is collected, how the quality of service is collected so that needs are anylized and targets for quality development are set.

3.1 *Input –Process (transformation)-Output approach*

Quality assurance system looks at both internal processes and external processes. Quality management approaches adopted by higher education institutions are categorized the three categories as “outcome based” which target the outcome of the process rather than the process itself, usually referred to as “quality control” and “process based” which targets processes referred to as “quality assurance”. However, the educational institutions are opened systems, with inputs, which undergo some transformation to give some outputs. The input of the system is human resources (both students and teachers), physical resources and financial resources. The educational processes and activities related to the curriculum, management and support mechanisms form the transformation and the output are employable graduates, growth in knowledge through research, economic development, etc.⁸ Thus, quality is not just the product but also a process and the quality of inputs too has impact on the overall quality. Thus, the most suitable approach to quality assurance in higher education underpins the third category input –process (transformation)-output approach.⁹

3.2 *Continues improvement of quality*

At this point it is important to point out that quality assurance is an ongoing process towards excellence thus to continuously improve the quality of HEIs in general and of each process in particular, the usage of the Deming’s P-D-C-A cycle is highly recommended.¹⁰

⁷ Mishra, Sanjaya (1996) “Quality Assurance in Higher Education An Introduction” pg. 28

⁸ *Ibid.* pg 28

⁹ Karakhanyan, S. (2012) “A Handbook on Internal Quality Assurance System Establishment in Albanian Higher Education” pg. 9

¹⁰ Deming E. (1986) “Out of the Crisis”

The four original steps of the cycle are:

- P (Plan) - establish the objectives and processes necessary to deliver results in accordance with the expected output.
- D (Do) - implement the plan by using a trial run, test group.
- C (Check) - study the actual results and compare against the expected results to ascertain any differences.
- A (Act) - Request corrective actions on significant differences between actual and planned results. Analyze the differences to determine their root causes.

In his later work, Deming replaced "check" by "study" because he wanted to emphasize of the process of learning as more important than the limited action of checking. The major principle in here is self-assessment, which is fit for academic institutions. P-D-S-A cycle can be applied to all academic activities including teaching. One of the crucial factors for succesful implementation is to act upon obtaining feedback.

Even though the policies and strategic goals follow a top down approach, quality assurance is a responsibility to everyone in the institution, thus developing an internal quality assurance mechanism is highly important. However accreditation as external quality assurance can be found in all types of higher education systems¹¹. But in fact internal quality assurance system that prepares the base for the external one. The main mission of the internal quality assurance system is to provide for continuous improvement of the HEI.

In the world there are different ways to assuring quality: self-assessment, peer review by a panel of experts, analysis of statistical information, use of performance indicators or best practices benchmarking, surveys, testing of knowledge and skills and competences of students. Self evaluation is the most widely used, however to capitalize on the internal quality and to add value external quality assesment is preferred all over the world.

3.3 Models of quality assessment

Across the world institutions follow different models of quality assurance based on their country and institutional features. These models are mostly process oriented. There are five popular models:

Baldrige Criteria - in US the Malcolm Baldrige National Quality Award is the highest performance excellence award managed by NIST and established in 1987. The education criteria for performance excellence are designed to help organizations use an integrated approach to organizational performance management that results in reaching goals, improving results and becoming more competitive. The 2014 criteria for performance in excellence in education are as follows: student learning and processes, customers, workforce, leadership and governance, and finance and markets.¹²

ISO 9000-2000 - the ISO standards were originally conceived for companies in the manufacturing industry to predict the reliability of product and quality control. However, since 1990 they have been used even in education and training. The ISO certification indicates that the organization is able to meet the needs and demands if its customers in planned and controlled manner but this does not necessarily indicate the product are also of quality. Thus ISO 9000 norms are not the best imaginable quality standards in the area, if not complemented by content related criteria (they do not guarantee that the content of the courses meet the intended educational standards).¹³

Capability Maturity Model - is a maturity model used in software engineering and it was originally developed in the 1980s by the U.S Air Force. It has been used in other settings to asses the maturity of the processes. It identifies 5 levels of process maturity: initial, repeatable, defined, managed and optimizing.

Six Sigma – as a quality assesment model originated in Motorola 1980, since then it has been used in many business establishments and is slowly getting into academia in teachnign course and academic institutions are trying to aply this model for quality assesment and improvement.

Total Quality Management - Total quality management incorporates quality assurance, and extends and develops it. TQM is about creating a quality culture where the aim of every member of staff is to delight their customers, and where the structure of their organization allows them to do so. In TQM the customer is sovereign.

Based on these models coutries have applied variants to serve the needs of their specific contexts. The underling phylosophies of all these models are self-study and external quality monitoring.¹⁴

¹¹ Ibid Ref. 7

¹² http://www.nist.gov/baldrige/publications/ed_about.cfm

¹³ Van den Berghe, W. (1998) "Application of ISO 9000 standards to education and training"

¹⁴ Ibid. ref 7, pg. 85

3.4 *The Role of ENQA as international practice*

Quality assurance in higher education is an issue of top priority. In 1999, the European Ministers of Education committed to establish the European Higher Education Area, by 2010, which is referred to as the Bologna Declaration. The Declaration encourages cooperation in quality assurance in European Union to develop comparable criteria and methodologies. It envisages a common system of credit transfer and mobility of students and teachers across European countries. In context of the Bologna Declaration in 2000 the European Network for Quality Assurance in Higher education was established. In the 2004 its name was changed to European Association for Quality Assurance in Higher education (ENQA). In 2005 they adopted the "Standards and Guidelines for Quality Assurance in the European Higher Education Area". The aim is to provide for HEIs and quality assurance agencies to develop their own quality assurance in a common frame of reference. However, the standards do not dictate practice and should be interpreted as prescriptive.¹⁵

4. **Towards a culture of quality**

Like any other institutions HEIs have human resources, infrastructure and financial assets that need to be managed efficiently. Non academic activities are important to the creation of an environment which is conducive to quality academic development. However the real academic life of a higher education institution is teaching and research, which in turn remain the domain of teachers and student community. On the other hand, even the non academic activities such as finance, are discussed in collegial decision making bodies with the involvement of academicians as members. Thus, the management team sets guidelines, procedures and systems that have a positive effect on the quality of the work of academics, their role thus is to sell the idea of quality so that academics commit themselves to quality and are ready for the new initiative. Thus the involvement of all stakeholders and in particular of the students is highly important. The students in HEIs should be informed about quality policy and they should demand quality.

The concept of continuous improvement through the Deming P-D-S-A cycle is again emphasized, in this context. The major underlying principle in here is self-assessment. The process of continuous improvement is future directed and believes in the transformation model. As stated before it expects commitment of all parties involved and recommends empowerment through regular staff development activities.

4.1 *Internal Quality Assurance*

The main mission of internal quality assurance is to provide for continuous development of the HEI and it used as reference point for external evaluation. In Albania, PAAHE proposed that every HEI should establish an Internal Quality Assurance Unit to continuously improve quality as enhancement and sustain the good work of institution. The IQAU will facilitate the process of internalization of quality and play a catalytic role in performance improvement.

The major roles of IQAU include but are not limited to:

- a) Production of an annual self-assessment report
- b) Raising internal awareness on quality issues
- c) Establish credibility of external evaluation
- d) Training and development on quality

Regarding the organizational set-up of IQAU it takes different forms in different universities, such as a central QA office, a quality manager that sets and manages quality assurance in all units or quality assurance functions embedded in different organizational units of the university. In most of the cases, there are QA offices located centrally that report directly to the management and that enjoy independency from Faculties. The success in the performance of these roles are crucial to continuous improvement and development of a "quality culture". In fact a quality organization is one that has culture of quality meaning, quality is its hallmark in whatever it does. Real quality that is sustainable is one that is assessed by self. This how strengths and limitations are identified. Thus self-evaluation is an indicator for continuous improvement and a first step for ensuring quality.

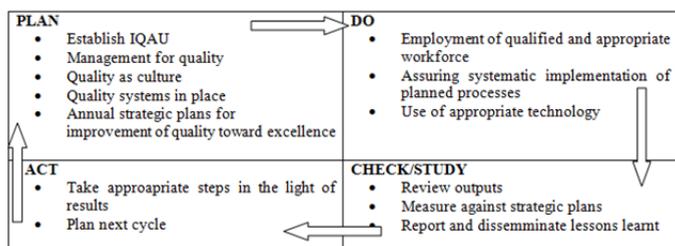
4.2 *Continuous Improvement*

Special attention should be attached to closing the feedback loop, thus fitting the results into annual strategic plans to ensure continuous improvement. Is the continuous improvement that moves a quality institution towards excellence. Thus

¹⁵ ENQA (2005) "Standards and guidelines for quality assurance in the European Higher Education Area"

quality is not a static phenomena because excellence targets keep moving.

A model of excellence based on continuous improvement principles is presented below:



5. Conclusions

Higher education is at a cross road, faced with high demand and offer, which in turn question quality. In order to survive in the competitive world of globalization HEIs should pay attention to quality. Due to their particular nature HEIs work as a community to maintain standards and quality, thus they "manage for quality" rather than "manage quality". In this study we emphasized the role of the student as a key stakeholder and the role of internal quality assurance unit to develop a quality culture and recommend the continuous improvement should be at the core of such process. Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programs and awards. They should also commit themselves explicitly to the development of a culture which recognizes the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

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An Application of Enterprise WLAN System for a University Campus

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Abstract

Installation of high quality and stable wireless systems is very essential especially for a University campus. In the market there are many brands of WLAN devices for home and small office use at various prices. Using WLAN devices designed for home in large networks will definitely decrease the performance of network traffic and may cause to enforce rebooting the devices. However Professional Enterprise WLAN systems are much costly to acquire them. This paper will investigate the affordability, quality, high performance and features as well as deployment of the Ubiquity WLAN systems in a university campus.

Keywords: WLAN; unifi; University; campus; Ubiquity; WiFi enterprise; VLAN; PAYPAL

1. Introduction

WLAN devices for home use have been used widely in many areas, at home, in the offices even at some universities. In fact these WLAN devices are designed to work alone in a small network. When used a couple of them in larger networks, data traffic congestion, low data speed and crash is the usual result. We have experienced that every few day the devices needed to be rebooted to work. Among the others the home use WLAN devices makes the whole intranet traffic down when not used VLANs (Virtual LAN) or different network address via routers. All these encountered problems led us to replace the home use WLAN devices by WLAN systems designed for enterprise solution and long range coverage. However enterprise WLAN systems are high cost devices which cannot be purchased by every institution. After a company has visited us and presented the ubiquity WLAN systems, we researched in the internet and found that ubiquity would be an ideal solution for the university.

2. Ubiquity Enterprise WLAN systems

Ubiquity networks have entered the wireless market in June 2005. Ubiquity has over 10 million devices deployed overall the world in 180 countries. Ubiquity offers cutting-edge technology platforms, airMAX™, UniFi™, airFiber™, airVision™, mFi™ and EdgeMAX™ which combine innovative technology [1].

Ubiquity networks provide an official online forum at www.ubnt.com/forum which helps the customers to overcome any problems in aspects of installation and monitoring the ubiquity products. One can also register for a webinar which includes the outlines, introduction to unifi, customer examples and use case, software enhancements etc.

Unifi software is an easy to learn and very intuitive software. Once the software controller is installed, the Access Points can be managed and all other configurations can be done. Latest Unifi WIFI devices have powerful hardware are capable of latest technology, namely WiFi 802.11ac MIMO and offers a speed of 1 GBits/s and a range of up to 400 meters. Unifi is very scalable. A wireless network can start from one device and expanded up to thousands. Therefore Unifi can be deployed at home, in small companies, enterprise industry and university campuses. Unifi uses 802.11ac dual band or Gigabit Wi-Fi is the latest technology of 802.11 WLAN standards. It can deliver 3 times more speed than its predecessors. This is very suitable for transmitting HD video, videoconferencing, streaming media and VoIP. Unifi features the roaming technology which enables a user to switch seamlessly to nearest Access Point without interruption the connection. Unifi offers a comprehensive hotspot management and can be deployed on private or public cloud thanks the software controller.

Unlike traditional WLAN devices which utilize hardware, ubiquity comes bundled with a software controller which runs on a variety of platforms like Windows, Macintosh, UNIX, Linux and on cloud.

3. Deploying Unifi on University Campus

Unifi WLAN system can be deployed for outdoor as well as indoor use in a campus. Both combinations would be an ideal solution. In such a situation a Zero Handoff Roaming will take place (Fig. 1). The whole wireless network configurations and traffic can be managed solely through the controller software.



Fig. 1. Zero Handoff Roaming [1].

Unifi hardware (Fig. 2) allows a very easy mounting design of ceiling and wall. It has a very nice aesthetic industrial design with a LED light which allows a controller based tracking of the Access Point. Unifi includes PoE (Power over Ethernet) functionality which makes possible to be carried both data and power over one Ethernet cable for simplicity of installation.



Fig. 2. AP point installed on campus building.

Unifi controller software can be accessed via any web browser. The software is written in Java and it is open source. No license for the management software is required. The controller allows the administrator to provision up to thousand Access Points, integrate them to one controller environment, map out the network, and manage the network traffic.

In the university building on each floor one Access Point, totally 7 APs have been installed on the ceiling (Figure 2). The installation was straightforward since the product design was very simple and handy and the user's manual was very informative.

Each AP is connected via PoE (Power over Ethernet) cable to a main switch in the system room. The computer which runs the controller software is also connected to the same intranet network with the same IP network address. The installation of up to thousand APs is supported.

After downloading the free Unifi Controller Software from www.ubnt.com and installation we login into the server controller. A map of placed APs is shown (Figure 3). A map of the location from Google can be downloaded or a private map can be uploaded as well for visual representation of the wireless network. Unplaced APs are still on the left pane waiting to be dragged onto the map.

At the top of the page (Fig. 3) is shown Access Points: 8 which indicate the total number of APs running on one

controller. Stations inform about the number of active WLAN users connected to the WLAN network.

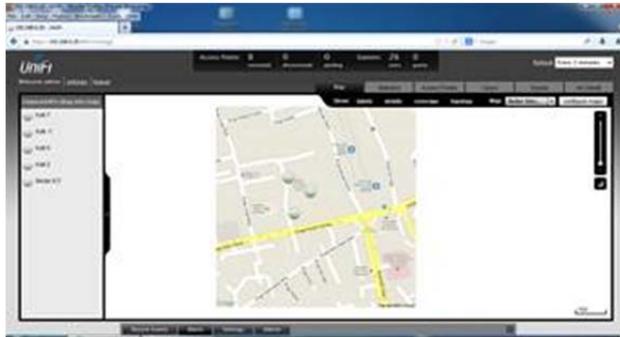


Fig. 3. Map ribbon of Unifi Controller.

The Statistics tab (Fig. 4) visualizes detailed analytics on data traffic in an easy way to read. This helps to manage large populations and expedite troubleshooting.

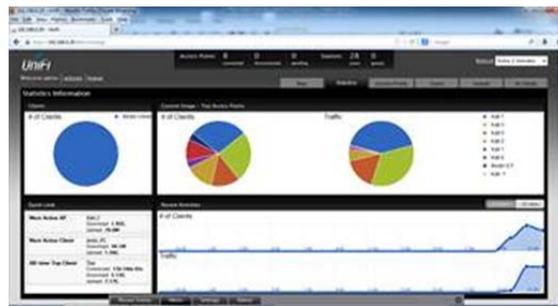


Fig. 4. Statistics ribbon of Unifi Controller.

The Access Points tab (Fig. 5) shows all APs which have been installed. This software controller makes it easy to install, configure and manage the APs. The Status column points out if a unique AP is connected and installed correctly to the wireless network and can communicate with the software. Each AP is assigned a name and IP address. When clicking on locate the corresponding location of the AP on the map will be shown. To configure the AP, we click on the name under the column Name/MAC Address. The configuration of AP also allows us to rename the AP and overwrite the SSID.

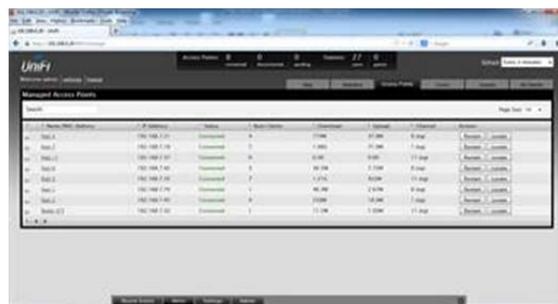
The image shows a screenshot of the Unifi Controller web interface, specifically the Access Points tab. It displays a table with columns for Name, IP Address, Status, and Location. The table lists several APs with their respective details. The interface is designed to be user-friendly, with clear columns and rows for easy data management.

Fig. 5. Access Point ribbon of Unifi Controller.

The Users tab (Fig. 6) list all the active WLAN users. These users can be filtered by each AP to which they are connected. Each users IP address, MAC Address is given. Users can also be blocked or reconnected. These features allow the flexibility of controlling and monitoring the users.

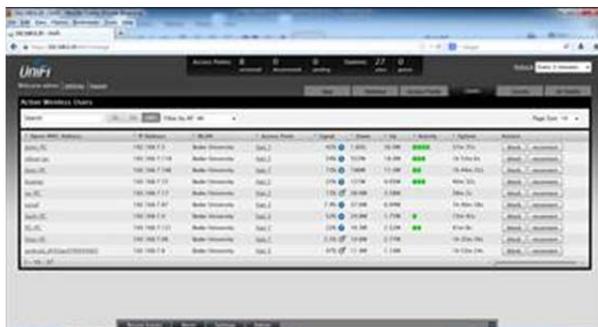


Fig. 6. Users ribbon of Unifi Software.

Under Setting there is user group management which features the control of large deployments. For example, two user groups can be created for Staff and for Students. The bandwidth of each user group can be limited.

Under Settings, Guest Control, we can enable the guest portal. This includes authentication, hotspot and external portal server setup. We can apply different bandwidth rates, total data usage and limit the time of usage. Hotspot functionality supports voucher based authentication, payment option via PayPal and customization and branding of portal pages.

4. Conclusion

The simple installation, attractive design, powerful hardware and software and disruptive pricing highlights and makes the Unifi WLAN the choice of purchase. Other products in the market are addressed to customers with high budgets.

Ubiquiti networks offer high tech equipment with the latest technology. Unifi WLAN confirms the security requirements.

The number of features combined in Unifi is the reason of choice of adaption. Unifi offers Radius server integration (every student needs to enter his own username and password to access the WLAN), Guest Hotspot, Portal customization, billing system via PayPal, one unique SSID and roaming technology, VLAN (Virtual LAN) and Wireless mesh which enables the wireless connection between APs and extends the range of Wireless coverage.

After successfully installation and running the WLAN system we have seen the difference between the home use WLAN devices and the Unifi system. We have experienced a longer coverage, grater performance and much more stability. Finally, we are satisfied with the Unifi WLAN system.

The installation was for house-in deployment. Taking the benefits of Unifi, in a new campus with a number of buildings, an ideal combination of indoor and outdoor deployment of Unifi WLAN system can be taken into consideration or planned.

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New New Media – Challenges for Media Education

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Abstract

This paper concerns the problem of the behaviour new new media users according to the term proposed by Paul Levinson. This phenomena is called, by the other researchers, social media Web 2.0 or the art of shielding. Examples of such common in network societies behaviour we can find in bloggers activities, Wikipedia editors, Facebook and Twitter users, Second Life players etc. On the one hand it is luck that the Web became, in all those examples, the source of needed information and a place to communication exchange, through the cross and intercultural dialogue platform. On the other hand it leads to questions: did we have to look for all those information in Web? Does the Web communication can replace the "face to face" one? That was for sure the fastest and the easiest way but it leads to a question what we are missing because of that? Transferring our life into the Network we lost our freedom of choice, part of our laws, privacy, freedom of speech, job, transparency, and, paradoxically, the possibility of free access to information and participate with Culture. The example can be changes that shows in our "reformat" brains. That leads for example to inability in linear reading longer texts. It all leads to the fact that we need to redefine medial education tasks. It needs to be understand as "into the media" education. The traditional understanding of teaching changed its value from transferring knowledge from generation to generation to the fact that youth have better understanding of social processes even if they can't put them into the correct axiology. There is a need to educate new competency in media users. One of the core competencies that characterizes this type of action is multitasking. Users of this type of media at the same time are listening to the music, sending text messages and emailing, using instant messaging, watching the videos. The day that is measured by participators activity in such communication type has 40 hours instead of 24. The second characteristic behaviour in the new new media comes from the fact noticed by Manuel Castells. With the changes of participation in the world of communication the anthropological space is also changing and communication replaces space-time coordination. The place of the space is being replaced with the space of the flow. The media education task is to describe those transformations and to interpret them in order to put them into the axiological context and then to point correct communication behaviour connected with using "new new media".

Keywords: *New new Media, Education, communication behavior, multitasking.*

It is a truism to say that at present our life depends on the media. The data received by the researchers of the school connected with the University of Toronto, signed by such names as Innis, McLuhan or de Kerckhove, is the best proof.

Those issues have a special meaning in the context of appearing of the new new media – the term proposed by Paul Levinson (Levinson 2010). Other researchers call these phenomena social media, Web 2.0 or screened art. All those notions refer to the new way of participation in culture. Unlike the culture of "the new media", it is not consumption of artefacts (books, films, exhibitions etc) but it assumes active participation of all participants of communicational act in the process of creation. Levinson says that the new new media have social character. Examples of such behaviours typical for the Internet societies can be found in activities of people who comment posts on blogs, in activity of Wikipedia editors, in exchanging opinions on Facebook, creating avatars in Second Life etc.

In the aforementioned book, Levinson defines categories of the new new media. He enumerates:

1. writing, sound, audiovisuality, photography and their meaning in the process of communication;
2. information which is the target not the form of transfer of the media;
3. social media (Facebook, My Space, Twitter);
4. blogs, podcasts, video podcasts as types of action typical for the media;
5. connection of the media with the sphere of politics on the one hand and with the sphere of entertainment on the other;
6. hardware and software;
7. control of the media and attempts to censor them.

The new new media seem to be the space in which new culture emerges. It can be said that the world of such open culture is not only shaped by the creators but also, to a great extent, by the previous users. Those users comment posts on blogs, create reading canons or musical canons (for example they create their own playlists), they take part in installations and forms of mass activity such as flash mob. They co-create literary texts as it is in the case of multipoetry.

New forms of co-participation in culture blur the differences between professionals and amateurs (participatory journalism is a good example). Everybody can become a creator. Still a whole list of dangers appear. On the one hand they are connected with the problems of defining one's identity and on the other hand with the attempts of breaching its borders by other participants of the Internet communication. Those changes which take place in front of us should provoke us to ask questions concerning new competences connected with them. The answer may be reduced to one key competence which is experience. Experience which is gained in the process of those new actions, during immersion in the network world. That is why young people have a special place in the process and their way of perceiving the world becomes through the Internet and in the Internet dominating. The culture of the Facebook generation is born in front of us.

All those new possibilities make us ask a question who the user of the new new media is. What is characteristic for Man 2.0? Multitasking seems to be the key notion used for the description. It is one of the basic media competences. It is traditionally understood as the ability to do many operations at the same time, usually in many applications. It can be illustrated by browsing address book during writing an e-mail and simultaneously checking in the calendar whether we have free time on the chosen day. Media users at the same time follow events, listen to music, send messages, discuss in chat rooms, create comments, use communicators and watch films. This phenomenon has a special range in the world of social network, where at the same time one follows information posted on friends' profiles, takes part in social games, uses multimedia etc. For the participant of such communication 24 hours, if it is measured by their actions, last about 40 hours (cf. Bendyk 2012, s.169). What is today called multitasking is „fast app-switching”, which is fast switching of applications. It is enough to click “home” button twice and a list of recently used applications opens. One can choose an application and move to it immediately without even looking at the main screen.

Web 2.0 environment is a sphere of impulsive comebacks, the world of forced immediateness, life of its participants is reduced to constant leaving of digital traces. A common phenomenon, because it concerns over 30 percent of the media users, of simultaneous using of at least two appliances can be observed. For example during watching a film on one screen they use another appliance (for example tablet) to find information about the watched film. What is more they use smartphone to chat with another person watching the same film.

As a result of multitasking the participants of the process of communication undertake a lot of actions to make it faster and to save time. We can include using keyboard shortcuts, creating bookmarks of websites, authorising of network space, synchronizing of mail boxes, caring about the speed of connection. Simultaneous using of two screens is quite common. New technological solutions encourage that especially appearing of smartphones and tablets, iPhones and iPads. You can use these appliances to browse the Internet during conversation or to leave Short Message Service before message is sent. Still it is quite common that in spite of the fact that we have those modern appliances we at the same time use more traditional ones (I call this phenomenon “my favourite Nokia” syndrome).

Under the influence of the new new media traditional perceiving of the world changes. It can be illustrated by the changes that the category of time undergoes. “Great narrations” that Lyotard wrote about, characteristic for our culture, were replaced by a number of “micro narrations” which are stored in the memory of the servers. Servers remember our stories simultaneously immobilize them in time and they change dialog into a cacophony of voices. The servers stop time and deprive the man connected with it of their heritage.

All those changes make us reconsider answers for the questions concerning the essence of time and its meaning in the context of appearing of the new media.

In the recent years we have noticed an increasing level of the discussion on the notion of democracy in the Network. This discussion is of course connected with such events as publishing of confident materials by Julian Assange and so called the WikiLeaks affair and then another network event which was publishing of confident materials about network invigilation (PRISM). This sphere includes a great campaign organized in the context of ACTA argument, defending free access to information in the Internet, the ban on censoring Network and free exchange of network resources. On the one hand in this discussion we observe attitudes of the world of politics representatives trying to make this information confident or to reduce the access to the information. On the other hand we see actions of cypherpunk movement uniting activists supporting mass using of strong cryptography as a way to defend basic freedoms against political societies who want to change the Internet into environment of totalitarian behaviour. Supporters of the later attitude emphasize that Network is the place particularly encouraging for authoritarian systems, which try to decide what people can find out and whom they can communicate with. Those systems try to evoke the atmosphere of fear in the network, the threat connected with various dangers. In this way a number of limitations in the access to information is created and the Internet users personally accept them. The activity of great players on media market has the same character, for example Google or Facebook. We let them decide what kind of information we get and what happens to the information we produce: “we have completely centralized Facebook, Twitter as well. Google as well. Everything in the

USA, everything controlled by the one who controls the coercive measures” Julian Assange says (Assange 2013, s. 87).

The technical aspect of network communication also encourages such behaviours breaching democracy. Great social networks like Facebook or Twitter because of their range become a temptation for those who communicate and they give them access to their personal data. A similar meaning should be attributed to storing data in the cloud. All those facilities seem to support our exchange of thoughts and democratisation of societies but they suggest the danger of invigilation and limitation of the access to information. Architecture of the Network also supports such behaviours, concentration of the majority of important servers in the hands of great corporations and decision makers. Cypherpunk supporters warn about this dangers and they say that their actions “are not about political revolutionary avant-garde, it is more about political system which controls this new ability of expressing oneself that everybody has. It is about moving this ability towards sharing thoughts, participation in knowledge exchange without the necessity of belonging to a political party, media corporation or any other centralized structure which you needed in the past if you wanted to be able to express your opinion (Assange 2013, s. 95).

2.0 democracy is born in front of us. Its character is defined today by great Internet players, politicians but also by ordinary Internet users. The question about its future shape remains open.

Manuel Castells notices that together with the changes of participation in the world of digital Communication anthropological space changes as well. The space of flows replaces the space of place. He says that society is organized around flows: flows of capitals, flows of information, flows of technology, flows organizing interaction, flows of sounds and symbols. Flows are not only one of the elements of social organization, they are expressions of processes dominating in our economic, political and symbolic life (Castells, s. 412).

Those flows result in moving our life to the space of Network. Communication replaces space-time coordination. The participants of the process of communication organize events which take place only in digital space grouping together participants of social networks. For example on Facebook, events can be organized and the will to take part in them can be declared. Some of them move to the real world for example flash mobs, but very often an event has purely network character. It can be exemplified by network meetings of the youth admitted to a new school. The students get together in the Network before they do in reality.

The aforementioned phenomena refer to movements in the range of communication, politics, wildly understood culture and make us ask a question about their educational aspect. On the one hand it should be optimistic that network in all these cases became the source of needed information and the place of communicational exchange, the platform of through-cultural and intercultural dialog, which can be seen as its advantage. On the other hand questions arise whether it was really necessary to look for all the information in the Network, can indirect media communication replace the one “face to face”? It was for sure the easiest and the fastest way but we may ask about the elements our attention might have missed, maybe because of the fact that it was too easy.

Moving life to network we have lost freedom of choice, part of our rights, privacy, freedom of speech, work, transparency, and paradoxically the possibility of free access to information and participation in culture. It can be exemplified by the changes our “reformatted” brains undergo, which results for example in the lack of the ability to read longer texts in a linear way. Users of the new new media are constantly attacked by information, they start to treat all of it in the same way, they cannot create hierarchy or to select those items which contain an element of the truth.

In Network we have to make independent choices according to the rules right for it. They often decide about our identity, accepted way of judging another man, the way of behaviour and reaction. Entering the Network we leave traces and not always remember about our safety. The coming changes are faster and faster, threats to our sovereignty multiply. The aim of new media education should be actions helping create a compromise between our life in real and digital world.

The subject of discussion should be the range of freedom in Network which we give to ourselves and to the others. It should be connected with the sense of risk we experience in the digital world. It is necessary to present to Network users the profit and loss account caused by our presence in the digital world. A lot of space for educational activities is connected with leaving our date in Network. Its loss or using it by other people can vitally influence our real life.

Contemporary man experiences nowadays changes that widely understood humanistic reflection undergoes in the postmodern epoch. They influence a number of conditions of educational process. All of that makes us reconsider aims of media education, which must be understand as pro education “towards the media”. The traditional understanding of education, meant as passing knowledge and values typical for older generations to the generation starting life, has changed. Today young people are better at understanding network processes although they cannot settle them in the sphere of values (axiology).

The aim of media education now is describing these communicational, social and technological changes, their interpretation and putting them into axiological context and then indicating ways of creating the optimal (right)

communicational behaviours connected with responsible using of “the new new media”.

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Investigating the Factors Affecting Students' Decision Making Process in Post-Secondary Education: A Case of Madrasa Schools in Albania

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Abstract

This study investigates the factors that influence student's choice of university in admission process in Albania. A questionnaire methodology was utilised in the study to find out data in relation with decision making process of the students. A qualitative was used to get reliable data through using secondary data. This study helps students to understand which factors are more important than others when selecting a university. Some factors such as friends and teachers of students at a high school that play very important role for this decision. And, the abilities and competence of students are the most influential factors that affect choice of branches or departments as well. Further, socio-economic status of family and individual-level background characteristics are basic impacts on student's choices. The present study will be beneficial to give guidance for students who are on trail of the best choice of university along with branches. It reveals that negative elements are also playing key roles in their choices to make sound decision, such as; bad habits, wrong choice of friends, unorganized ways of studies, unawareness of the importance of decision making for post-secondary education.

Keywords: post-secondary education, choice of university, decision making, branches.

1. Introduction

This study aims to show that environmental issues, different talents, variety of the goals, and most importantly family and socio-economic status are some of the factors that affect decision making about branches and university. The purpose of this study is to identify the reasons for types of choices for high school students about university.

Particularly, in the schools I have been working, these elements or factors are quite visible through real time experiences and observations. "First, the economic models focus on the econometric assumptions that prospective college students think rationally and make careful cost-benefit analyses when choosing a college (Hossler, Schmit, & Vesper, 1999). Second, the status-attainment models assume a utilitarian decision-making process that students go through in choosing a college, specifying a variety of social and individual factors leading to occupational and educational aspirations (Jackson, 1982).

Third, the combined models incorporate the rational assumptions in the economic models and components of the status attainment models. Most combined models divide the student decision-making process into three phases: aspirations development and alternative evaluation; options consideration; and evaluation of the remaining options and final decision (Jackson, 1982).

2. Literature Review

A child's education starts in the family, thus it is the first school of each individual in a society. A good relation between father, mother, and children would help the student to achieve satisfactory results in his/her life. One of the main problems of today's world is the neglecting of the education of parents before and after marriage.

The search for unknown throughout history brought us to the interrelation between school, teacher, and students; as it has always been a need for human beings to quench their thirst for learning more and more. Among above mentioned elements, school as an institutional factor helps today's world to involve the whole society and families of the students into education of the students.

In particular, a handful of recent papers appear to show broad agreement that disruptive peer behavior has negative effects on individual achievement (Figlio 2007; Carrell and Hoekstra 2010; Aizer 2008; and Neidell and Waldfogel 2010).

On the other hand, a best friend may be your worst choice when it comes to decision making. Because, the good relation you have with friends doesn't necessarily lead you to the paths you may wish to take to achieve academic success, yet it is up to the student to find the equilibrium between a good friend and academic choices.

However, by the large, the professionals tend to enter late in the decision making process, typically during the choice stage (Hossler, Schmit, and Vesper 1999). For most students, these professional resources provide advice primarily in the 11th and 12th grades (Johnson, Stewart, and Eberly 1991). Cabrera and La Nasa (2000) found that low SES students who regularly consulted with a counselor were more likely to attend college. Some students turn to college admissions counselors when they make school visits or attend college fairs (Hossler, Schmit, and Vesper 1999).

While research and meta-analytic studies have investigated goal orientations, there exists a need for a more comprehensive integration of goal orientation theory with other theories of self-regulation and corresponding variables as it may provide answers to the important questions regarding achievement in the workplace (e.g., DeShon and Gillespie 2005; Diefendorff and Lord 2008).

Here decision making is the key role as they have chosen a path that goes together with their talents and skills on the branch they choose. For high school students it is more vital as they may not have the chance to change their goals after a certain time. Bean and Bradley (1986) reported that students' satisfaction with the institution of their choice had a greater impact on academic performance than academic performance had on student satisfaction.

Perna (2006) presumes that an individual's college choice is influenced by academic preparation, the availability of financial aid, and family resources to pay for college, which are nested within multiple contextual layers including school and community context, the higher education context, and the broader social, economic, and policy context.

Perna's model indicates that the college choice process is influenced not only by individual factors but also by broader social, economic, and policy contexts such as state higher education policy as well as social and economic conditions.

3. Discussion

3.1 Family factor

When it comes to vital decisions on the student side some parents seem to be quite uninterested as they think financially supported student should always be successful. In other studies, social capital is also manifested through parents' and/or students' behavior in seeking information and knowledge available through social relationships in the college choice process, and evidence on the significant effects of access to postsecondary information on college enrollment has been found (Engberg and Wolniak 2010; O'Connor et al 2010). And some seem to reflect overwhelming insistence on his/her success that causes boredom and depression on student.

School, on the other hand, should successfully involve parental support into students' decision making affairs. Academic level of parents is another factor that affects students. Successful siblings could play good role models for the students' perspectives and prospects.

College enrollment rates vary considerably with parents' educational attainment, with first-generation students, especially those whose parents did not graduate from high school having the lowest levels of college enrollment. While confounded by racial and economic variables, these data demonstrate the powerful role college-educated parents, particularly educated fathers (cf. Avery and Hoxby, 2004), play in determining their students' likelihood of participating in postsecondary education.

3.2 School

Technological improvements also brought up new facilities included into education, yet having students attached to the school is getting a bit more difficult as they like to have more and more freedom. The role of school is one of the key components in providing a better setting for learning and teaching, a sense of attachment to the school on the student side would bring fruitful results; when students feel connected to or have strong bonds to their schools, they are more likely to experience academic success.

They stay in school longer and attend school regularly (Centers for Disease Control and Prevention [CDC], 2009b). Yet only about 50% of the youth in schools report feeling connected to or engaged in school (Blum, 2005) (Bryan, et. al,

2011). A setting of student oriented without financial purposes could provide a more trusted atmosphere as economic chasings would stain the good will on the subject.

3.3 Friends

The school provides an atmosphere that can help students get acquainted with one another, and they have the chance of being socialized as they make new friends some of whom maintain friends for a life long time. Thus, it is quite vital to create a peaceful atmosphere for students' psychological and physical well-being.

Although there is an extensive body of work that estimates peer effects of various stripes in academic settings, the findings vary widely across these studies, and consistent policy implications are hard to extract. As is well known, steep challenges are involved in identifying peer effects, due to issues such as endogenous peer selection, simultaneity of outcomes, and the presence of correlated inputs within peer groups.

Yet in recent years significant progress has been made as researchers have made clever use of available data. Teranishi et al. (2004) specifically examined the role peers play among Asian American students. The authors found that Chinese and Koreans who took advice from friends tended to choose less selective colleges. In a different study by Johnson, Stewart, and Eberly (1991, p. 86) a sample of students representing several racial/ethnic groups did not rate "friends' preferences for college" as even moderately important and, indeed, ranked them as the least important factor they considered.

The surprisingly limited role of friends is reconfirmed in the literature on sources of college information, examined later in this review. Friends that would lead the student to astray are friends only for their own profits as the proverb suggests; "A friend in need is a friend indeed."

3.4 Teachers

Teachers are the pillars of educational system as they hold the whole burden on their shoulders. They are the ones who sacrifice their lives for the salvation of the mankind and the ones who are willing to drop tears to make the others smile. Numbers of professionals, including guidance counselors, teachers, college recruiters, and college admission officers, guide students through the college search and choice process.

One of key factors that could bring success in academic career or even life itself is without doubt the teacher whose role is quite essential in shaping students' character together with moral values, future mindedness, openness to new developments, decision making, and many other elements that effect the students life directly or indirectly.

In a good teacher's hand talents may bloom in the bosom of fertile fields where needed receives his/her needs, and the addresser finds fertile grounds to sow his/her seeds. Thus, vast areas of deserts may turn into heavenly gardens in teachers' hands.

3.5 Goals

A well determined individual with strong ties of commitment can overcome obstacles; even deepest oceans would be lakes in front of such a will. To achieve success motivation, hardworking, organized ways of studying are some of the needed elements.

According to DeShon and Gillespie (2005), this construct has spurred such interest because of its roots in the achievement motivation literature and, given its theoretical foundation, the potential to provide insights into important questions such as why some people set higher goals, persist longer in the face of adversity, or conversely why some people tend to avoid achievement situations.

College choice research (Hossler 1984; Villella and Hu 1990) has revealed that a weak, inaccurate search increases the risk of choosing the wrong institution to attend, becoming dissatisfied with the institution, and withdrawing before graduation.

These findings suggest that some of the seeds of college retention are sown prior to enrollment, during the search and decision making phase. Once they start the university, they may think that they have made a bad decision by choosing that branch, but changing the mind at that point would be quite difficult in terms of finance, time, motivation, loss of determination for the new change of the course.

3.6 Socio-Economic Status

One may think education is a basic human need which should be free to all individuals, and all people may equally receive the same level of education. However, in today's world this would be a utopic vision. Recent researchers have enriched the theory of college choice by suggesting a multilevel framework of a college enrollment model.

On the other hand, students in the same school have different socio-economic backgrounds and regions. Job openings for the chosen branch is also important as the students of today's world should seriously consider job opportunities after graduation. The significant factors used to choose among in-state, out-of-state and international students might not be the same. Tuition and financial aid are different for each of these groups.

In some states there are more scholarships available for in-state applicants to encourage attracting more high achieving students. Job opportunities during and after graduation are not the same. Also, the reputation or recognition of a college might be different internationally than domestically. This could affect job opportunities for students in their own countries.

Therefore, it is assumed that the significance of the various factors is not the same among these three groups of these students. (So Jung lee—the analysis of ...) Students from poor backgrounds are mostly inclined to choose branches that would bring them economic welfare. The financial dimensions of college cannot be completely separated from social and family factors.

For example, findings from a student survey of 11th- and 12th-graders in low-income high schools illustrate that low-income students make sense of college and financial aid information through the filters of their school culture, perceptions of college affordability, and family backgrounds (De La Rosa 2006). Hodkinson and Sparkes (1997, p. 33, cited in Hemsley-Brown 1999, p. 87) drew a similar conclusion, stating that "decision-making could not be separated from family background, culture, or life histories of the pupils." These researchers claimed that student decisions were only partially rational and were influenced strongly by feelings, emotions, and preconceptions. Even in socio-economically developed countries like Canada, financial problems may occur; "Will my child go to university? And can I afford it?" These are important questions for most families across Canada, as postsecondary education becomes increasingly critical in determining individuals' career (and, consequently, socio-economic) success.

While access to postsecondary education in Canada has increased over the past decade, a number of studies demonstrate that youth from disadvantage socioeconomic backgrounds experience some level of exclusion in our postsecondary educational system. These studies tend to emphasize the cost of tuition and students' financial aid as the main source of this vulnerability.

Research involving access to postsecondary education is often based on the assumption that financial constraints are the predominant impediments to post-secondary education, and that, loans, grants, and students' debt relief programs are the main antidote to the problem." (George Frempong • Xin Ma • Joseph Mensah, 2011) Students from rich backgrounds are more idealists in their choices and free of economic obstacles for their decisions.

4. Conclusion

The most significant result of the so far studies in general reflect that the factors on students decision makings are quite related with each other that even the missing of one of them could cause serious handicaps in front of the student.

However, among them some seem to be more vital as they have more effect on students and their determination; student's own talents, school bonding and setting, choice of friends etc. the observations and experiences obtained from real school settings reveals the fact that a final choice at the end of the high school is quite important as it shapes the whole future of the student and it is a cornerstone to student's psychological and physiological well-being in avoiding depressive outcomes.

If the process of choice for post-secondary education can be managed in good hands the factors studied in this article would bring fruitful outcomes.

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The Comparison of Private and Public School Principals' Curriculum Management Behaviours

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Abstract

The purpose of this study is to compare the private and public secondary school principals' behaviours on curriculum management. The most important goal of the learning and teaching activities carried out in schools is to transform the necessary knowledge, skills and behaviours to student who are the indispensable input of the education system, in order to cultivating them for society in a healthy and adequate way. Educational program is a document that consisting of lesson time, learning outcomes that students need to gain, course topics, methods and techniques. At the head of teaching and learning activities in schools, there are school administrators who are responsible for managing and implementation of programs. On the behind of successful schools, there are qualified principals who lead the teaching and learning process by taking an important role on planning, implementation and coordination of the curriculum. So far, very few studies have been investigated the school administrators about managing the curriculum. The success of a school is directly related to how the school administrator manages and implements the curriculum. The participants of this study consist of all primary school principals in the North Cyprus. From a population of around 121 school principals, 90 randomly selected principals was completed the questionnaire, 82 from public, 8 from private schools. The "School Principals' Curriculum Management Behaviours Survey" is used in spring semester of the academic year of 2013-2014. After the data is collected, principals' perceptions of their curriculum management behaviours determined through statistical analysis. Statistical Package for Social Sciences (SPSS version 18) will be utilized to carry out statistical procedures while examining the obtained data. The two samples t-test with percentages was applied and a non-significant difference on the curriculum management behaviours of public and private primary school principals is found.

Keywords: Curriculum management, principals, management behaviours, primary school, and North Cyprus.

1. Introduction

Curriculum is the academic system that imparts knowledge and skills to students in a school environment. More specifically, curriculum refers to what is written to be taught, and what is tested at different student levels. Schubert (2003) defines curriculum as the contents of a subject, concepts and tasks to be acquired, planned activities, the desired learning outcomes and experiences, product of culture and an agenda to reform society. Curricula act as a mentor for both principals and teachers in a school environment. In this sense, besides the importance of the preparation of curriculum, it has a great importance of managing and implementation of the curriculum on behalf of achieving the program objectives. One of the responsibilities of school principals as an instructional leader is to manage the implementation of curriculum (Şişman, 2004). Glassman (1984) defined the instructional leader as: (a) leading instructional improvement and innovation, (b) developing educational goal consensus in the school, and (c) guiding staff development efforts at the school level. Besides, Southworth (2009) identified instructional leadership as learning oriented leadership and he asserted that leadership becomes "more potent when it focuses on developing students' learning and strengthening teaching". A good instructional leader should set clear goals, manage curriculum, monitor lesson plans, allocate resources and evaluate teachers regularly to promote student learning and growth. According to Hallinger and Murphy (1985), instructional leadership framework consists of three main components: a) defining the school mission, b) managing the instructional program, and c) creating a positive school climate. There are mainly four instructional leadership skills that principals must have to demonstrate: a) serving as an instructional resource, b) effective use of resources c) communication skills d) being visible and accessible (Smith & Andrews, 1998). Portin (2000) identified three areas previously not included in the descriptions of the principal's role: (a) entrepreneurial skills for fund raising, (b) political leadership skills, and (c) societal services challenges. Curriculum management skills also included and listed on the top of lists of the being a good instructional leader. Thus, as an instructional leader, principals need to manage the curriculum. The main purpose of curriculum management is to control and organize the curriculum so that all students who follow the curriculum will get the most out of their education. Besides, a good curriculum

management requires using all the knowledge and skills that the curriculum proposed is transforming to the learners so that to contribute to society in a meaningful and beneficial way.

School administrators have important duties and responsibilities on the understanding, developing, and implementation phases of curriculum that are vitally important in terms of teaching and learning process. new developed curriculum will have the chances to be implemented to the extent that school administrators are ready to fulfil this responsibility. Furthermore, school principals can contribute to the development and implementation of curriculum up to the extent that show the instructional leadership skills (Can, 2007). In the success of a curriculum, it is extremely important for the school administrators to have the knowledge, skills, attitudes and values that the curriculum requires. Crum and Sherman (2008) in their research study pointed out that the effective schools demonstrate relationships between leadership focused on outcomes and student success.

The private schools and public schools have some common similarities and differences. In their study, Alt and Peter (2003) reviewed national studies of public and private schools by conducting longitudinal studies collected in 1988, 1998, and 2000, and they found that public and private schools have similarities and differences. Public schools were considered different from private schools in that they had different levels of bureaucracy. Private schools: (a) selected students and were selected by parents, (b) had teachers who were not unionized, (c) raised revenues from tuition and donations, (d) were part of a smaller bureaucracy, and (e) were not required to participate in federal and state mandated educational policy initiatives (Alt & Peter, 2003).

The public education system in North Cyprus is highly centralized, organized by the Ministry of National Education and Culture (MONEC) which is the main stakeholder that is responsible for the enforcement of educational laws and the preparation of new legislation. All the public schools are financed from government funds, while private schools raise their funds primarily from tuition and fees. Private schools are administered by private individuals or bodies, but supervised by the Ministry. Both public and private education is started in pre-primary level; continue to primary school, general secondary, technical and vocational secondary schools. Developing of curricula for all grade level is the duty of Board of Education and Discipline which is located under the MONEC of North Cyprus. Implementers of the developed curriculum are mainly teachers and principals. The flexibility feature of the curricula, which is characterized as the most important feature of the curriculum design let the principals to modify and change the implementation process of curricula. Thus, this is directly related with the ability of the principals. Most of the good schools are categorized in according the students' achievement scores on the standardized tests and the availability of resources and opportunities for students. Therefore, the popularity of private schools in North Cyprus is inclined in last years. Families believe that the private schools are filling gaps in North Cyprus's state-run education system. However, it should be noted that the success of a school is directly related to how the school administrator manages and implements the curriculum. A well-managed curriculum depends on the success of school administrators' implementation of that curriculum. Therefore, it is required to examine the school administrators' curriculum management behaviours and propose the feedback and suggestions for improvement of curriculum management process to have more effective schools based on the resulted data.

2. Problem

The purpose of this study is to compare the private and public primary school principals' behaviours on curriculum management. The following are the research questions of the study:

- Research Question 1: How is the curriculum management behaviour (planning, application, evaluation) of the public primary school principals in North Cyprus?
- Research Question 2: How is the curriculum management behaviour (planning, application, evaluation) of the private primary school principals in North Cyprus?
- Research Question 3: Is there a significant difference between the public and the private primary school principals' behaviours on curriculum management behaviour (planning, application, evaluation)?

3. Methodology

In this part, research methodology, data collection instrument, data collection procedure, sample and data analysis is presented. The survey method was used in order to compare the public and the private school principals' curriculum management behaviours. Survey method is an investigation that uses question based or statistical surveys to collect information about the participants' opinions, interests, skills, and attitudes in relation to a situation or event (Karasar, 1994; Tuckman, 1994).

3.1 Participants

The participants of this study consist of all primary school principals in the North Cyprus. The universe of the study consists of all teachers who work as a principal in all districts in North Cyprus. The questionnaire was sent to all the principals in five districts of North Cyprus: Lefkoşa, Gazi Mağusa, Girne, Güzelyurt, and İskele. Among all public primary schools principals, N = 82 public primary school principals and all of the private primary school principals (N = 8) were participated in this study. Some of the principals from the public primary school did not respond to the request for completing a survey and declined it. The response rate for the study was 94 % for public school principals and 100 % for the private schools principals. This response rate is considered as a high percentage of response in the North Cyprus context. Table 1 shows the distribution of schools (principals) to the districts and the number of participants.

Table 1. Number of Respondents to Survey by School Type and School Districts

Districts	Public School Principals		Private School Principals	
	Invited	Completed	Invited	Completed
Lefkoşa	20	16	4	4
Gazi Mağusa	29	21	1	1
Girne	13	12	3	3
Güzelyurt	12	10	0	0
İskele	13	13	0	0

In summary, from a population of around 95 school principals, 90 primary school principals were answered the questionnaire, 82 from public, 8 from private schools.

3.2 Data Collection Instrument:

The "School Principals' Curriculum Management Behaviours Scale" developed by Ergüneş and Mercan (2011) was used in order to collect the data from the principals in spring semester of the academic year of 2013-2014. The survey scale is included 25 items which were grouped into the following three main areas: planning, application and evaluation. The main purpose of the "School Principals' Curriculum Management Behaviours Scale" which had been developed for principals and other school leaders is to find out the school principals' curriculum management behaviours on different dimensions namely; planning, application and evaluation. Thus, it includes (3) specific dimensions of curriculum management behaviours (i.e.: a) curriculum planning, c) use of curriculum, d) evaluation of curriculum .On the basis of this scale, principals are asked to respond if they perform these issues that fall into the corresponding behavioural dimensions. A three Likert-type scale provides a range from "No", "Partly" and "Yes". The questionnaire is considered to be very reliable since its reliability coefficient was calculated as $r = 0,953$ by developers of the questionnaire.

3.3 Data Collection Procedure

Before the research study was implemented, permission to conduct research in the areas studied was requested and obtained from the Ministry of National Education of North Cyprus in December 2013. The researcher was distributed all the scales to all schools in all the districts on different days at the middle of February 2014, and after two weeks later, the beginning of March 2014 , the researcher visited the same primary schools once more to collect the given surveys from the principals. In total, the researcher was spent one month to collect the data from the respondents.

3.4 Data Analysis

In order to compare the public and private primary school principals' curriculum management behaviours, two groups were identified for the study, public and private primary school principals. Responses to the "School Principals' Curriculum Management Behaviours Scale" from these two groups were scanned into the Statistical Package for the Social Sciences for Windows (SPSS) software for analysis using appropriate statistical tests. Besides, descriptive statistic was used for demographic variables, such as type of school, and they were compared to scale attributes or perceptions (Fink, 2003).

4. Results

In order to answer the basic problem and the research questions of the study, data were analysed to find out the differences between the public and private primary school principals' behaviours on curriculum management. This chapter is organized in terms of the three specific research questions posed in introduction part. First, the 90 volunteer principals' descriptive demographic statistics will be reported. Then, descriptive and inferential statistical analysis of the research questions and null hypotheses will follow.

4.1 Demographic Variables

The first section of the questionnaire contained eight demographic questions which established the independent variables of this study. In order to describe the public and private primary school principals' descriptive personal information, descriptive statistics was used for both groups.

Table 2. Descriptive statistics of private and public primary school principals

Variable	Category	Public School		Private School		Total
		Frequency	Percentage	Frequency	Percentage	
Gender	Male	55	67,07	5	62,50	60
	Female	27	32,93	3	37,50	30
Job Experience	1-5 year	0	0,00	0	0,00	0
	6-15 year	12	14,63	0	0,00	12
	16-25 year	65	79,27	5	62,50	70
Experience as a Principal	Over 25 year	5	6,10	3	37,50	8
	1-3 year	15	18,29	1	12,50	16
	4-6 year	18	21,95	4	50,00	22
Field of Graduation	7-10 year	32	39,02	3	37,50	35
	Over 10 year	17	20,73	1	12,50	18
Field of Graduation	Classroom teaching	75	91,46	5	62,50	80
	Branch teaching	5	6,10	2	25,00	7
	Other	2	2,44	1	12,50	3

Table 2 provides frequencies and percentages of the gender, number of years the subjects have been serving as teacher in the field of education and the overall number of years they have been employed as administrators. Both the public and the private primary schools principals, the major gender is male with the percentage 67, 07 % and 62, 50 % respectively. The majority of public primary school principals (79, 27%) have been at their job experience between 16-25 years. Similarly, the majority of private principals have the same year job experience (62, 50 %). Besides, in both groups of principals the great majority were graduated from the classroom teaching department, 91, 46 % of public primary school principals and 62, 50 % of private primary school principals.

4.2 The curriculum management behaviour (planning, application, evaluation) of the public primary school principals

The first research question was answered through descriptive statistical analysis of the public primary school principals (N = 82) responses on the "School Principals' Curriculum Management Behaviours Scale". Table 3 presents the mean and standard deviation for each of the 25 management behaviours.

Table 3. The Curriculum Management Behaviour of the Public Primary School Principals

Behaviours	X	S
I follow and review the scientific studies and developments related with education	2,40	0,45
I review the opportunities of my school in terms of the objectives of the curriculum	2,80	0,56
I prepare a curriculum management plan	2,45	0,55
I prepare a curriculum management plan together with administrative assistants and teachers	2,48	0,60
I review all the courses' curricula	2,90	0,48
I remind the goals, aims, and objectives of the program to the teachers at the very beginning of the academic year, make them to discuss.	2,92	0,47

I compare the skill and competence domains of the program with the teachers' skills and competences.	2,82	0,49
I asks teacher to identify the missing competences of the at-risk students	2,60	0,53
I try to find out the school's opportunities during the implementation process.	2,95	0,64
I use the school's opportunities during the implementation process.	2,90	0,47
I organize the "instructional material and resource provider and developer" team	1,80	0,65
I prepare a working plan together with the "instructional material and resource provider and developer" team	1,90	0,49
I observe the implementation of each lesson due to program of guiding to implementation and supervision	2,00	0,47
I share my observation results with teachers and team leader teachers and develop caution proposals.	2,40	0,48
I decide the evaluation model for the implementation of the curriculum	2,52	0,64
I check the relevancy of the general approach of the program with the assessment procedures.	2,80	0,51
I make the inappropriate assessment and evaluation tools and methods extracted from the curriculum.	2,73	0,60
I evaluate of the assessment and evaluation results of the students and make the comparison to the objectives of the curriculum	2,65	0,63
I explain the school's objectives in parent-teacher meeting	2,30	0,48
I develop a school development organization team in parent-teacher meeting	2,50	0,56
I assess the quantitative and qualitative adequacy of tools and resources for teaching process.	2,56	0,52
I ask the teachers to explain parents what kind of skills will gain the students, and ensure the parent involvement for selecting a branch lesson	2,10	0,53
I supervise the social club activities, and organize the attendance and community expense of the students.	2,20	0,51
I do meeting in order to determine what kind of extra-curricular activities are needed.	2,70	0,56
I check the level of achieving the extra-curricular activities to the objectives.	2,54	0,60

The public primary school principals received the highest mark on the item "I try to find out the school's opportunities during the implementation process." with $X_{\text{mean}} = 2,95$ where the highest mark is 3. Besides, the items "I use the school's opportunities during the implementation process" with mean value $X_{\text{mean}} = 2.90$, and "I remind the goals, aims, and objectives of the program to the teachers at the very beginning of the academic year, make them to discuss" with mean value $X_{\text{mean}} = 2,92$ received the high mean value from the public primary school principals. On the other hand, the public primary school principals received the lowest mark on the item "I organize the 'instructional material and resource provider and developer' team." with the mean value of 1,80. In addition, the mean value of the items "I prepare a working plan together with the "instructional material and resource provider and developer" team" and "I observe the implementation of each lesson due to program of guiding to implementation and supervision" received the lowest mean value 1,90 and 2,00 respectively. The overall mean value of the public primary school principals was calculated as 57,60 out of 75, where 25 is the lowest value of the scale. Thus, the total percentage of the primary public school principals' curriculum management behaviour is equal to % 76,8.

4.3 The curriculum management behaviour (planning, application, evaluation) of the private primary school principals

The second research question was related to identify the private primary school principals' behaviours on curriculum management. The private primary school principals (N = 8) responses on the "School Principals' Curriculum Management Behaviours Scale" was analysed through descriptive statistical analysis. Table 4 presents the mean and standard deviation for each of the 25 management behaviours.

Table 4. The Curriculum Management Behaviour of the Private Primary School Principals

Behaviours	X	S
I follow and review the scientific studies and developments related with education	2,50	0,46
I review the opportunities of my school in terms of the objectives of the curriculum	2,85	0,54
I prepare a curriculum management plan	2,55	0,58
I prepare a curriculum management plan together with administrative assistants and teachers	2,45	0,62
I review all the courses' curricula	2,93	0,48
I remind the goals, aims, and objectives of the program to the teachers at the very beginning of the academic year, make them to discuss.	2,98	0,57
I compare the skill and competence domains of the program with the teachers' skills and competences.	2,86	0,49
I asks teacher to identify the missing competences of the at-risk students	2,92	0,48
I try to find out the school's opportunities during the implementation process.	2,45	0,64
I use the school's opportunities during the implementation process.	2,89	0,47
I organize the "instructional material and resource provider and developer" team	2,15	0,56

I prepare a working plan together with the "instructional material and resource provider and developer" team	2,10	0,46
I observe the implementation of each lesson due to program of guiding to implementation and supervision	2,00	0,57
I share my observation results with teachers and team leader teachers and develop caution proposals.	2,45	0,47
I decide the evaluation model for the implementation of the curriculum	2,55	0,64
I check the relevancy of the general approach of the program with the assessment procedures.	2,83	0,52
I make the inappropriate assessment and evaluation tools and methods extracted from the curriculum.	2,73	0,60
I evaluate of the assessment and evaluation results of the students and make the comparison to the objectives of the curriculum	2,65	0,65
I explain the school's objectives in parent-teacher meeting	2,60	0,48
I develop a school development organization team in parent-teacher meeting	2,50	0,56
I assess the quantitative and qualitative adequacy of tools and resources for teaching process.	2,65	0,52
I ask the teachers to explain parents what kind of skills will gain the students, and ensure the parent involvement for selecting a branch lesson	2,70	0,53
I supervise the social club activities, and organize the attendance and community expense of the students.	2,20	0,53
I do meeting in order to determine what kind of extra-curricular activities are needed.	2,75	0,51
I check the level of achieving the extra-curricular activities to the objectives.	2,46	0,63

The private primary school principals received the highest mark on the item "I remind the goals, aims, and objectives of the program to the teachers at the very beginning of the academic year, make them to discuss" with $X = 2.98$ where the highest mark is 3. Besides, the items "I review all the courses' curricula" with the mean value $X = 2,93$, "I asks teacher to identify the missing competences of the at-risk students" with mean value $X = 2.92$, and "I use the school's opportunities during the implementation process" with mean vale $X = 2,89$ received the high mean value from the private primary school principals. On the other hand, the private school principals received the lowest mark on the item "I observe the implementation of each lesson due to program of guiding to implementation and supervision" with the mean value of 2,00. In addition, the mean value of the items "I organize the "instructional material and resource provider and developer" team" and "I prepare a working plan together with the "instructional material and resource provider and developer" team" received the lowest mean value 2,15 and 2,10 respectively, The overall mean value of the private primary school principals was calculated as 67,25 out of 75, where 25 is the lowest value of the scale. Thus the total percentage of the private primary school principals is equal to % 89,7.

4.4 The difference between the public and the private primary school principals' behaviours on curriculum management (planning, application, evaluation)

Research question three states that "Is there a significant difference between the public and the private primary school principals' behaviours on curriculum management behaviour (planning, application, and evaluation)?" To answer research question three, the null hypotheses (H_0 RQ3: There is no significant difference between the public and the private primary school principals' behaviours on curriculum management (planning, application, evaluation)) was tested using a two samples *t*-test between percentages which investigates the differences of the independent variable (IV) of school type (public or private) to each of the 25 behaviour items of the survey.

Table 5. The Comparison of the Public and the Private School Principals' Behaviours on Curriculum Management (planning, application, evaluation).

Source	N	Mean	SD	t-value	df	Sig.
Public School	82	57,60	10,25	0,840	88	0,403 [*]
Private School	8	67,25	8,853			

^{*} $p > 0.05$

The two samples *t*-test between percentages was conducted to compare the management behaviours of public and private school principals. There was no significant difference in the scores for public primary school principals' curriculum management behaviours ($M = 57,60$, $SD = 10,25$) and private school principals ($M = 67,25$, $SD = 8,853$) conditions; $t(88) = 0,840$, $p = 0,403$. These results suggest that the school type (public/ private) does not have an effect on principals' curriculum management skills. Specifically, this two samples *t*-test between percentages results suggest that the private primary school principals and the public primary school principals approaches as a leader to the management of curriculum does not change according to school type. However, the mean value of the survey for the private primary school is greater than public primary school principals which shows that the private primary school principals presents

more curriculum management behaviours than the public primary school principals. The non-significant results from the two samples *t*-test between percentages may be caused by the small sample size of the private school principals, but unfortunately this number represents all population of the private primary schools in North Cyprus. It is believed that when the sample size of the private primary school principals is getting larger the difference will be more significant. That is to say, the larger samples increase the chance of significance is because they more reliably reflect the population mean.

5. Discussion

This research study examined the difference on curriculum management behaviours of primary school principals while comparing the public and the private primary school principals. There are lots of research studies which concentrated on the principals' leadership behaviours but rarely research studies conducted on leadership skills which focus on the curriculum management. Besides, this research topic is also new in North Cyprus. Based on the results of the study, findings indicated that the both the public and private primary school principals have positive perception of their curriculum management behaviours. This finding corroborated that of Ergüneş and Mercan (2011) which revealed that the primary school principals' perception of their self- evaluation on curriculum management skills. Therefore this finding indicates that principals express that, they believe that they possess proper leadership skills on the curriculum management. The public and private primary school principals have classroom management behaviours more or less in similar ways. The results of the first research question indicated that the public primary school principals mostly possess the behaviour that they try to use the school's opportunities during the implementation process. On the other hand, the most common behaviour for the private school principals is related to reminding the goals and aims of the program to the teacher at the very beginning of the academic year.

The behaviour which the views of the public and the private primary school principals are in agreement is the behaviour of observing the implementation of each lesson due to program of guiding to implementation since this item was received the least mean value both from public and private primary school. Both the public and the private school principals rated the minimum value for that behaviour, which is they do not possess that behaviour during the implementation process of the curriculum. Probably, this has to explain by the laws and regulations of National Education system of North Cyprus since the island's education system is centralized, thus all the regulations are valid for all the primary school in the North Cyprus. Neither the National Education Law nor the Teacher Law support this behaviour, put in another way, observing of each classroom to control the implementation of the curriculum is considered as a "rude behaviour" in school culture of North Cyprus, since the teachers are perceived as an expert. Besides, Teachers Union is powerful in North Cyprus, they are supporting teachers and acting against to any violations of teacher rights, and so in practice if teachers are not feeling comfortable of being observed by principals, they may freely reject this behaviour.

The last research question was stated in order to investigate if there is any difference between the public and the private primary school principals' curriculum management behaviours. Although the private primary school principals reported a higher mean value of curriculum management behaviours by communicating goals and aims of curriculum at the beginning of the school year, reviewing all the courses curricula and emphasizing on at-risk students, the significant difference was not reported between the public primary school principals. As stated in results section, this might be related with the small sample size of the private primary school principals; however this small sample size represents all population size in North Cyprus.

The result of this study is similar to that of Pashiardis (2010) who revealed that principal received a high mean score of 3.17 out of 4 in the area of curriculum development and management in south side of Cyprus which refers that principal effectively directs and integrates curriculum designed for children with special needs. Peariso (2011) in his research study was found similar results with this study, such as that high school principals frequently engaged in instructional and curriculum management leadership behaviours.

On the other side, there are some studies that they found not similar results with this study (Alimi, Alabi, Ehinola, 2011; Staples, 2005). For examples, Staples (2005) was found out that the public and the private school principals were similar in many ways in relation to the demographics and the work environment, but it was reported a significant number of public school principals reported that they spent considerable time on the managerial leadership behaviours of Monitoring Student Progress, Supervising Teaching, and Managing Curriculum, behaviours related to assessment and accountability.

The following recommendations were made based on the findings of this study for practice and for further research studies. Firstly, this study may be taken as recommendation for the improvement of curriculum management behaviour. Also, school principals should be encouraged participating in workshop, in-service train sessions or conferences which are organized by the MONEC of North Cyprus. The following recommendations are for the further research studies;

further research should be carried out in order to examine the relationship between the descriptive variables (such as gender, year of job experience, professional qualifications) and the curriculum management behaviours. Besides, there is a need to conduct more comprehensive research studies related to identify the roles of stakeholders in the area of curriculum management in North Cyprus, preferably qualitative research studies. Finally, experimental type of research studies can be conducted in order to identify the real impact of curriculum management skills on the effectiveness of school achievement.

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Motivational Factors on Learning: A Case of Students in Albania

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Abstract

This study examined high school and university Albanian students' motivational factors on learning while they pursue education. In this paper, the factors that motivate the students on their learning during their education in different schools and universities in Albania are investigated to create a broader understanding of their purpose in improving their academic progress. The data are obtained from a close-ended survey in a Likert type scale with adequate validity and reliability. The sample consists of 145 students ($n = 104$, 71.7% female and $n = 41$, 28.3% male) who were high school and university students studying at public and private schools in Albania. The results revealed that there were no significant differences between male and female students; 10th grade high school students and 1st year university students; and between private high school students and private university students on motivational factors on learning. However, the findings show that there is a significant difference on "My voice is being heard at school or university and this motivates me" ($p = .044$); "I find interesting the students club that can entertain me and improve my skills" ($p = .015$); and on "I find learning at school a fun activity" ($p = .013$). At the end conclusions and recommendations are provided for the pre-university and higher education institutions and other policy makers on education.

Keywords: *High schools, university, students, motivation, learning.*

1. Introduction

Education is perceived as a key determinant in our personal development and intrinsic growth. In a world of capitalism, education is considered an important indicator of economic and professional success not only for the individuals but for their families as well (Teowkul, Seributra, Sangkaworn, Jivasantikarn, Denvilai, Mujtaba, 2009). Students who have motivation for learning use higher cognitive processes in learning (Driscoll, 2000; and Pintrich, 2003).

Motivation is one of the most important elements of our mental life, playing a significant role in learning and achievement (Taheri, 2011). Motivation is among the most powerful determinants of students success or failure at school (Stipek 2000; and Ryan & Deci, 2002). There are different categories of motivation, that identify the individuals' reasons for motivation such as: self development, career development and success and environmental factors. It is well-established in research that student's academic achievement does not happen by chance, but it involves the partnership of several parties who contribute to this process. Student achievements are not the result of simple cause-effect relationships, but there rather are results of regular interactions of factors that include the different characteristics that students can bring to the educational setting.

Psychologists and other scientists have proposed a number of different ways of thinking about motivation, including the one that involves looking at whether motivation arises from outside (extrinsic) or inside (intrinsic) the individual. People can be motivated by various things and in different ways, but the most well-known types of motivation are intrinsic and extrinsic motivation. According to a psychologist (Kendra Cherry), extrinsic motivation occurs when we are motivated to perform a behavior or engage in an activity in order to earn a reward or avoid a punishment. Examples of behaviors that are the result of extrinsic motivation include: Studying because you want to get a good grade; Cleaning your room to avoid being reprimanded by your parents; Participating in a sport in order to win awards; Competing in a

contest in order to win a scholarship. In each of these examples, the behavior is motivated by a desire to gain a reward or avoid a negative outcome. On the other side, intrinsic motivation involves engaging in a behavior because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward. Some example behaviors of intrinsic motivation include: Participating in a sport because you find the activity enjoyable; Solving a word puzzle because you find the challenge fun and interesting; Playing a game because you find it exciting. In each of these instances, the person's behavior is motivated by an internal desire to participate in an activity for its own sake.

One of the most common places where motivation is manifested earliest in students is the classroom setting. The classroom is that context in which we can find different types of students all motivated by different combinations of factors. Different motivational factors and levels can have different results on student achievements. As mentioned before, different students have different factors of motivation: some rely too much on external factors and if those factors are not very favorable, they immediately become demotivated and lose their connectedness to school which results in directly influencing their goals in their lives. The other individuals who rely on internal factors, their inner strengths and determination help them balance their level of motivation. The decline of learning motivation is a growing problem among children in this everyday changing world. Research shows that learning motivation decreases during adolescence (Maeher & Anderman, 1994) and especially during the transition period from middle school to high school (Slavin, 2001).

1.1 The theory of human motivation

According to Maslow (1943), among other basic needs in human being, individuals have desires to know, to learn and to understand. Acquiring knowledge and systematizing the universe have been considered as, in part, techniques for the achievement of basic safety in the world, or, for the intelligent man, expressions of self-actualization. Also, freedom of inquiry and expression have been discussed as preconditions of satisfactions of the basic needs. True though these formulations may be, they do not constitute definitive answers to the question as to the motivation role of curiosity, learning, philosophizing or experimenting. Curiosity, exploration, desire for the facts, desire to know may certainly be observed easily enough. The facts that we acquire, if they are isolated or atomistic, inevitably get theorized about, and either analyzed or organized or both. This process has been phrased by some as the search for 'meaning.' We shall then postulate a desire to understand, to systematize, to organize, to analyze, to look for relations and meanings.

1.2 Self-determination theory

According to self-determination theory, student's motivation for academic performance varies in both strengths (amount) and quality (nature), and both variations predict learning ,achievement, and continuation to university (Deci & Ryan, 2002; and Reeve, 1996). So self-determination emerges from the student needs and desires and it is this self-determinant motivation that predicts the success of the students. Students can increase their motivation towards learning process through internalisation. Internalisation is a process of a student adopting increasing choice and value for learning, ownership of the learning process (Ryan & Connell,1989; and Reeve, Deci, & Ryan, 2004). Through internalization process a student becomes highly self-determinant.

1.3 Achievement goal theory

As self-determination is very important to student motivation so are the student goals. So are these two characteristics that help to explain why students engage or fail to engage with educational settings. According to achievement goal theory, it is not only the strength but also the nature of students academic goals that influences their approaches to learning opportunities and their consequent learning and achievement (Ames,1992).

1.4 Teacher- Student relationship

Teacher-student relationship is one of the most essential factors which help motivating them. Teacher's expectations, trust, care, values, ideals and positive feedback are the elements that effect positively in the establishment of a warm and healthy teacher-student relationship that definitely enhances the motivation among high school and university students. Some academic factors that have been proved to be effective on students' motivation toward learning are: educational method, learning program or goals and expectations, educational materials, the reward and punishment system set in place, emotional support of students, mutual respect, teacher's enthusiasm and behaviour, teacher and student interactions and assessment method (Taheri, 2011). Most of the parents consider the weakness of childrens' motivation

to be due to education and especially due to teachers (Epstein & Sanders, 2002).

1.5 Learning Environment

Learning environment is as important as other factors in maintaining a high motivational level, but it is not the primary one. Reflecting on the results of the survey, we can report that a high percentage of the students weren't much affected by the learning environment. But of course the school facilities such as the laboratories, technology, sport areas and comfortable classroom environment were somehow important for the students.

1.6 Peer Motivation

Inside the classroom setting, peers are a potential source for motivating one another. Most of the lifelong friendships are formed at school and sometimes peers have been known to stand up for each other even more than siblings. Feelings of belonging to a peer group, sharing knowledge and skills, obtaining better results when studying as in group are crucial elements in peer motivation.

1.7 The school system and environment

The school system can influence students either to flourish or to rebel. A school system which is extremely strict can negatively influence the students, the opposite is true; at schools in which the students voice is being heard, the students can share opinions without being worried and their evaluation according to their merits makes possible the flourishing of the students.

Generally students are motivated to learn more when conditions in school are favorable. Their tendency is to reach high academic achievements, good peering, good teacher-student relationships and spend a good time within a classroom environment. Motivation can come from any kind of source but no matter where it comes from, it is that force which pushes us to move forward and to succeed in life.

This study aimed at investigating the relationship between the motivational factors on learning and gender, grade level and school level. The following research questions are formulated: (i) *Are there any differences in motivational factors on learning between male and female students?* (ii) *Are there any differences in motivational factors on learning between 10th grade and 12th grade high school students?* (iii) *Are there any differences in motivational factors on learning between high school and university students?*

2. Methods

2.1 Sampling and Procedure

This study was conducted to provide a broader understanding of mainly Albanian students' motivational factors on their learning. It aimed at exploring the factors that motivate them while they are pursuing education at an educational setting and what influences them more during this experience. As shown in Table 1, a total of 145 high school (10th, 11th and 12th grade students) and 1st and 2nd year university students where ($N = 41$, 28.3 %) were male and ($N = 104$, 71.7 %) were female representing a group of students who are heterogeneous in nationality especially Albanian and Turkish.

Table 1. Distribution Categories by Gender

Distribution	Frequency	Percent
Male	41	28.3
Female	104	71.7
Total	145	100.0

Paper based questionnaires were distributed in person to the students of three private high schools, one public and two private universities found in two different cities of Albania. The students were provided brief information about the aim of the study, they were assured confidentiality and they were thanked about their willingness to participate in this study. The survey took about 10 minutes to be completed during their break time in a classroom environment. Completed questionnaires were collected by the research assistants from each high school and university and they were returned to

the research team.

2.2 Measurement tool

In this study, a close-ended survey was used to obtain demographic information and data about the students' motivational factors on learning. The items of this survey were forced choice and a five-point Likert type scale (from 1 = "Very dissatisfied" to 5 = "Very satisfied") was used to measure the respondent's level of agreement with the motivation factors. The statements included in the questionnaire were clearly stated and aimed at obtaining the needed information about the students' opinion on their motivational factors on their learning. The questionnaire consisted of two parts in four pages. In the first page of the questionnaire, demographic information related items are included. The second part of the questionnaire included 30 items about students' motivational factors on their learning. A Likert type scale is usually used in this type of questionnaire to measure the respondent's attitude, preference, expectation and subjective reactions.

2.3 Scale reliability

For the internal consistency and reliability, we measured the Cronbach's alpha, which is a method of estimating internal reliability. As shown in Table 2, we received a Cronbach's alpha coefficient of 0.662 for the items. Since, the items in the scale have quite different means and standard deviations, we used the standardized alpha. The Cronbach's alpha should be greater than 0.6, so this questionnaire is reliable.

Table 2:

Reliability statistics	
Cronbach's Alpha	N of Items
.662	30

2.4 Data Analytic Strategy

The data were analyzed by using SPSS 20.0. Descriptive statistics were used to describe the sample. The responses received from this study were coded as 1, 2, 3, 4, 5. The data was analyzed using the independent samples T-test of SPSS for windows to compare the level of agreement of the motivational factors on learning, and to check if the difference between the mean values of the test variable for one group differs significantly from the mean value of that variable for the second group with regard to gender, education level and type of school of the respondents.

3. Results

The results revealed that there were no significant differences between male and female students in the motivational factors on learning in an educational setting. However, as can be seen from Table 3, male students were significantly different from female students on "My voice is being heard at school or university and this motivates me" ($p = .044$).

Table 3: Comparison of Female and Male High School and University Students on Motivational Factors on Learning (n = 104 females and 41 males)

Variable	M	SD	t	df	P
Voice heard at school			-2.04	103.01	.044
Female	41.59	192.4			
Male	3.07	.93			

T-test analysis showed that there were no significant differences between 10th grade high school students and 1st year university students on motivational factors on learning. We found that 10th grade students were significantly different from 1st year university students only on "I find interesting the students club that can entertain me and improve my skills" ($p = .015$) as shown in Table 4.

Table 4: Comparison of 10th Grade Students and 1st Year University Students on Motivational Factors on Learning (n = 30 10th grade students and n = 46 1st year university students)

Variable	M	SD	t	df	P
Interest Students Club			2.49	74	.015
10 th Grade High School Students	3.30	1.24			
1 st Year University Students	2.61	1.14			

There were no significant differences between private high school students and private university students on motivational factors on learning. As shown in Table 5, we found that private high school students were significantly different from private university students only on “I find learning at school a fun activity” ($p = .013$).

Table 5: Comparison of Private High School Students and Private University Students on Motivational Factors on Learning (n = 33 private high school students and n = 57 private university students)

Variable	M	SD	t	df	P
Learning as a Fun Activity			-2.56	56	.013
Private High School Students	3.18	1.07			
Private University Students	107.82	308.39			

4. Discussion and Conclusions

This study was conducted to reveal more about the motivational factors toward learning among high school and university students in Albania. Motivation plays a crucial role in students' learning process. Their learning experience is greatly influenced by a set of factors related to the students' social environment, educational setting, and family environment. However, since students spend most of their time at school, their relationships with peers and teachers has an impact on their motivation about learning and attain a high academic achievement (Lens, 2005). For the motivation system to be successful, the teacher must provide opportunities not only to reward successes but also to make up for the failures. They must insist on establishing positive values by providing successful models, improving existing capacities by training for attributing the successes to attempt and failures to lack of attempt, and developing new capacities by training useful skills and approaches to learning and study; they must also guarantee equal and appropriate opportunities for all the students (Taheri, 2011).

The findings of this study revealed that there are no significant differences among students from different grade level, gender, type of school or educational level on their motivational factors on learning. The results showed that students value more the way how they are treated and the degree to what their voice is heard by the school. Another significant finding was that if school environment is more entertaining and attractive for the students, they are more willing and motivated to learn and highly achieve at school.

This study comes with some limitations that reduce its potential to be generalized and among them we can mention the relatively small number of the respondents, the small number of high schools and universities and especially not being able to include public high school as well. The restricted geographical area where the survey was distributed by including only two major cities such as Tirana and Durrës, points out at another limitation of this study.

Considering these limitations more research is needed to be conducted in the future by using different designs to further investigate practical strategies on how to enhance students' motivational level and improve the potential of motivational factors on students' learning at school.

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Poetry – Challenges of Untranslatability

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Abstract

Translating a literary work is a very difficult task because of its relevant aesthetic and expressive values. The aesthetic values reflect the beauty of the writer's figurative language. The expressive values reflect the writer's thoughts and emotions. Hence, the translator must focus on transferring such values from the source language into the target language. As a separate genre of literature, poetry has something that makes it different from the others. Thus, the beauty of a poem does not result from diction, as is the case with novels and short stories, but also from rhythm, rhyme, meter, and particular expressions and structures, which may not match with those of the daily language user. In a word, translating of poetry much more attention and hard work than translating other literary genres. Through this paper, we aim to present some brief considerations about poetry translation, and offer certain considerations related to the procedure stages of translating a poem.

Keywords: poetry, aesthetic, translation strategies, untranslatability, challenges

1. Introduction

Jacobson (1959, p.35), who is one of the famous linguists, defines translation as “whole message transference from source language into target language, rather than the substitution of single separate code unit.” According to this definition it is shown that the whole message involves a combination of all the components that are included in a text, such as: content, form, meaning, the text, semantic and physical features. In poetry translation the translator should make a decision to sacrifice the form for the content or the content for the form. According to (Boase Beier, 2009), translation of poetry is the most polemic issue caused by the existing conflict between form and content and also high figurative language of poetry. In translating poetry the translator needs more effort and creativity to translate the structures and the language full of figurative elements. Nida & Taber (1964, p. 126) stated that “the conflict between the dictates of form and content becomes especially important where the form of the message is highly specialized”. In poetry translation the form and content are much connected to each other and the total meaning of a piece of poetry is the result of the interaction of form and content. It is very difficult to separate content of poetry from its form because it causes much to be lost in translation.

For many scholars translation of literary work is challenging and the main concern of the translator is whether to prefer the content over the form or vice - versa. The most famous scholar Jakobson believes that “Poetry by definition is untranslatable... and it requires creative transposition.” (venuti, 2000, p.118). But, according to other scholars like Dryden meanings and concepts can be translated and what is said in one language can be transmitted in another language. The theory of translation has raised a trend toward academic, generalizable and objective criteria, especially from the second half of the twentieth century (Bell, 1991; House, 2001; Melis & Albir 2001. Translating a literary work has always been seen as a very difficult task and more perplexing than translating other texts, such as law documents or business documents or some booklets that give instruction how to use machinery or tools or equipment. This difficulty results because literary works have specific values called the aesthetic and expressive values. The aesthetic function of the work shall emphasize the beauty of the words (diction), figurative language, metaphors, etc. The expressive values reflect the writer's thoughts and emotions. And the translator should try, at his best, to transfer these specific values into the target language (TL).

Considering the fact that it is very difficult to understand poetry, the process to translate poetry is also very difficult and a complicated process. During his creation work, the translator may encounter some words which cannot be translated because of the existing cultural and linguistic differences among language systems. As one genre of literature, poetry has something special compared to the others. In a poem, the beauty is not only achieved with the choice of words and figurative language like in novels and short stories, but also with the creation of rhythm, rhyme, meter, and specific expressions and structures that may not conform to the ones of the daily language. In short, the translation of poetry

needs 'something more' than translating other genres of literature. And in addition to having a perfect understanding of both languages in translation a literary text the translator must have the gift of words, an artistic spirit and flair, the talent of a poet or a writer and the feel for the language. According to the definition of Robert Frost, "Poetry is what gets lost in translation." By these words he meant that it is impossible to keep and to communicate from one language to other languages qualities such as rhythm, rhyme, meter, and particular expressions and structures. To translate poetry is difficult because poets speak with emotions and apply a variety of figures of speech such as rhythm, rhyme, tone and musicality is expressed through meters and cadence. And to translate poetry is often referred to be as an art. These words are best described in what Edgar Allan Poe definition "Poetry is the rhythmical creation of beauty in words".

The difficulty of translating poetry bears two aspects: the words and meaning on the one hand, the flow and rhythm (or rhyme) on the other. Most translations of poetry are bad. This is mainly because the translator might know the foreign language too well and his or her language too poorly, whereas many other translations which are good because have an existence independent of the original. The most famously good translator is Edward FitzGerald, whose universally-known rendering of The Ruba'iyât of Omar Khayyâm reads as if it were originally composed in English. In fact he re-wrote and re-ordered a selection of Khayyâm's verses, and sacrificed the original (rather obscure) meaning to fluency, thus creating not just a new poem in its own right, but a uniquely visionary poem of genius. This is why it is very important to know your language very well first and then try to translate a poem.

By taking into consideration some examples taken from well – known translators of poetry, this paper aims at suggesting some strategies that can be used by poetic translators and challenges of poetry untranslatability.

2. Poetry translation strategies

Nida and Taber (1969: 205) say that "to convey a message in translation is to relay the total meaning or content of a discourse; the concepts and feelings which the author intends the reader to understand and perceive". According to Sperber and Wilson (1986), this message is a set of assumptions that the original communicator aims to express, and that includes what Simon Dik (1989: 9) has called "the full body of knowledge, beliefs, assumptions, opinions, and feelings available to an individual at any point of interaction".

Translation of poetry should express the entire explicit information and the entire implicit information that is shown in the original text to all readers. If an original text shows problems of interpretation it can be settled by (a) making the translation more explicit or (b) maintaining the difficulty. In the latter case, the effort to understand the contextual implications could make the readers' processing effort increase to a level that defies the aim of the translation (Gutt, 1991).

Translating poetry is a matter of relativity and for this fact aesthetic aspects of the original text of the poem cannot be transferred into the target language text. There are a number of perfect masterpieces in the world of poetry which although it is difficult and somehow believed impossible to translate a poem these have shown that it is possible to translate poems. In order to develop a literary text, and in particular poetry as the most difficult genre of literary texts, translators should have some artistic genius.

There are different theories and methods used for poetry translation. Jones (1989) discusses four different levels or types of translation of poetry: Literal translation, Approximation, Adaptation and Imitation.

Holmes (1988, p.25), proposes four different strategies to translate the verse form:

1. Mimetic: the original form is retained.
2. Analogical: the cultural correspondence is used.
3. Organic: the semantic material takes on its own unique poetic structure.
4. Deviant/extraneous: the adapted form is in no way implicit of the original.

Andre Lafevere (in Bassnett-McGuire, 1980: 81-82) noted seven methods adopted by English translators in translating Catullus's poems: phonemic translation, literal translation, metrical translation, verse-to-prose translation, rhymed translation, free verse translation, and interpretation.

- Phonemic Translation: reproducing the source language sound in the target language.
- Literal Translation: word for word translation.
- Metrical Translation: reproducing the source language meter.
- Verse to Prose Translation: Distorting the sense, communicative values and syntax of Source text.
- Rhymed Translation: transferring the rhyme of the original poem into target language.
- Blank/free verse translation: finding just the proper equivalents in the target language with a proper semantic result.
- Interpretation: version and imitation. Version occurs when the absence of source

- Language text is retained and the form is changed. Imitation occurs when the translator produces the poem of his own.

Sen & Shaole (2010), suggest that Lefever's classification of methods is useful for the cases in which either the source or the target language is English. They also say that the strategies are comprehensive enough and the elaboration on each strategy is well-defined. Explanation given by Lefever seems to reemphasize the opinion of Cluysenar's that the weaknesses of the poetry translation methods occur due to the emphasis given to one or some of the poetic components in the process of translating. The literal, metrical, and rhymed translation seem to emphasize the "form" or "poetic structure" of the poem; while the rest emphasize on the transferring of the precise meaning into the TL. Free vs. Literal Translation are two main strategies too familiar to the translators. In literal translation poetry is rendered to either poetry or verse. The main characteristic of literal prose translation is the preference of the meaning over the form. In this case the translator's main concern is the meaning or content of the poetry, while in verse translation of poetry both form and content are of importance to the translator. As Frost (1969, p. 19) puts it "a prose translation of poetry, however deft its workmanship, cannot convey the effect which verse produces; if it could, why do poets take the trouble to write verse?".

Abbasi and Manafi Anari (2004) mention that literal verse translation itself can be subdivided into several categories. They also divide free translation strategy into some categories: Phonemic translation, Stanza imitation, Meter imitation, Imitation of rhyme scheme, Literal blank verse translation, and rhymed translation. According to Rose (1981) "The translator of poetry must be fluent in and sensitive to the source language; he must know the source language's cultural matrices, its etymologies, syntax, and grammar, as well as its poetic tradition. He must culturally and politically identify himself wholeheartedly with the original poet. He must penetrate the exteriority of the original text and lose himself in its intertextuality. To make the translation become a poem, the translator must also meet successfully the expectations and sensibilities of the poetic tradition of the target language. Thus, the most successful translators of poetry are frequently those who happen to be bilingual and bicultural and, above all, poets in the target Language" (p. 136).

Dryden (as cited in Venuti, 2012, p. 38-42) had fully recognized the difficulties involve translation of poetry. He proposed three methods for poetry translating to overcome the dilemmas of poetry translating. Dryden prefers *imitation* over the *metaphrase* and *paraphrase*. A deliberate examination of *imitation* as a solution of translating poetry would not really maintain balance between the form and content of poetry. Dryden main concern in poetry is the way of preserving the thoughts of the author.

3. Facing the challenges of untranslatability

Literary translation is not an easy task. Each literary work has its own specific problems of translation. Of the four genres of serious literary, poetry is more difficult to translate. It is worth to explore the challenges that the literary translator faces in its efforts to rebuild the form, rhythm, meaning and imagery of poetry in another language, as well as suggested procedures to cope with such challenges. Dissimilarities, differences between poetic forms of the original language and the language of translation pose a challenge for translators of poetry. It is natural that every language has its own poetic distinctive forms. Adaptation and applicability issues have greater importance when choosing a form of poetry in the language of translation (Mary Massoud 1988 page 50). To accurately translate poetry, translators should be poets, who know the poetic forms of the original language and the language of translation. Equally important is that poets should have sensitivity when to translate a poem in verse and when to translate it into prose. After that, the translator must decide when to translate into free verse, and when the regular translate rhyming poetry, in columnar form. The decision is important, due to the fact that cultures differ in the way they use or associated with different types of languages.

In some cases, the translator can choose to translate poetry into prose or in free verse. There are opinions that historical poetry dramas are better translated in prose than in verse. The reason is that prose can convey the sense of direct and precise language translation, and to maintain the spirit of historical facts and events narrated. Sometimes, it may be preferred translation of a poem in free verse. In attempts to mimic a poem in Albanian, for example, it may be impossible to transmit in English the Albanian features in phonetic level (for example, alliteration and assonance), which may not be less important than features meter and rhythm. Furthermore, the simulation could ask the translator to change dramatically connotative sense, in order to make language text translation to suit the desired form of string concatenation, poetry. Here, careful use of vocabulary that clearly belong to poetic registry, or one that has appropriate meaning in the context in which it is used, can compensate the loss of metrical and rhyming features (Dickens, James, Hervey, Sander, and Higgins, Ian, page 92).

Obviously there is a connection between the purpose and form of poetry (*Basil, Hatim, and Mason Ian, 1994, page 12*). In translation of lyric poetry it is preferred translation of all rhymed and regular poetry, such as songs and chants, in

rhymed metrical regular. Undoubtedly, lyric poetry music is essential for conveying meaning, that is, it has a meaning, which, obviously, is no less important than the meaning of words. Another example is the translation of the psalms. A psalm has no fixed form, so his strings vary in length. As possible, the translator must creatively find its equivalents in the language of translation. So, the translation of songs and psalms, however accurate translation is, in some form, except with rhyming verses and regular, is likely to harm, distort, the purpose of poetry. On the other hand, during the translation of lyric poetry, which does not have a fixed form, the translator is free to choose the most appropriate form of poetic language translation reader. So, he produces a poem that has the characteristics of rhyme and rhythm of language translation.

Rime poses a challenge due to the fact that every language has its unique form, structure, rhyming patterns. For example, traditional models of language rhyming patterns change from rhyming translation of the original language. So, the translator who decides to use rhyme in translation of a poem must make a choice: Either use the rhyming style of the original language, which conveys to the reader the sound of foreign language translation, or to use a rhyming pattern, which sounds more natural to wear the readers of language translation, despite the significant loss in sound level.

Differences between metric models of the original language and the language of translation constitute the second problem area in the translation of poetry. So naturally, the translator cannot interpret the rhythm of a particular language into another language, despite his skills. In fact, he is not required to do so, because the rhythm of the original language makes no sense, nor connection with the reader's language translation. Rather, the translator should transfer rhythms of translation language in equivalents corresponding to the original language, so that the reader of the translation language tastes them. Ultimately, the choice of meter depends on how the translator of experiencing situation prevailing in poetry. The length of the string determines meter in all languages. Style of complementary arrays is widespread in classical poetry and in modern poetry as well. According to this style, they bind to each other in terms of grammatical and semantic. During the translation of a poem with such features, the translator faces problems arising from the difference between meters, to which must be stopped and who do not need to stop. Another challenge is to balance the preservation of the image of a rhythmic meter of the original language, language translation, with its reproduction as a meter that is typical for language translation.

During the translation of poetry, a challenge arises from the fact that all poems have plural meaning. As Beiker (Mona Baker, 1992, page 152) suggests, it is not easy to determine "the basic meaning of a word or prepositional utterance / phrase with absolute certainty." Naturally, most of the time, words have " blurred border / unclear ", and their meanings are disputed in large scale. In other words, every act of reading a poem is the act of translation itself. The notion of understanding the original language is "rogue ". Reading of poetry in the original language is only one of the whole range / range of possible meanings. S. Basneti (Susan Bassnet 1980, page 72) admits that between translation and interpretation there is no distinction: first translator reads / translates the original language, and then translates the language of the translation. Therefore, the translator is forced to make repeated attempts and much larger than the average reader, in order to correctly understand poetry.

Interlingua translation is likely to reflect the creative interpretation of the original language, made by the translator (Mona Baker 1992, page 82). The translator should try to conceive, how to capture with precision the possible meanings of the words of the original language, in order to convey them in language translation. Forcing readers to read the original language by the translator is a common error that occurs during the translation of poetry, because polyvalence is the essential feature of poetic discourse. Since the original language allows variety of reactions among readers of the original language, the task of the translator of poetry to preserve as much as possible the range of possible reactions among readers of language translation, keeping intact the potential meanings present in the original language. Thus, Newmark suggests that the translator can "translate the possible sense, and decide meaningless possible in an explanatory note, if he considers that this understanding is important." (Peter Newmark, 2003, page 220).

The translator of poetry must be aware of the difference between reference meaning and poetic meaning. The task of the translator of poetry is not limited to the transmission of the meaning of words, that is, the reader may refer to the same thing that the poet has referred to the original language. It also includes tracking of meaning and producing the same effect as the original language. Unlike translation of scientific / technical, success in poetry translation does not depend on the degree to which, from the standpoint preferential translation of approaching poetry in the original language, rather, it depends on other criteria, based on literary criticism and applications in language and writing. This is important, because the text is likely to produce meanings that are not physically present in it. Again, the difficulty in translating the poetry arises not only from changing planes of meanings, but also the need for a translator must recognize the cultural context of the language in question, to choose the word nearest to the author's meaning.

Translating the tone of the original language poet is the most challenging task, because embodies the attitude of the poet towards poetry of the author. Translation of tone in another language that is different from the literary

conventions of the original language is obviously very difficult. As long as the understanding of poetry in the original language is "rogue" and is more accurately to describe the meaning conveyed by the translator, as interpretation of the meaning conveyed by the original author of the poetic text, cannot be proved that poetry has a tone or that there is only one true tone or "target".

The metaphor is a literary figure that much depends on understanding than the sound. It is defined as a literary figure based on the comparison, which is implied more than stated directly. To say he was a lion in battle. According to Newmark, metaphor has two purposes. The first is cognitive, that is, the reference purpose: To describe a process or state of mind, a concept, a person, an object, a quality or an action in more detail and more comprehensive way than is possible in the language of literal or physical. The second is aesthetic, that is, pragmatic purpose: to seduce the senses, arouse interest, to clarify, to satisfy, to enjoy, to surprise. (Peter Newmark, page 104). In general, during the translation of images, the most important principle is that the translation must give the same sense as the original, and should produce the same emotional effect. A metaphor can be universal, cultural, or individual. Newmark argues that metaphors are six types: dead, clichés, forgotten, tailored, and new (recent), and original.

Poetry translators may need to choose a suitable procedure for the translation of metaphor. Translators must have an aesthetic sensitivity to the images and symbols, as well as possess the skill / agility, effective way to select the effective tracking of meaning and metaphor, choosing among the many possibilities. Usually, cultural metaphors are more difficult to translate than universal or personal metaphors. Difficulty arises when local flowers and herbs are used as metaphors. To produce the same effect, the translator may have to create a metaphor culturally equivalent to the original language, or to convert the metaphor of the original language, to give proper meaning, or if possible, by added meaning metaphor, ie, semantically enriched metaphor.

Translator of poetry must reproduce the original metaphor scrupulously, though can cause culture shock to the reader of the translation language, which does not recognize the culture of the original language. Reader of the translation language should make some effort to understand the truth of metaphor, relying on the following verses. The reader should understand this background and, if he wants to feel it, repeated reading is more likely to make it his property. When metaphor is recognized in the culture of language translation, the translator can transfer the image of the metaphor. However, if the translator considers metaphor important, his duty is to follow it, to put it in the language of translation and its culture (Peter Newmark, page 164)

During the translation of poetry, games are the hardest words to translate, because they carry restrictions due to meter. According to Newmark, games with words, in English, are the most common, because one syllable words arise frequently and easily. The simplest type of game with words is the use of two words that have the same shape and different meanings (Peter Newmark, page 217). A pun created either by using a single word, two words that are spelled a kind, or a group of words with the same pronunciation in their two possible meanings, usually aiming at causing laughter or amusement, and sometimes to strengthen understanding. Play with words, its effects depends on the combination pronunciation - meaning, in general, it is not repeated in other languages simply because the two languages are never the same. Translator of poetry must sacrifice games with words, simply because they carry restrictions due to meter. For example, when the aim of the game is just words causing laughter poet can compensate for this, choosing a game other words, with different meaning, but related to the source. If the two meanings of the word game are more important than the means, the poet can translate them, producing two incompatible meanings. When a play on words used in the original language poetry, to illustrate a language or speech, or a linguistic slippage, or when the meaning is more important than warning, poet should transfer, translate, in both meanings, and usually even explain it.

Alliteration and assonance are the most common patterns in poetry and thematic and expressive purposes. Alliteration is the repetition of consonant and vowel sounds identical, often at the beginning of words. Assonance is the repetition of words within the same sound or sounds heap. End sounds that are not defined as rhyming assonance. Both types can come together. Another challenge is the sound level designation, where the meaning of the word followed by the sounds of it. These features are called voice as sound symbolism, which has two forms. The first occurs when the sound of a word in the poems evoke / invoke other words, that are not present in the text. The second occurs when a sound appears in more than one word and establishes links between such words, by implication follows that of the others.

Translation of alliteration and assonance is a special translation challenge, as long as they depend on the repetition of sounds and carry restrictions due to the meter. It is clear that no translation language can reproduce the same sequence of sounds, as the language of the original, simply because the two languages are never the same from the standpoint sound. Translator facing as sound symbolism must decide what position he has, how much money to begin translating a poem. When deemed essential, while the goal of the translator is forwarding as possible the text of the message in the original language, translators will have to feed them through symbolism language translation language translation as sound. No doubt, as sound symbolism will be different from that of the original language. Poet translator is

able to compensate the loss of voice features of the original language, replacing them with voice features language translation, which has a comparable effect. Usually, this causes losses in terms of meaning and connotative denotative.

Within the field of literary translation, more time is devoted to examining the problems of translation of poetry than any other literary form. Many of the studies that deal with the review of these problems are translations or different assessments of a single act, or formulations own special translators on how they act to solve problems (Burton Raffel). Quite often, studies of poetry and translation seek to discuss the problems of methodology by non-empirical positions, however, this is exactly the kind of study that remains the most valuable and most needed.

4. Conclusion

In closing this paper, it is pertinent to note that it should never be forgotten that the work is not to translate the language in the language, but "poetry" in "poetry" and "poetry" is a soul so fragile that during its casting from one language to another language, it may evaporate altogether, if the expression is added to a young soul, then from it will remain nothing but a corpse without burial.

And this paper aims to illuminate the way to lead the translator to translate "poetry" in "poetry" without killing the spirit and without removing its source soul.

In order to achieve the better literary results in the difficult duty of translating poetry, the advantage is to receive some relevant instructions and trainings for the translators who are interested in poetry. Translators in the field of poetry will find useful to have knowledge on the existing strategies for translation of poetry which are proposed by different scholars.

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Demographic Factors and Community Perceptions Impact Young Adult Retention Trends in Rural Areas

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Abstract

The out-migration of youth from rural areas is an issue predominantly driven by economic factors and leaves small communities with a shallow pool of skilled workers. But are there factors that outweigh urban economic opportunity that keep young workers in rural agricultural areas? This study examines trends related to the retention of young adults in rural Northwest Ohio. Extension researchers sampled over 340 young adults (25-34 years of age) from 8 counties in Northwest Ohio. Results highlight rural community perceptions of young adults as well as those factors that impact the decision to remain in rural northwest Ohio. Sampled adults report those with stronger northwest Ohio roots, i.e., who were raised in northwest Ohio along with their parents or spouses, were more likely to settle in the area themselves. The research shows there are correlations between certain demographic factors and the way respondents perceive their community or rural area.

1. Introduction

The old adage of “we reap the benefits of what we sow” does not accurately reflect what is happening in many of our agricultural areas across the country as it relates to retaining a young workforce. For many rural communities in the U.S., families invest in good educations for their children; raise them with strong work ethics and values, only to see them out-migrate for better employment/post-secondary opportunities located in urban areas. The existence of out-migration of youth in small communities implies three issues according to research findings of Ley, Nelson, and Belyukov (1996); their hometowns had few economic opportunities; they lacked faith in their hometowns' ability to provide favorable economic conditions, and rural youth were willing to look elsewhere for opportunities. This trend leaves small community businesses and family owned farms with a limited workforce and a scarcity of qualified young workers for the jobs that are the life-blood of rural areas.

Some rural young adults do indeed choose to stay in the agricultural areas they were raised, return back home after schooling, or return after getting some experience with out-of-area employment. Current research documents that rural youth often decide to leave their small hometowns and not return. Half of rural college attendees leave home and do not return by age 25 (Gibbs, 1995). Those that do return are drawn back largely by home ties and intervening life choices rather than local job opportunities (Gibbs, 1995). Urban areas simply offer more employment and educational opportunities. However, there is a select subset of young workers that stay in their rural communities or return after a period of time in young adulthood. Pollard, O'Hare, and Berg (1990) found community factors do play an important role in the out-migration of rural youth. According to Patrick J. Carr and Maria J. Kefalas (2009) in their study of small-town Iowa, 40 percent of the young adults were “stayers”, who had never left; 25 percent were “achievers”, who left for college and rarely returned; 10 percent were “seekers” who joined the military, and the rest (25 percent) were “returners”, who left but

eventually returned.

The respondents in this retention survey who were raised in Northwest Ohio (considered to be Midwest dominated by grain farming and livestock production) were a combination of “stayers” and “returners”. The researchers in this study explored the influences that lead to why this subset chose to stay or return in rural communities spread throughout Northwest Ohio. This report summarizes the responses given in a young adult retention survey that was written and distributed by an Extension research team from The Ohio State University and Wright State University to participants within rural Northwest Ohio. The research team identified people in an eight-county area between the ages of 25 and 34 and invited them to participate in an online survey. About 50 percent of the respondents had a bachelor’s degree or a graduate degree of some sort. This is much higher than would be expected. According to an article posted in the online Daily Yonder in 2009, 16.8% of adults in rural counties had at least a B.A. degree (approximately half the urban rate). The maps provided in the article also indicated that most of rural Northwest Ohio has a “well below average; less than 14 percent” of its adult population holding a college degree despite the fact that most Ohio residents live within 30 miles of a college or university campus (Riley, 2008). However, the rural retention survey outlined in this report was conducted online, which in turn, would tend to skew respondents toward a higher education level. Online survey respondents are likely to be younger, better educated, and more affluent than the general population (Pokela, et al., 2007).

The researchers acknowledge numerous factors that lead young adults to become a “stayer” or a “returner”. The methodology described below was chosen to closely examine these factors and the role they play in retention trends.

2. Methodology

The rural retention survey targeted 25-34 year old residents of an eight-county rural area within Northwest Ohio. The counties were selected based upon populations ranging from 19,614 to 45,949 and demographically having no local urban center. The economies of the selected areas are driven primarily by agriculture-based business, manufacturing, and county government/local schools employment (Ohio Dev. Service Agency, 2010).

The sample population was identified using existing county registered voter lists. From this list of over 12,000 possible participants in the targeted age range, a total of 1500 were randomly selected and distributed equally within the eight targeted counties. These randomly selected participants received a mail invitation that directed them to a web based survey. There were 342 usable surveys that were completed. The survey took an average of 10 minutes to complete. Figure 1 depicts the targeted area for the survey.

Figure 1. Counties included in Survey



The survey instrument was designed to continue previous research by this same research team. The authors revised a similar reliable instrument utilized in previous studies (Homan, et. al. 2010, Hedrick, et. al. 2011). The survey instrument was piloted with a group of community college students at Wright State University with minor format and content changes made to improve flow and presentation. The authors utilized a web-based survey administrative technique to save on survey implementation costs (such as return postage). Selected participants were invited to participate through a written letter that included a web-based link for survey completion.

The guiding research questions include:

- What are the current retention trends of working young adults particularly in rural areas of NW Ohio?
- How do young adults feel about their home community?
- How do parents, peers, economic factors, impact decisions of remaining in NW Ohio?

3. Results

All respondents were between the age range of 25 and 34 years. This same age range was chosen because it is used in the census, and is representative to young adults earlier in their career or in their first job out of college. The percentage of adults in each age was fairly evenly distributed from 6.7 to 12.6 percent of the respondents which was not significant to any results. There were greater variations among the responses by county of residence rather than age (Table 1). Auglaize County, which has the largest population of the surveyed group, attracted one of the smallest numbers of respondents. Paulding, the smallest county population among those in the survey, attracted about the same number of responses as Auglaize County. The two counties with the highest number of respondents were also home counties to the educators.

Table 1: County of Residence

Population (ages 24-35) (Ohio Dev. Service Agency, 2010)	County of Residence	Number of Responders (N)	Valid %
6,150	Auglaize	31	9.1
3,603	Hardin	47	13.8
3,428	Henry	48	14.1
4,747	Mercer	55	16.1
2,459	Paulding	33	9.7
4,200	Putnam	59	17.3
3,675	Van Wert	29	8.5
4,332	Williams	39	11.4
32,594	Total (N = 342) =	341*	99.7

* One respondent did not complete this question.

3.1 Gender of Respondents

Respondents in this survey were more likely to be female (about 60% female compared to 40% male). This is not surprising as current research suggests women respond to web based and paper surveys at higher rates than do men (Underwood et al., 2000).

3.2 Self and Family Raised in Northwest Ohio

A large majority of the respondents, along with their parents, were identified as “stayers” (Carr and Kefalas, 2009) or those that grew up in Northwest Ohio and have roots in the area. In fact, nearly 90% of the respondent’s indicated they were raised in the area and have stayed as shown in table 2. Family was found to be a key indicator to whether the respondent wants to live and stay in Northwest Ohio.

Table 2: Respondent, Mother, or Father Raised and Stayed in Northwest Ohio?

	Respondent		Mother		Father	
	Number	Percent	Number	Percent	Number	Percent
Yes	297	88.4	251	74.9	270	80.6
No	39	11.6	84	25.1	65	19.4
Subtotal	336*	100.0	335**	100.0	335**	100.0

* Six did not answer this question; ** Seven did not answer this question

3.3 Marital Status

Slightly more than 70 percent of the respondents were married and nearly a quarter have never been married. Surprisingly, approximately 4% indicated they were divorced. The average percentage of divorce in the surveyed area is 47% (Ohio Department of Health, Center for Public Health Statistics and Informatics, 2008). This could be a flaw in the survey since it asks questions about the respondent’s spouse. A survey that would use skip logic would have helped with

this factor.

3.4 Number of Children

Respondents were asked about the number of children under the age of 18 living with them in their home. One-third of the surveyed 25-34 year olds indicated they had no children and another 46% had one or two children. The remaining 21% had more than two children living with them. Since this is a younger population, we would not expect them to have large families before age 34.

3.5 Household Income

This group of respondents was on par with the rest of the country in earnings. While the average rural household income in the United States is \$50,221, the median earnings for the surveyed respondents were between \$50,000 and \$59,000.

3.6 Trends of Young Adults in Agricultural Areas of Northwestern Ohio

Among the most interesting points of this analysis include a very high percentage of respondents (88.4 percent) indicated they were raised in Northwest Ohio, and a large percentage of their parents were as well. According to a 2008 Pew Research Center report, 46 percent of rural Midwesterners have spent their entire life in one community. Perhaps unsurprisingly, respondents' spouses (if they had one) provided the greatest influence on the respondent's decision to remain in Northwest Ohio, followed by the respondents' parents. When asked who had the greatest influence over the decision to remain in the area, more than 60 percent of respondents reported that their spouse had a strong influence. Nearly 45 percent of respondents listed their parents as having a strong influence, and the number for in-laws dropped to about one-third. There was a strong relationship between parental influence in staying in the area and the presence of (grand) children. (Please note that nearly all of the missing variables in the "spouse" and "in-laws" columns were from people who are not married).

Table 3: Parental and Spousal Influence on Decision to Stay in Northwest Ohio

	Parents		Spouse		Grand Parents	
	Number	Percent	Number	Percent	Number	Percent
Strong	150	44.8	149	60.6	80	32.7
Moderate	105	31.3	51	20.8	76	31.0
Weak	80	23.9	46	18.6	89	36.3
Total	335*	100.0	246	100.0	245	100.0

* Seven respondents did not answer this question

Correlations were found between certain demographic factors and the way respondents perceive their community or area. In particular, education level, income level, whether the respondents (and his/her parents) were raised in the area and job satisfaction are positively correlated with all four "mini-indices" of community perceptions (Viable Activities, Economics, Education, and Community Quality of Life). The survey asked a series of questions about the respondent's perception of Northwest Ohio and/or the individual's community. Table 4 indicates how each of these aspects was rated using a Likert scale of 1 = Little or No Influence to 6 = Strong Influence.

Table 4: Rating Various Aspects of Living in Northwest Ohio

	Mean
Safe Place to Live	5.09
Good place to raise a family	4.94
Affordable cost of living	4.68
Quality schools	4.59
People share my beliefs and values	4.50
A good place to further my education	3.46
There is positive growth in the area	3.25
Enough recreational activities	3.23

Good income potential	2.95
Interesting and fun activities	2.92
Enough employment opportunities	2.88
Enough cultural activities	2.86

The variables receiving the highest ratings were safe place to live, and good place to raise a family, affordable cost of living. The variables receiving the lowest ratings were good income potential, enough employment opportunities, interesting and fun activities, and enough cultural activities. In fact, all of the variables related to employment and activities are in the bottom portion of the table. These variables were split into 4 separate indices in order to compare various aspects of “community satisfaction” with other survey questions, particularly the demographics. The indices are as follows:

3.6.1 Activities:

- Recreational activities
- Cultural activities
- Interesting and fun activities

3.6.2 Economics:

- Affordable place to live
- Positive growth
- Employment opportunities
- Income potential

3.6.3 Education:

- Quality schools
- Further my education

3.6.4 Community:

- Good place to raise a family
- Safe place to live
- People share my values and beliefs

In order to determine whether any of these factors significantly affected respondents’ outlook on the area, correlations were run of these four mini-indices against gender, education level, income level, whether the respondent and his/her parents were from Northwest Ohio, and other factors.

Table 5: Effect of various factors on respondents’ satisfaction with area characteristics

	Activities	Economics	Education	Community
Gender	NS	NS	NS	NS
Education level	NS	NS	NS	** .184
Income level	NS	** .189	NS	** .167
Marital status	NS	NS	NS	NS
Raised/parents raised in NW OH	NS	** .153	NS	** .124
Round-trip commute	NS	NS	NS	NS
Job satisfaction	** .238	** .264	** .193	** .250
High school GPA	NS	NS	NS	NS
Participation in high school activities	NS	NS	NS	NS
Participation in activities outside of high school	NS	NS	NS	NS
Participation in activities outside of high school, not job-related	NS	NS	NS	NS

**Correlation is significant at the 0.01 level (2-tiered)

It turns out there is no significant correlation at all for most of the factors tested. However, respondents with higher incomes and those with stronger Northwest Ohio roots, i.e., who were themselves raised in Northwest Ohio along with their parents (another index), were more likely to feel positively about Northwest Ohio's economic outlook and the community's strength. In addition, the higher the respondent's education, the more likely the respondent was to react positively regarding the community's strength/safety.

Respondents were given the opportunity to provide additional comments or elaborate on why family influence had impact. A trend occurring within the comments indicate that family and work are intertwined:

- "I work on my father's farm"
- "Now operating third generation family business."
- "I work with my parents."
- "My parents own and farm the land I work on."
- "(My spouse) has a good job and part of family business. If not, we would move."

Living in close proximity of family members and friends was also a common theme among the open ended questions:

- "My friends and family were a big part growing up"
- "They supported our decision to live anywhere, but we wanted to be close."
- "Most of my family has lived here; I love it here."
- "If my family was not located in NW Ohio, I do not think I would have chosen to live here."
- "Spouse would prefer to move outside of the area. However, both she and I work near this area as well as most of our family and friends reside in the area so for now we have chosen to stay."
- "My father-in-law is getting older, so moving away from him would be hard for my husband. But he would not keep us here if we wanted to go."

Others indicated different reasons for remaining in Northwest Ohio not directly connected with parental influence:

- "Born of us are raised here...guess I don't know any different."
- "I like the small community I live in. Did not want to move to a city."
- "Moved away for several years, but moved back because of job position, not because of family."
- "I'm only living with my parents here because I got laid off from my job in Philadelphia."
- "(My husband) has no desire to leave the area. He loves not having too many neighbors, the cost of living, and he likes living where he grew up. I can't wait to get to a real city, with real attractions again."

Respondents with children were even more likely to say that their parents are highly influential in their decision to stay in rural Northwest Ohio. Some respondents wrote:

- "Wanted to stay close to home while raising our kids."
- "I enjoyed my upbringing and wanted to provide my children with the same type of environment."
- "They don't pressure us into staying in the area...but, we want our children to know their grandparents."

4. Conclusions

Participants indicate that there is influence stemming from family to stay in the rural areas of Northwest Ohio. However, contradictory to this influence is also the pressure for its young adults to become educated beyond high-school and seek successful careers. There is a common assumption in this region that to become successful, mobilization gets you better opportunity. Therefore, it is no surprise that our young generations have perceptions that they need to leave their rural roots in pursuit of what they hope is something better.

The desires to stay local are often at conflict with the fear of being stagnated in the rural community. Generally, young adults indicate encouragement from their parents to remain in Northwest Ohio. Those students whose parents were originally from Northwest Ohio reported a higher level of interest in living in the area and indicated more positive evaluations of their home community. The families that are located here in Northwest Ohio tend to be deeply rooted with a strong desire reported by these young people to want to stay here if the employment opportunities are available for them. Community leaders and Extension Educators have opportunities to reframe what these rural areas offer our younger generations.

As a result of this Extension research, many area communities have begun rebranding initiatives to help youth develop their aspirations, and at the same time, highlight career opportunities within these rural communities to which these young workers can aspire. One example of this effort is the emergence of a program called "Hometown

Opportunity" which was developed to ensure that young skilled workers in the region are aware of the jobs and careers available to them. Local companies are in need of local talent, but all too often young workers do not realize the great opportunity right in their own backyard.

Northwest Ohio has a strong foundation of stable families, strong communities, quality schools, and a history as a great place to live and raise a family. However, population trends reveal some challenges regarding the inability of the area to retain youth. A number of recommendations should be considered to further position Northwest Ohio to retain the next generation of working young people. Central to the issue of retaining youth in Northwest Ohio is employment opportunity for the next generation and the preparation for this group to match the future job needs of the area. The researchers suggest an analysis of the advising and preparation of high school students as they make choices in their future educational and career goals. These youth need to be aware of what future employment opportunities might look like. Career exploration, mentoring, young professional speakers, etc. can strengthen the link between community employers and their potential workforce. Internships, job shadowing, tours, and other methods of showcasing a realistic view of local employment opportunities will enable youth to make an educated knowledgeable decision on career goals. Many of these things can be facilitated through Extension programs. To encourage talented youth to remain in Northwest Ohio, they have to be able to see viable professional career options from a realistic perspective.

The linkage with future working professionals should continue beyond the high school setting as youth pursue college training. Some organizations and communities have been successful building linkages with students in the form of internships, coops, and work study arrangements. As organizations consider their financial support of students traditionally given in the form of scholarship grants, they may want to consider formalizing the relationship in terms of a paid part-time or summer position, or asking for a return of investment with a certain amount of community service hours in the home community.

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The Translator - "The Servant of Two Masters": Reflections on the Act of Translation Based on First Hand Experience

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Abstract

Taking the reader to the author or the author to the reader? Serving the source language in all of its aspects or rather committing yourself to the deprovincialization of the native language? Being uncompromisingly loyal to the original or betraying a little for the sake of beauty in reading? Keeping to the ambition of perfect translation or subjecting yourself to a re-translation? These have always been and perhaps continue to be some of the dilemmas that have historically accompanied the translator of a written text, be it a literary, a philosophical or a poetic one. Perhaps the expression "the servant of two masters" attributed to the translator would undramatize the above described situation. The universally acknowledged equation "to understand means to translate" has never provided a final solution to the big enigma of the translation art, which is also the greatest aspiration of any professional in the field - the perfect text. Translation is one of the most intellectual theoretical and practical jobs which also entails a huge ethical problem. Different scholars in the field of linguistic philosophy have elaborated on the problems emerging in this process, which are of a psychological, anthropological, semiological and philosophical nature. This paper aims at providing some reflections on some of the above mentioned dilemmas, particularly on the anxious pursuit of "perfection" by the translator, which often results in damaging the final product, i.e. the translation. This paper will be based on authors like Ricoeur, Berman, Déjienne, Eco, etc., and the personal experience gained in the process of translating writers like Umberto Eco, Nicolò Machiavelli, Andrea Camilleri.

Keywords: translation, translatability/untranslatability, language systems, cultural diversity, perfectionism. .

Atributi "shërbëtori i dy zotnive" që e kemi huajtur nga titulli i nje komedie të famshme të Carlo Goldonit të shekullit të XVIII, sigurisht që vjen nën mveshjen metaforike për të karakterizuar figurën e përkthyesit universalisht. Do të doja të sqaroja që në krye të herës se kjo përshtatje ka gjetur vend me të drejtë edhe në literaturën botërore mbi aktin e përkthimit duke nisur nga filozofët Hans Christoph Askani e Schleiermacher e deri tek Paul Ricoeur (Ricoeur P., 2008) të cilët e kanë formuluar këtë paradoks në këtë mënyrë: të përkthesh, do të thotë t'u shërbesh dy zotërinjve, të huajit në gjuhën e tij dhe lexuesit në dëshirën e tij për t'u ndjerë komod me rikrijimin (pra përkthimin). Në këtë rast do të marrim në konsideratë kryesisht kontingjentin e përkthyesit të letërsisë artistike, ndonëse problemi mund të qëndrojë edhe për të gjitha llojet e tjera të përkthimit.

Në përgjithësi të përkthyerit është një nga instrumentet më të fuqishëm të përhapjes së dijes e të kulturës, Në planin gjuhësor është një nga mjetet e rritjes, të fuqizimit e të pasurimit të vetë gjuhës në të cilën përkthehet. Të përkthesh do të thotë "të kuptosh", andaj ajo ka lidhje të ngushta me refleksionin mbi natyrën e ligjëritit e të komunikimit, siç e dëshmon edhe debati i zhvilluar në mendimin lingvistik bashkëkohor, me qasjen hermeneutike, me shkollën logjiko-matematike, me atë filozofike të mirfilltë. Ky debat daton me një fazë vendimtare të historisë së filozofisë së ligjëritit, pra me atë midis Iluminizimit dhe Romantizimit me linjat e kërkimit të përruara nga Leibnitz, Leopardi e Humboldt. Ekuacioni universalisht i njohur "të kuptosh do të thotë të përkthesh", nuk e ka zgjidhur asnjëherë përfundimisht enigmën e madhe të aktit të përkthimit, e cila përkton edhe me aspiratën më të madhe të secilit profesionist të kësaj fushe: tekstin perfekt.

Nga këtu lindin një seri seri pyetjesh:

- sa mundësi ka që përkthyesi të përmbushë dëshirat e të dy zotnive (duke i mbetur metaforës)?
- Ta çojë lexuesin tek autori, apo autorin tek lexuesi?
- T'i shërbejë më shumë gjuhës së nisjes, e huaj në çdo pikëpamje, apo t'i kushtohet me devotshmëri çprovincializimit të gjuhës amtare?
- T'i rrijë besnik pa kompromis origjinalit apo të "tradhëtojë" sadopak për hir të bukurisë së leximit?
- Të mbajë ambicien e përkthimit perfekt, apo t'i nënshtrohet një ri-përkthimi?

Këto kanë qenë e ndoshta akoma edhe sot mbesin dilemat që shoqërojnë historikisht përkthyesin e një teksti të

shkruar, çfarëdoqoftë ai, letrar, filozofik, poetik. Për ta zh dramaturgjia këtë situatë, ndoshta vlen edhe shprehja që i atribuohet përkthyesit: "shërbëtori i dy zotnive".

Cilët janë ato çelësa që mund të hapin dyert e një përkthimi që prek kufijtë e tekstit gati perfekt? Dhe, a ekziston vërtetë teksti perfekt?

Duke marrë për të mirëqenë që karakteristikat bazë të një përkthyesi janë të mirënjohura si, *kompetencat gjuhësore* në të dyja gjuhët në atë të nisjes por edhe në atë të mbërritjes, *djjet* e tij në fushat kryesore të kulturologjisë, aftësitë *hermeneutike*, *talentin* e lindur të nuhatjes psikologjike të autorit që përkthehet, nuk mund të lemë pa përmendur një tjetër karakteristikë absolutisht vendimtare: *ndjeshmëritë psikike dhe artistike* të vetë përkthyesit. Tek kjo e fundit nuk hyjnë as teknikat, as strategjitë e kësaj mjeshtrie të vjetër sa vetë bota, por as teoritë e panumërta të përpunuara ndër shekuj në këtë fushë. Bota subjektive e përkthyesit, kompleksi i gjerë i emocioneve, i reagimeve të veçanta që e shoqërojnë "betejën" trup më trup me ligjërimin e tjetrit (autorit që përkthehet), raporti ndijimor e gati instiktiv me këtë të fundit, bëjnë të mundur që figura e përkthyesit, si person empirik, të dalë nga hija në të cilën e kushtëzoi roli i tij por duke hequr dorë nga protagonizmi. *Ndjeshmëria artistike* e përkthyesit është aftësia për ta ndjerë gjuhën në të gjitha potencialitetet e saj shprehëse dhe emotive; aftësia për të kapur frymën e periudhës, konsistencën e paimagjinueshme të një metafore apo të një fraze, aftësia për të individualizuar edhe ato momente në të cilët ligjërimi "politikisht korrekt" duhet lënë mënjanë për të përshkuar rrugë të pashkelura ndonjëherë më parë. Kur themi "ndjeshmëria artistike" e përkthyesit, nuk mund të themi se është baraz me "aftësi artistike". Kjo e fundit i përket shkrimtarit, përballë të cilit përkthyesi duhet të jetë shumë modest e i përunjur. E megjithatë as kjo nuk mjafton. Përunjësia e mbajtur në limitet e duhura, të ndihmon ta zbrërthesh autorin që po përkthehet, në të gjitha ujdhësat e tij psiko-emocionale pa hyrë në këtë lojë me një qëndrim të prekonfeksionar. Ky i fundit, si në rastin e mbivlerësimit, ashtu edhe në atë të nënvlefësimit personal të përkthyesit ndaj autorit apo veprës, do të dëmtonte në mënyrë të pariparueshme produktin përfundimtar. Andaj ky proces, i cili ngjan për sytë e atyre që nuk merren me këtë aktivitet, si një mekanicitet i reduktur leksikor e sintaktor, është mbi të gjitha një proces i pastër e i qashtë cerebral. Të përkthyerit është një nga punët më intelektuale teorike e praktike, por edhe një problem i madh etik. Studiues të ndryshëm të filozofisë së gjuhës kanë ngritur rregullisht problemet që dalin gjatë këtij procesi, probleme të natyrës psikologjike, antropologjike, semiologjike, filozofike. "Ngandonjëherë përkthen jo vetëm për t'ia bërë të disponueshme një përvojë të tjerëve (...), por edhe për të shprehur një kërkesë vetjake, intime e cila mund të pasurojë e ta bëjë më stimulues të gjithë procesin" (Duranti R., 2001). Përkthyesi letrar është pra një vrojtues i privilegjuar i cili vjen dhe piqet përgjatë një "aventurë vetmitare". Për sado të konsoliduara të jenë aftësitë e tij të përfuara nga teoria akademike në këtë fushë, duhet pranuar se ritmet dhe metodat mbajnë më së shumti vullën e "dyqani" të tij artizanale.

Pyetjes nëse ekziston teksti perfekt drejt të cilit synon çdo përkthyes, do t'i përgjigjeshim me një "jo" të thatë. Nuk është pesimizëm ky i yni, por vetëm një përfundim i nxjerrë sa nga debatet e zhvilluara nga korifejtë e mendimit teorik e filozofik në këtë fushë, aq edhe nga përvojat personale të përkthimit letrar. Në aktin e punës së përkthimit ndeshemi me dy pole; nga njëra anë kemi shenjtërimin e gjuhës amtare, ndërsa nga ana tjetër ndjeshmërinë identitare të saj. Përkthyesi ka ngurrimin e provokuar nga imperativi i "tekstit perfekt", suxhestionimin nga emri i autorit (sidomos në rastet e autorëve të shquar), sfidën e dilemës së përgjithshme midis besnikërisë e përshtatjes, zgjedhjen e stilit më të përshtatshëm e cila mund të përkojë në rastet më të mira me atë të autorit që po përkthehet, ruajtjen nga oshilacionet dhe daljet nga ky stil, pastërtinë e gjuhës së mbërritjes etj. Ricoeur thotë se "në një përkthim të mirë, dy tekstet – ai i nisjes dhe ai i mbërritjes, duhet të maten me një të tretë, inekzistent". Në fakt i gjithë problemi qëndron të thuash të njëjtën gjë ose të pretendosh të thuash të njëjtën gjë (Eco U., 2003). Përkthyesi letrar duhet të zotërojë gati në mënyrë të ngjashme të njëjtat kompetenca të shkrimtarit me të cilin përballet, me të vetmin dallim që fatkeqësisht luan krejtësisht në disfavorin e tij, që kompetencat duhet t'u përkasin të paktën dy realiteteve historiko-kulturore të konsideruara në integritetin e tyre epistemik.

Nga përvojat personale në përkthimin e disa autorëve të spikatur të kulturës italiane në shqip, si Nicolò Macchiavelli, Francesco Guicciardini, Alberto Moravia, Umberto Eco, Andrea Camilleri etj, do të donim të ndaleshim tek njëri prej tyre. Në rastin e parë kemi përkthimin e një drame të titulluar "*Le ultime lune*" shkruar nga Furio Bordon, një autor bashkëkohor. Vepra u vu në skenë për herë të parë në Itali në 1995 nga aktori i famshëm Marcello Mastroianni. Suksesi ishte i plotë. Vepra u përkthye të paktën në 20 gjuhë të botës. Ndër to edhe në shqip me destinacionin për t'u vënë në skenën shqiptare. Drama vë në qendër një profesor në pension i cili ndodhet në prag të zgjedhjes së detyruar nga i biri që të futet në azil. E ndërtuar mbi monologje shumë të ngarkuar nga pikëpamja emocionale ku gjithcka luhet me elegancë, por që të trondit me refleksionet e një njeriu të moshuar mbi jetën, vdekjen, dashurinë, nostalgjinë, harresën, shpërfilljen. Duhet mbajtur parasysh se cilido tekst dramatik konceptohet nga autori për t'u aktruar, recituar dhe jo për t'u lexuar privatisht. Ajo që karakterizon ligjërimin e dramës është natyrisht një ligjërim letrar, por i një letërsie krejtësisht specifike në të cilën të gjitha *fjalët*, edhe ato krejt *përshkruese*, apo ato që në dukje janë *tregimtare*, apo edhe ato *lirike*, duhet të thuhet e të vihen në praktikë në "tani" të skenës. Kësaj, ato marrin një peshë shumë të fortë semantike dhe

pragmatike ku faqja e shkruar, përkthyesit nuk është se i shëmbëllen si e tillë, por i "shfaqet" si e tillë. Vështirësia e parë dhe mjaft e fortë qëndronte për mua tek përkthimi i titullit. Zakonisht, fjala "luna" në italisht është *singularia tantum*, (në shqip: hëna), por mund të marrë edhe shumësin metaforik "hënat". Ndërsa për shqipen kjo tingëllonte krejtësisht e papranueshme. Përpos këtij fakti, edhe nëse do të pranoja kompromisin e shumësit metaforik, në togfjalëshin "hënat e fundit", keqkuptimi do të ishte gati i garantuar. Në këtë dilemë, zgjidhjen e gjeta vetëm pas një udhëtimi të ndërmarrë enkas deri në Itali ku u takova personalisht me autorin e veprës i cili pasi dëgjoi argumentimin nga ana ime, më sugjeroi dy rrugë: ose të lija titullin në italisht, ose ta përshtasja me "*Planeti i kohëve moderne*". Ndonëse semantikisht ky i dyti e jepte idenë mjaft mirë të përmbajtjes së dramës, nga pikëpamja stilistikore dhe artistike, tingëllonte krejtësisht e metaltë, pa asnjë ngjyrim. Përzgjedhja e fjalës është gjithmonë e një rëndësie parësore, unike, por në mënyrë të veçantë tek titulli i cili ose të fton, ose të largon. Në rastin e përkthimit të një drame të destinuar për t'u vënë në skenë, nuk bëhet fjalë të përkthesh vetëm gjuhën, frazat, fjalët, por edhe funksionalitetin e tyre pragmatik, energjinë e tyre shprehëse, deklamative, ritmin e sintaksën e tyre të cilat u binden gjithmonë situatave skenike, shkëmbimeve midis personazheve dhe përkthimit e këtyre fjalëve në xheste, lëvizje, shprehje, mimika. Gjithashtu, duhet thënë se përkthimi i teksteve dramatike-skenike ka nevojë të ndiqet edhe nga një punë endolinguistike. Përkthimi endolinguistik është kompetencë e filologjisë, e historisë së gjuhës dhe e stilistikës meqenëse merret me interpretimin e shenjave linguistike tekstuale përmes shenjave të tjera të së njëjtës gjuhë. Përpos këtyre shenjave, shtohen edhe shenjat letrare të epokës në të cilën shkruhet apo flitet, të cilat mund të çojnë në pikën e vlerësimit të nuancave të shenjave tekstuale. Gjithashtu, teksti dramatik-skenik presupozon edhe njohjen shumë të mirë të kontekstit antropologjik të vendit në të cilin vihet në skenë. Drama në vetë natyrën e saj është *pluridiskursive*, përpos se *plurilinguistike* për arsye të përdorimit të gjuhëve speciale, si *slang* apo variantet dialektore, apo për futjen e togfjalëshave apo frazave në gjuhë të tjera të huaja. Atëherë detyra e përkthyesit është që të mos i *homologojë* personazhet në planin sintaksor, sepse është pikërisht mbi këtë plan që shpalosen aftësitë e tyre taktike gramatikore, retorike e stilistikore, presupozimet ideologjike dhe qëndrimet interaktive që i dallojnë në funksionet e tyre dramatike. Në këtë kuadër, është jetike që përkthyesi të jetë edhe destinatar i veprës dramatike, edhe lexuesi teksta e dekodifikon sërishmi në një gjuhë të re, por është e detyrueshme që ai të mos sillët si "lexues" gjatë procesit të shtrirjes së tekstit të përkthyer. Një ekzagjerim i këtij pozicioni nga ana e përkthyesit, do të sillte "tretjen, hollimin" e intensitetit të tekstit origjinal duke i marrë energjinë këtij të fundit, ndërkohë që i duhet t'i rikthejë me të njëjtin ngjyrim kompleksitetin e origjinalit. Duke e përmbledhur, mund të themi se në rastin e përkthimit të tekstit dramatik enfaza më e madhe përmbledhet mbi energjinë e dramës e cila çlirohet nga të gjitha aktet e saja linguistike, do me thënë nga ndërveprimet e batutave dhe nga emocionet e ngjarjeve që zhvillohen nga këto batuta. Pra:

- Energji e *hapësirës teatrale*;
- Energji e *kohës teatrale*, pra e së "tashmes" që është e pranishme nga fillimi deri në fund dhe ku çdo element gjuhësor vjen dhe "ritualizohet";
- Energji e *trupit të aktorit* i cili sendërtohet nga fjala e veshur me konotacionet që e afrojnë me publikun;
- Energjia e *invencionit* letrar, stilistik, tematik e cila mban të lidhura të gjitha fjetet e veprimet të cilat do ta bëjnë të paharrueshme jo vetëm në skenën e teatrit për të cilën është destinuar nga autori, por duke i besuar dramës edhe kënaqësinë e leximit.

Paradoksi i tekstit dramatik qëndron në faktin se ai nuk është asnjëherë krejt i "plotësuar", përveçse në sjelljen në skenë që aktivizon kodet teatrale, por që gjithsesi nuk mund të jetë kurrë baraz me kompleksitetin e tekstit, gjë që bën këtë të fundit edhe më të rëndësishëm se çdo ngjarje spektakli. Kësisoj, përkthimi dhe përkthyesi "përkthehen" në dy agjentë të jashtëzakonshëm të rivalizimit të kulturave të të gjitha kohërave meqenëse përkthimi është një akt krijimi që ka të drejtën e tij të shenjtë e të përligjur që të ekzistojë me dinjitetin që i përket përbri arteve të tjera. Por, jo gjithmonë kjo përkon me realitetin e gjërave. Përkthyesi në shumicën e rasteve ndodhet në "ishullin e tij" të izoluar, por që për nga ekzaltimi që merr nga operati i tij, mund të krahasohet vetëm me atë të krijimit të vërtetë artistik. Një mrekulli e saktësisë, edhe pse nuk ngjan e tillë. Andaj, duke përfrazuar një shprehje të Steiner mbi natyrën e përkthimit, do të përdornim osimorin: përkthimi është një art i saktë. Si matematika, si letërsia.

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The Function and Importance of Discourse Markers in Political Discourse

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Abstract

Discourse markers are generally defined as linguistic expressions of different lengths, which carry pragmatic and propositional meanings. They are used to combine clauses or to relate sentences and paragraphs to each other. They appear in both written and spoken language to facilitate the discourse, and to indicate a speaker's attitude to what he is saying. As linguistic items, discourse markers have important functions in discourses of various styles and registers. Through any political text, discourse markers play an important role as a cohesive device in conveying the intended message. As a tool, language is used to achieve political aims and discourse markers are a vivid part of this tool to indicate the speaker's attitude towards the audience. Taking into consideration this fact, this paper aims at identifying and analyzing the functions and the importance of discourse markers through political discourses in Albania.

Keywords: discourse markers, political discourse, pragmatics, textual, interpersonal.

1. Introduction

Language and politics are closely related to each other because the doing of politics is constituted in language. Politicians make use of language since it is considered as a resource, which is drawn up on to achieve socio-political goals. Political activity does not exist without the use of without the use of language and the doing of politics is constituted in language (Chilton & Schäffner, 2002, pp. 2-3). The relationship between language and politics stems from the fact that language can be thought of as a resource, which is drawn up on to achieve socio-political goals. Van Dijk (1997, p. 12) observes that each speech delivered by a politician is a realization of his intention and has its own function. As a result, for politicians, language is a very important tool used to achieve something.

The aim of this paper is to analyze different Albanian political speeches according to the viewpoint of discourse markers, as a crucial element of discourse analysis and pragmatics. Firstly, there will be given several definitions of different linguists about discourse markers as well as the role they play in discourse analysis. Secondly, they will be analyzed within the context of Albanian political discourse by following Hyland and Tse's (Metadiscourse in academic writing: A reappraisal., 2004) classification of discourse markers into: textual and interpersonal ones. Finally, it will be concluded with the functions and role that discourse markers play in the practical cases of political discourses in Albania under analysis.

2. Political Discourse Analysis

Discourse analysis may be broadly speaking, defined as the study of language viewed communicatively and/or of communication viewed linguistically. Any more detailed spelling out of such a definition typically involves reference to concepts of language in use, language above or beyond the sentence, language as meaning in interaction, and language in situational and cultural context. (Schiffrin, Approaches to discourse., 1994, pp. 20-39) (Cameron, 2001, pp. 10-13)

Discourse analysis not merely as a "method", like content analysis, but as a new (also theoretical) cross-discipline in its own right, a discipline in which also political science is involved. So, what exactly is "political discourse"? Indeed, the vast bulk of studies of political discourse are about the text and talk of professional politicians or political institutions, such as presidents and prime ministers and other members of government, parliament or political parties, both at the local, national and international levels. Politicians in this sense are the group of people who are being paid for their (political) activities, and who are being elected or appointed (or self-designated) as the central players in the polity. Despite this fact, politicians are not the only participants in the domain of politics. From the interactional point of view of discourse analysis, there should also be included the various recipients in political communicative events, such as the public, the people, citizens, the 'masses', and other groups or categories. That is, once politics and its discourses are located in the public sphere, many more participants in political communication appear on the stage (Verba, 1993, pp. 460-461).

The opinion of Chruszczewski (2002, pp. 70-76) is that by directing presidents speeches (texts) into the desired direction, the texts can quite often manipulate a large number of recipients. According to Chruszczewski language used in speeches is undoubtedly expected by the audience and that professional politicians select specific phrases in order to persuade and influence receivers.

3. Definitions and Hayland and Tse`s Classification of Discourse Markers

Traditionally, some of the words or phrases that were considered discourse markers were treated as "fillers" or "expletives": words or phrases that had no function at all. Now they are assigned functions in different levels of analysis: topic changes, reformulations, discourse planning, stressing, hedging, or back channeling. Those functions can be classified into three broad groups: (a) relationships among (parts of) utterances; (b) relationships between the speaker and the message, and (c) relationships between speaker and hearer (Swan, 2005, p. xviii).

According to Lynn and Zic (Lynn & Moder, 2004, p. 117), in linguistics, a discourse marker is a word or phrase that is relatively syntax-independent and does not change the meaning of the sentence, and has a somewhat empty meaning, while, Swan (2005, p. 13) defines a discourse marker as "a word or expression, which shows the connection between what is being said and the wider context." To him, it is something that first, connects a sentence to what comes before or after and second, indicates a speaker's attitude to what he is saying. Thus, discourse markers can be defined as linguistic expressions of varying length, which carry pragmatic meaning and can facilitate the discourse.

Hyland and Tse (2004, pp. 156-177) mention that discourse marker categories are intrinsically and ultimately interpersonal, and one of their main aims is to persuade the reader. They classify discourse markers into the functional headings of interpersonal and textual markers. Textual discourse markers refer to the organization of discourse. They also fulfill a persuasive function and attain a persuasive effect, while the interpersonal reflects the writer's stance towards both the content of the text and the potential reader.

Hyland and Tse (2004) sub classify textual discourse markers into seven categories which are:

1. Logical markers: are markers which express semantic and structural relationships between discourse stretches, and help readers interpret pragmatic connections, which are:
 - A. Additive (and, furthermore etc.). The marker "and" has both cohesive and structural roles; structural because they link two (or more) syntactic units such as clauses, phrases or verbs, and cohesive because the interpretation of the whole conjunctive utterance depends on the combination of both conjuncts. Also, "and" can precede support units of talk (explanation, evidence and clarification to previous units). It can also have a pragmatic effect in the sense that it indicates a speaker's continuation. (Schiffrin, Discourse Markers, 1987, p. 150).
*Such reform, due to its importance and impact, demands minimally a political consensus **and** as a optimal a constitutional consensus and a public involution.* (Rama, kryeministria.al, 2014)
 - B. Adversative (but, however, while, yet, though etc.)
However, you should bear in mind this is a new era; this is the era of the Renaissance of State Police.
(Rama, Deep reform in education system, 2014)
 - C. Conclusive relationships (finally, in sum etc.) present in the text.
Concluding, I am hoping that the opposition is going to think about this process once again (Rama, Orientimi ynë, interesi publik dhe jo politika e përbaltjes, 2014)
 - D. Causatives (so, because, as a result). According to Schiffrin (1987:330), "because" is used by the speaker to indicate a relation of 'cause and result'.
*This is why I did not mention our Business Climate reform in the above list of structural reforms, **because** it deserves special mention.* (Rama, EBRD, Rama: Government, partner to all who do business in Albania, 2014)
 - E. Sequencers: are markers which indicate particular positions in a series and serve to guide the reader in the presentation of different arguments in a particular order (in the first place, secondly).
Second, it is of great importance for the concept of the Rule of Law, that means the functioning of the Rule of Law and of the regarding institutions. (Nishani, 2012)
 - F. Reminders: are markers that refer back to previous sections in the text in order to retake an argument, amplify it or summaries some of the previous argumentation. (as...said).
*Because **as I said**, in Albania we have many "EU certified" laws prepared with a lot of assistance.* (Rama, Acting and Enacting for Next Generation Europe, 2013)
 - G. Topicalisers: are markers that explicitly indicate some type of topic shift to the reader so that the

argumentation can be easily followed such as: (now). Schiffrin (1987:241) claims that "now" is used to indicate the upcoming shift in talk, or when the speaker wants to negotiate the right to control what will happen next in talk.

Now, it is clear that at hearing so much swearing, so many curses, so much nonsense, all those who are part of that world, the world of crime, do not feel alone at all. (Rama, We restored confidence of citizens in police forces, 2014)

- H. Code glosses: are markers that explain, rephrase, expand or exemplify propositional content. Overall, they reflect the writer's expectations about the audience's knowledge or ability to follow the argument (that is, in other words, for instance).

This is why I did not mention our Business Climate reform in the above list of structural reforms, because it deserves special mention. (Rama, EBRD, Rama: Government, partner to all who do business in Albania, 2014)

- I. Illocutionary markers: are markers that explicitly name the act the writer performs through the text (I hope to persuade, I back up this idea)

I am hoping to persuade the opposition to join the reforming process. (Rama, Orientimi ynë, interesi publik dhe jo politika e përbaltjes, 2014)

- J. Announcements: are markers, which refer forward to future sections in the text in order to prepare the reader for prospective argumentation. (next, then)

Next, we must admit, it is of great importance for the concept of the Rule of Law. (Rama, Orientimi ynë, interesi publik dhe jo politika e përbaltjes)

Hyland and Tse (2004:156-177) sub classify interpersonal markers into five main categories which are:

1. Hedges: are markers, which refer to markers that withhold full commitment to the statements displayed in the text. From a linguistic point of view, epistemic verbs (may, might, would), probability adverbs (perhaps, maybe) and epistemic expressions (it is likely, it is probable) have been analyzed as hedges.

It would not have been better than this at least for school students. (Rama, Deep reform in education system, 2014)

2. Certainty markers: are markers that express full commitment to the statements presented by the writer (undoubtedly, of course, naturally, in fact, you know). (Schiffrin, Discourse Markers. , 1987, p. 268) maintains that "y'know" has two discourse functions: a marker of meta knowledge about what speakers and hearers share, and a marker of meta knowledge about what is generally known. It is also used to indicate a situation in which the speaker knows that the hearer shares some knowledge about a particular piece of information.

The fact is - and you know it very well - that today we are facing the consequences of such shortsighted politics. (Rama, Deep reform in education system, 2014)

3. Attributors: are markers that perform a double function in the text. They refer explicitly to the source of the information (as the Prime Minister indicated), or at the same time using these references of authoritative value with persuasive goals. (Schiffrin, Discourse Markers. , 1987, p. 268)

As the Prime Minister had claimed, new reforms had to be implemented. (Basha, Rilindja Demokratike, 2014)

4. Attitude markers: are markers which express the writer's affective values towards the reader and the content presented in the text. Linguistically, these markers can adopt the following form:

A. Denotic verbs: (must, have to ...) **Regarding the administrative reform, I have to repeat that such reform, due to its importance and impact.** (Basha, Rilindja Demokratike, 2014)

B. Attitudinal adverbs: (surprisingly, strangely...)

Surprisingly, after all the efforts to pass a consensual law on the Public Administration, Rama not only tried to disrupt the consensus, but is still not implementing the Constitutional Court verdict. (Bylykbashi, 2014)

C. Adjectival constructions: such as (it is difficult, impossible. ...) **It is clear that at hearing so much swearing, so many curses, so much nonsense, all those who are part of that world, the world of crime, do not feel alone at all.** (Rama, We restored confidence of citizens in police forces, 2014)

D. Cognitive verbs: such as (I think, I believe...) **I think it could not have been better than this at least for school students.** (Rama, Deep reform in education system, 2014)

5. Commentaries. These markers help to establish and maintain rapport with the audience by means of rhetorical questions (is this right attitude?), direct appeals (dear reader, you), personalization (I, we, me, my feelings). Personalizers, contribute to the development of a relationship with the reader. A relationship that, ultimately,

may convince or not but that is inherently persuasive (Schiffrin, *Discourse Markers*, 1987, p. 268).

We have, as you must have heard, rampant corruption, which drains a lot of energy and financial sources (Rama, *Acting and Enacting for Next Generation Europe*, 2013).

4. Functions of Discourse Markers

Discourse markers have two fundamental functions: the discursive function and the interpersonal function. First, "the textual or discursive function" refers to signal relations between prior, present and subsequent discourse, marking off one text unit from another or linking discourse units further apart (Aijmer, 1996, p. 210). The "interpersonal function" helps in expressing speaker or writer stance. For example, "Sentence openers" can paint a picture in the reader's mind and grab their attention by drawing them into the composition.

Apparently, pragmatic meaning is defined by Schiffrin (2006:315-338) especially in relation to discourse markers as the recurrent use of a certain marker to convey communicative meaning. She also adds that pragmatic meaning is dependent upon the relational functions that markers develop in the respective text or context of use. (Schiffrin, 1987, p. 326) describes the contribution of discourse to coherence as follows: "discourse markers provide contextual coordinates for utterances: they index an utterance to the local contexts in which utterances are produced and in which they are to be interpreted."

The general idea in Relevance Theory is that the linguistic form of a sentence or an utterance (i.e. propositional representations) potentially gives rise to a number of possible interpretations. Thus, the hearer's task then is to find the most relevant interpretation in the given context (Wilson & Sperber, 1986, p. 50) (Blakemore, 1992, p. 150) points out that "discourse markers guide the hearer in this task by constraining the number of possible interpretations." Therefore, they "encode instructions for processing propositional representations," which Blakemore also terms "encoding procedural meaning."

Blakemore (1988, pp. 183-195) defines discourse markers in terms of their function in establishing connectivity in discourse. Here, connectivity could be understood as either coherence or cohesion, which marks text connections at different levels. Moreover, she refers to coherence as a cognitive notion, which represents the hearer's integration of the received information into the larger representation of a text. This way, it implies the structural connection between different units of a text as well as between different texts.

5. Conclusions

There may be concluded that a political phenomenon becomes tangible and discussable only after it has been expressed in words. Taking into consideration the fact that politics evolves alongside the discourse in general, and the political discourse in particular, priority is given to language. Politicians make use of language since it is considered as a resource in accomplishing their main goals: persuading the audience and making them believe that their ideology, beliefs or propaganda is the best choice being offered. Discourse markers, due to their important role and functions analyzed throughout the paper, are considered as the most efficient way of awarding coherence to a text or speech. They also contribute in facilitating the discourse, making it more comprehensible and clearer for the audience.

According to their classification into: textual and interpersonal and their further sub classifications there can be agreed that all kinds of discourse markers contribute to the good managing of political discourses. Therefore, political leaders make use of discourse markers to convey their messages correctly, to influence the hearers emotionally and psychologically, and to modify their convictions and feelings.

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Scientific Writing Requirements in University Courses according to a Survey Carried out at “A. Xhuvani” University, Elbasan

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Abstract

Besides major scientific studies such as bachelor, master and PhD studies, short types of texts such as note-taking, protocols, summaries of basic information, essays and course papers, play an important role in the process of scientific writing. These are preparatory texts in the process of scientific writing, which are often forgotten or not treated when talking about scientific writing. The aim of this article is to point out the role played by these types of texts throughout university studies. Through the evaluation and interpretation of a survey results made at University of Elbasan, some scientific writing requirements are outlined and it is stressed the importance of developing a methodology concerning scientific writing as well.

Keyword: scientific study, records, protocols, course paper, methodology of writing.

1. Introduction

Recently, it has been made clearer with every passing day, that the acquired knowledge, abilities and skills related to scientific writing, are essential/substantial prerequisites for a successful study. The fact, that the majority of the students do not master sufficiently these abilities and skills, has already been proved by the reports gathered from teaching practice/school experience at universities, and from the many empirical studies in this field as well. This study has a different view. It does not scrutinize the difficulties of the students related to writing academic texts through student questionnaires in various disciplines, as done previously in some studies; this study does not see the problem through the eyes of the students but through the eyes of the university lecturers.

The present study/research – a teacher survey at “A. Xhuvani” University, Elbasan – is focused on different types of written scientific assignments that the students have to prepare within respective disciplines/courses and on the role that they play for students’ academic formation. The most important results of this survey will be presented in this study. They allow us to find the main issues of writing in various disciplines/courses and they give a modest contribution to the scientific formation of the students in-depth.

2. The survey

For the survey, a questionnaire was prepared, which focused on some practical types of scientific writings, which the students face with in most of their courses. Four types of texts were chosen; each of them belongs to a specific function in terms of knowledge acquisition and assimilation. Within relevant disciplines/courses they play special roles in scientific preparation. It is about note-taking, protocols, summaries and course papers. The lecturers were asked for the frequency of using these types of texts, and their functions in students’ studies as well. At the same time the lecturers were asked for the way they assessed and evaluated their students’ writing.

The prepared questionnaire was given to 120 lecturers of UE, out of which more than half (78 persons) replied to us. The assessment and evaluation was conducted in various courses/disciplines in four faculties. Fig. 1 gives a picture on these groups and their relevant replies. It was noticed that a great number of lecturers accepted the questionnaire. Their personal notes in the questionnaire highlight the importance given to scientific writing.

This research/study has great importance [...] (Methodology and Teaching Department)

I have been teaching ‘Scientific Writing’ for six years, and I have noticed that a lot of students have difficulties in linguistic/language way of expressing themselves, which shows that the students have little knowledge about the right form of scientific writings (English and German Languages Department)

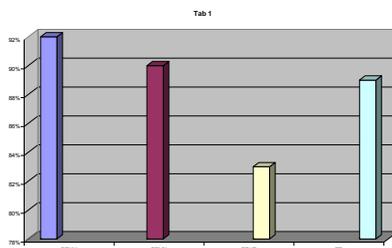
3. The Results of the Survey/ Survey Results

3.1 Note-taking

Concerning note-taking, the lecturers have been asked that how many times the students take down notes during their lectures and seminars, and if the students are given instructions how to take down notes.

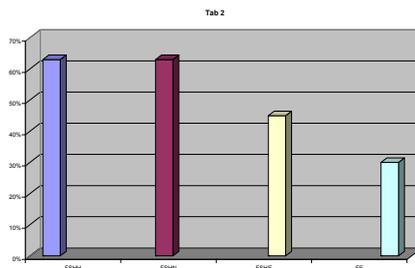
The survey results that most of the lecturers notice that their students take down notes regularly while lecturing. Differences among various disciplines are relatively small/minor. 92% of the students at the Human Sciences Faculty (FSHH), 90% of the students of Natural Sciences Faculty (FSHN), 89% of the students of Faculty of Economy (FE), reply 'regularly' (alongside 'rarely' and 'never'; and a little bit less the students of the Faculty of Education Sciences (FSHE) with 83%. (See fig. 1)

Fig.1: Note-taking during the lectures.



As to note-taking during the seminars, its function is less important. Evaluating all the replies, it results that the percentage for 'regularly' (50%) and 'rarely' (48%) are more or less the same; 2% of the students reply 'never'. Where as considering the replies according to disciplines/courses the percentages change, from 63% for 'regularly' in FSHH, FSHN, FE to 30% in FSHE (see table/fig. 2)

Fig. 2: Note-taking during seminars



From the responses in the questionnaire, it was noticed that the efforts made by the university lecturers to convey the most necessary skills to the students for note-taking, are limited. Only 2% of the lecturers report for such kind of programs. A very interesting fact is also the evaluation of the responses for the question about the connection existing between scripts given by the lecturers and students' notes. Nearly one third of all the lecturers (64%) use – 'always' or 'partly' – scripts designed by the lecturers themselves, which are given to the students.

3.2 Protocol

There was a question about 'protocols' in the questionnaire, how often the teachers use this type of text in university studies, and how much the students are able to design scientific protocols.

In university-wide view, it was noticed that protocols were never required during university studies, and there is not a single experience about this type of text.

3.3 Summarizing

There were some questions in the questionnaire for the text-type 'summarizing' (the key notes and main information). These questions had to do with the frequency of gathering information and the ability of the students to write this type of text. When lecturers were asked if the students use the technique of summarizing the main information, 24% of the lecturers asked, wrote that their students use this technique 'regularly', 59% wrote 'very rarely', and 17% wrote 'never'.

Regarding the quality of writing 11% of the lecturers consider students' summaries 'good', 63% 'sufficient' ('average'), and 26% consider them 'poor'.

Concerning the pre-preparation of the students for this type of text, the questionnaire shows that the summarizing technique and drawing the main information is rarely practiced during university studies. Only 11% of the lecturers give positive reply. This is more or less the same with the use of note-taking.

3.4 Course assignment/Course paper

Regarding the text 'course paper' the lecturers were asked if the students are required to write 'course papers' as a means of evaluation during their studies. They were asked 'how' and 'how much' the linguistic form influences in the assessment and evaluation of the course paper.

From the overall assessment and evaluation, it was noticed that the course paper type was not required in all disciplines/courses. Not taking into consideration the faculties, 62% of all the lecturers asked the students for submitting a coursepaper as an obligatory requirement for assessing and evaluating the students' performance in a certain subject/course.

The differences according to various disciplines/courses are of interest. The course papers in human and linguistic (philology) studies are very important and greatly used (93%), in education sciences (92%), and less in natural sciences (86%), in economy sciences (79%)

The linguistic form, generally, plays an important role in the assessment and evaluation of the written works. Among the linguistic factors, included in the questionnaire are: spelling, punctuation, general style and scientific style. In all the faculties/departments the four mentioned criteria are used more or less the same as far as frequency is concerned, and mostly in this combination: more frequently the scientific style (90%), less punctuation (66%), spelling and general style in the same frequency (80%). (Fig. 3)/(Table 3)

The quality of presenting through a scientific high level language, plays a crucial role, especially in natural sciences (100%), this style should be more important as compared to the general style of a certain written work. In human and philology sciences the right use of scientific language receives a high value (86%), but it remains behind the general linguistic style (91%). It gets the same great value in social sciences as well (90%).

Fig.3: Linguistic factors

	Spelling	Punctuation	General Style	Scientific Style
Faculties	80%	66%	80%	90%

4. Conclusions

The results of this survey may give a valuable contribution for the development of the methodology/didactics/instructions of writing at university level. The qualification and training of students in these types of writing is necessary.

The form of scientific writing/course papers is a very important issue treated in this article, as well. It is also necessary to mention that this study has not taken into consideration all types of university texts. Other types and the way of teaching and practicing them might be object of another study in this field.

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The Postmodern Female Autograph in American Literature: Black Female Autobiography in Between Literary Experimentation and Cultural Strangulation

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Abstract

Based on a qualitative analysis of the American literary canon of the 1980's, early 21st century. This paper aims to identify and highlight the position that women –of –color occupy in this canon, the status enjoyed by autobiography in such a society and the degree to which writing one's self for black female autobiographers meant revealing one's innermost subjectivity rather than living a lie to oneself and to others. Considering the female quest for a voice in the mainstream American literature autobiographical canon as a claiming for at least a niche of one's own, this paper correlates the peak periods of autobiographical productivity for women to the 1890 WWI era and the late 1960s and 1970s, as time frames characterized by an ever increasing participation of women in the public service. Delving deep into the differing texture of the male and the female discourse, the paper considers that while male writing held a privileged place in the canon, female writing held a marginalized devalued position in the outskirts of society. While, even after the postmodern decision that the author is dead, males feel free to express the truth in the corpus of their writing; women's autobiographies posit their Selves as a way of establishing their own Selves. Though the majority of critics still persist in either erasing the woman's story by relegating it to the margins of the critical discourse or uncritically conflating the dynamics of male and female selfhood, they agree that female autobiographies share the use of understatement and fragmentation, and tend to be more truthful while writing outside the guise of fiction. Viewing America just as a shattered mirror mistakenly reflecting the sense of oppression, discrimination and alienation that the blacks go through, this paper considers the need for handling black autobiographical texts by developing culturally specific ways. While the early black autobiographies were mainly conversion narratives focusing on the spiritual development and emancipation of the individual, the black autobiographies of the 1980s started to regard the genre as a site of formal revisionism and free play of signification, adopting a new agenda of exploring the genre and developing new ways of dealing with texts and traditions. While the slave narratives articulated the ideals of selfhood, and the emancipation autobiographies celebrated the personal triumphs, the post-WWII autobiographies assisted the task of full definition by adding denominators such as race, sexuality, class and religion. Revisiting the tenets of postmodernism for establishing a bond between the genre of autobiography and the postmodern condition the paper regards the postmodern autobiography as the one challenging the traditional concepts of a completeness of the Self and revolutionizing the narrative practice, by offering new patterns of meaning which reject completeness, linearity and order in the name of randomness and chance. By delving into some of the autobiographies of the time the paper reveals how feminist politics and postmodern aesthetics become inextricably linked, abandoning the presence of a single, reliable narrative voice in favor of the postmodern blurring of the boundaries between fact and fiction, history and myth

Keywords: postmodernism, female autobiography, female narrative voice, cultural experimentation

1. Introduction

In *A Room Of One's Own* (1929) Virginia Woolf speaks about women being reserved the right place in society. As far as the society is made to be shared by men and women, let women be assigned a room of their own without interfering in the so-called men's world. While Virginia Woolf, a white woman, claims for a room of her own, black women would by rule, be asking for at least a "niche" of their own, but female autobiography mirrors pretensions much more challenging than that.

The earliest first-person narratives were the accounts of travel and travail through which male Europeans mapped their encounters with the projections of new geographies, new peoples, new experiences and new identities. From the women's point of view, it was a time when marriage was considered an economic necessity and public anonymity, the mark of God-given identity. Autobiographical forms like that of the poetry of Anne Bradstreet (1630), the captivity narratives of Mary Rowlandson (1682), the diaries of Sarah Kemble Knight (1704), and the spiritual testimonies of Quakers like Elisabeth Ashbridge (1774), provide an intimate vehicle through which colonial women responded to the unsettling experiences and to the challenges to their sense of subjectivity.

By the late 18th- early 19th century, heterogeneous autobiographical forms circulated through the vast space of a

now New Republic. "The Cult of True Womanhood" emerged as the prevailing ideology affecting white bourgeois women and the narrative testify to the cultural pressures of such femininity. Autobiographical writings of the period include Lydia Sigourney's *Letters of Life* (1866), Jane Addams' *Twenty Years at Hull House* (1910), etc. The post-bellum narratives of Anna Julia Cooper and Elisabeth Keckley, on the other hand, shift the emphasis to the representation of women as independent Selves desirous of participating in the Franklirian myth.

By the early decades of the 20th century, large numbers of immigrants swelled the population of the urban centers leading to the flourishing of autobiographies like Mary Antin's *The Promised Land*(1915), and Lillian Wald's *The House on Henry Street*(1915) which negotiate the multicultural identity and the ethnic assignments. The involvement of women in public activism, the migration and immigration processes, and the emergence of the Unites States as a world power led to the development of the autobiographical form. Included here are writers like Emma Goldman—*Living- my Life* (1931), Ida B. Wells -*Crusade for Justice: The Autobiography of Ida B. Wells*(1932), and Gertrude Stein--*The Autobiography of Alice B. Toklas* (1937).

In the last half of the 20th century, the civil rights and feminist movements influenced contemporary autobiographical practice in developing multiple strands and helplessly getting involved in the discovery of a true Self. Contemporary autobiographical writers include Maxine Hong Kingston—*The Woman Warrior* (1977), Audre Lorde—*Zami* (1983), Gloria Anzaldua--*Borderlands /La Frontera* (1987), and Adrienne Rich--*Of Woman Born*(1976). Heading into the 21st century, America is still in turmoil and transition, a country in the making.

The peak periods of autobiographical productivity for women have been during the Progressive Era (1890 to WWI), an era of unprecedented public service by women, and during the late 1960s and 1970s. In her introduction to *The Private Self: Theory and Practice of Woman's autobiographical writings*(1988), Shari Benstock speaks of women situated in conflicting and constricting roles, women faced with the rigid distinctions between man' s world and women' s domain, and women seeking freedom from bourgeois definitions.

There is a growing body of critical material that argues that women have developed a separate tradition on the autobiographical genre, one in which selfhood comes out as a mediated entity influenced by the male discourse. In *A Poetics of Woman' s Autobiography* (1987), Sidonie Smith has explained "the autobiographical inscription as the result of the interaction of the women's marginality with the self-authorization that comes in writing their life stories. As a result, the genre, she argues, "is characterized by a 'double' voice."(qtd. in Culley, 1992:65). Women's unique perspective is a consciousness of alterity that enables them to recognize the importance of the Other in the creation of selfhood.

As Shari Benstock emphasizes in *The Private Self* (1988),"for white American women, the Self comes wrapped in gender, or rather gender constitutes the invisible, seamless wrapping of the Self."(Benstock, 1989:73). So, in order for a woman to be an "I" at all, she has to be a Self, to belong to a gender.

2. The Female Autograph: Differences between the Male and Female Discourse in Autobiographical Writings

Besides the differentiation between the black and the white texture of the autobiographical discourse, there are also the distinctions between the male and the female texture. The criticism revolving around the differences between the male and the female autobiographical discourse includes theorists who consider that the two are interchangeable, others who believe that the differences between the two outnumber the similarities, and some who agree on some points of contact. There are several critics that, while analyzing the male and the female discourse, become aware of the interchangeability of the two and, thus, become less attracted by the respective differences. As Mary Mason states in "The Other Voice: Autobiographies by Women Writers" which can be found in James Olney's *Autobiography: Essays Theoretical and Critical*(1978), women's autobiographies often involve the positing of the Other through which the female autobiographer establishes her own Self: "The tradition of autobiography and of autobiography criticism has been a masculine and andocentric one. It is a story of male selfhood rendered representative and representable." (Mason, 1980:146).

French theorists of writing and sexual difference-Luce Irigaray, Julia Kristeva, and Helene Cixous--interrogate the complacency with which Western discourse has described and valued sexual difference in male and female writing. Using the psychoanalytic theory as a basis for a deconstructionist reading of autobiography, Willis R. Buck, Jr., considers that the poetics of autobiography remains by and large an andocentric enterprise. Sidonie Smith, on the other hand, argues that until the twentieth century women could only represent themselves in scripts male discourse had constructed for them and female writing enjoyed a marginalized, devalued position. This is the reason that leads her to further claim: "Therefore, women's true autobiography has yet to be written, since women writers have, until recently, reinscribed male writing and thereby produced a text, which either obscures women or reproduces the classic representations of women." (Smith, 1987:18). Thus, women's Selves exist through merging with others rather than differentiating themselves from them.

A second stand is adopted by Smith and Miller while trying to highlight the differences between the two discourses without paying much attention to the points of contact. According to Smith, women are caught in a double subjectivity: "being at once protagonists and narrators of their own stories." (Smith, 1993:124). Considering the postmodern decision that the author is dead does not necessarily hold for women. Nancy Miller searches for the real truth of her life in the corpus of her writing rather than in her body: "the historical truth of a writer's life lies in the readers grasp of her intratext, the body of her writing and not the writing of her body, and this makes it essentially different from the man's autobiography." (Miller, 1994:69).

Nevertheless, critics and representatives of different schools of thought generally agree on the following: 1) women's self-image is projected by a variety of forms of understatement; 2) irregularity rather than orderliness informs the Self portraits by women, the narratives of their lives are often not chronological and progressive but disconnected, fragmentary, or organized into self-sustained units rather than connecting chapters; and 3) whereas the male protagonist is inclined to be passive, sensitive and shy, the female protagonist tends to be stalwart, spirited and fearless. Such tenets of female discourse make women sound more truthful when presenting their lives under the guise of fiction than when offering them up as unembellished truth.

2.1 *Shattered mirrors in the "Promised Land": Representation in the Black Autobiography*

The reason why I have entitled the heading in this way is because America was supposed to be the land promised by Moses, the land of freedom, equality and opportunity, the country in which the beacon of liberty, democracy and unyielding hope would be burning brightly, but it turned into a shattered mirror for the African Americans who could see there just a distorted image of themselves: oppressed, alienated, discriminated and endlessly fighting for their rights.

As William Andrews states in his introduction to *20th Century Autobiography* (1990), autobiography holds a position of priority among the narrative traditions of black America. African American autobiography has witnessed the attempts of people of color to actualize the promise of their American birthright, while articulating their achievements as individuals and as persons of African descent. Moreover, it has provided a "forum for addressing the socio-political and cultural obstacles to the black integration." (Spengemann, 1982:508). Debates have been rising concerning the appropriateness of evaluating black American autobiographies according to the standard frameworks of western autobiography. If, in the western discourse, the dominant myth is that of the individual forging a career, reputation, a business or a family out of the raw communal material; in black autobiography, the unity of the personal and the collective voice remains a dominant tradition.

The most influential African American autobiographies were the slave narratives, the secular autobiographies and the spiritual autobiographies. As personal accounts the slave narratives flourished from 1760 to 1865, focusing as much on the individuality of the slave as on the institution of slavery. At the time it was thought that the best way for the slave narrator "to cover his flank while firing his guns." (Andrews ed., 1997:368), was to write those accounts in a simple, direct style and a calm, controlled voice. This would lead to little sense of the narrator's individuality coming through the 19th century slave narratives. Classics of the slave narrative genre were in particular: *The Narrative of the Life of Frederick Douglass, an American Slave* (1845) and Harriet Jacobs' *Incidents in the Life of a Slave Girl* (1861). Female slave narratives revised the one-dimensional perceptions that black men held of them and reflected basic hints about the position they held in society. The woman's slave narratives appeared either as amanuensis^{xvi} or as fictionalized accounts.

The Africans who were brought to the Americas in slave ships viewed man, nature and God as distinct but inseparable aspects of a sacred whole. Thus, although the first African American autobiography "A *Narrative of the Uncommon Sufferings and Surprising Deliverance of Briton Hammon, a Negro Man* (1760), basically describes the physical perils of Briton Harmon's thirteen year sojourn at sea, the narrative concludes on a distinctly religious note. The same also happens in *The Narrative of the life of Olaudah Equiano, or Gustavus Vassa, the African* (1789) where the author adopts religious posture and the moral language of a biblical prophet while analyzing chattel slavery as one of the basic problems of Western society.

The spiritual autobiography developed mainly in the 19th century. Its most classic form emerges in the work of George White as he chronicles his journey through the institution of the Methodist Church of the time. Nancy Prince's *Narrative of the Life and Travels of Mrs. Nancy Prince* (1799), and Sojourner Truth's *Narrative of Sojourner Truth* (1850) chronicle an American life of activism and spiritualism. The decline of the spiritual autobiography in the half century after the Reconstruction, the end of the Civil War and the beginning of the Depression Era emphasized the development of the slave narrative in the form of the post-bellum narrative.

Since World War II, autobiography in the hands of persons as different as Malcolm X, Audre Lorde and Itabari Njeri has turned to exploring such dimensions as sexuality, religion, class and family in view of full self-assertion. Mary

Burgher's "Images of Self and Race in the Autobiographies of Black Women"(1979) and Regina Blackburn's "In Search of the Black Female Self- African American Women's Autobiographies and Ethnicity"(1980) outlined for the first time the thematic range of black women's autobiography while they paved the way to the development of the idea of "black autobiography as a site of formal revisionism and the free play of signification."(Eakin, 1992:82), thereby leading to a fresh examination of texts and traditions. The reconsideration of the African American texts through the lenses of language, history and culture lead to the coining of the term *autho-ethnography* by Lionnet.

The contemporary black autobiography theory is voiced by hooks who overscores the importance of postmodernism to the shaping of the African American Self. In "Postmodern Blackness"(1990) hooks claims that, not only is postmodern theory relevant to African American experiences and culture, but "the overall impact of postmodernism is that many other groups now share with black folks a sense of deep alienation, despair, uncertainty, loss of a sense of grounding even if it is not informed by shared circumstance."(hooks, 1990:27). Her proposed alternative is that of incorporating the voices of the displaced, marginalized and oppressed in view of having a wider image of society.

2.2 *White and Black Female Autobiography Compared.*

Black women who write autobiography show their determination to take control of their lives without submitting either to the racism of the whites or to the sexism of the black and white men taken together. While the writings of the black autobiographers in general are renowned for their impersonal traits, the female black narratives take into consideration extra-textual conditions and inscribe their ideas into the culture. Their autobiographies constitute a running commentary on the collective experience of black women in the United States. Yet in the framework of what Sidonie Smith holds: "much of the autobiographical writing of black women eschews the confessional mode--the examinations of the personal motives, the searchings of the soul-- that white women autobiographers so frequently adopt." (Smith, 1993:63).

Thus, women seem torn between exhibitionism and secrecy, self-display and self-concealment. Domna Stanton in turn seems to surrender in this war of discourses and coins the term autogynography to refer to the black female autobiographical writings reflecting gender constrictions. In her "In Search of the Black Female Self (1980), Regina Blackburn argues that "black women autobiographers use the genre to redefine the black female Self in black terms from a black perspective."(Blackburn, 1980:147). Even Bernice Johnson Reagan focuses on the construction of the black female Self while identifying black women's autobiographical writing as cultural autobiography, and regarding selfhood as inseparable from her sense of community.

No matter the fact that women, black or white be they, are motivated into surging for their own rights and against roughly the same forms of repression and discrimination, there are several differences to be outlined between the black and the white female autobiography. Firstly, the consideration of black women's autobiography forces careful treatment of extra textual conditions. Secondly, while all autobiographers confront the problem of readers, black female autobiographers confront the problem in an especially acute form. Thirdly, as Sidonie Smith suggested, while for white American women the Self comes wrapped in gender; for the Afro-American women, differentiation between Self and Other is almost impossible. Fourthly and lastly, to write the account of one's Self is to inscribe it in a culture and to stick to impersonation. This is also asserted by William Andrews in his *African American Autobiography: A Collection of Critical Essays* (1993) where he states that: the "Afro American autobiographical statement is bereft of excessive subjectivism and mindless egotism and presents the Afro American as reflecting a much more impersonal condition."(Andrews, 1993:25).

3. **Literary Experimentation and Cultural Strangulation: Autobiography as a Collage of Postmodern Life**

3.1 *Postmodernism and the Status of Autobiography*

The origin of the term postmodernism remains uncertain, though we know that Frederico de Onis used the word "postmodernism" in his *Antología de la Poesía Española Hispano-Americana*, published in Madrid in 1934, and Dudley Fitts picked it up again in his *Antology of Contemporary Latin-American Poetry* (1942). As suggested in *Autobiography and Postmodernism*(1994), edited by Kathleen Ashley, Leigh Gilmore and Gerald Peters, "postmodernism results from a second wave of loss of belief in the twentieth century, prompted especially by the Cold War, the McCarthy hearings, the Vietnam War, and other events of the 1950s and 1960s which suggested the breakdown of traditional systems of meaning."(Ashley, Gilmore, Peters, eds.,1994:59). More profound and pervasive than the first loss, the second claimed that everything was dead to this generation: traditional values, social institutions, and even the novel and the author were proclaimed dead. On the other hand, while attempting to make a picture of the traits characterizing postmodernism as a

movement and as a discourse, Warhol and Hendel state that postmodernism lacks a disciplinary or scientific stability and engages two divinities at once: sameness and difference, unity and rupture, filiations and revolt." (Warhol, Hendel eds., 1993:66).

A glance at the history of autobiography studies reveals that at the end of the 1970s the study of autobiography was being remade. Two collections of essays published in 1980 inaugurated a new wave of interest: *Women's autobiography: Essays in Criticism* by Estelle C. Jelinek, and *Autobiography: Essays Critical and Theoretical* by James Olney. Jelinek's collection situated feminist criticism in relation to autobiography, and Olney's collection examined autobiography through a range of merging post-structuralisms.

According to Leigh Gilmore in his "The Mark of Autobiography: Postmodernism, Autobiography and Genre"(1994), postmodernism runs counter everything that is conventional and the concepts of Self and identity bear this influence more than anything else. In his own words: "Postmodern autobiography challenges the concepts of Self and identity underlying conventional autobiography, offers new patterns of meaning which oppose traditional concepts of completeness of Self, and queries its narrative practice and revolutionizes it."(Gilmore, 1994:39). If autobiography traditionally features a first-person autodiegetic narrator who retrospectively recounts the story of his/her life using a two narrative level (that of the narrator, and that of the character), in the postmodern autobiography the narrator can use different verbal persons for him/herself, can employ another person to act as a focalizer, or invite several narrators with their own stories. In postmodern autobiography identity is never given a priori, it is never complete. According to Mike Featherstone in his *Undoing Culture: Globalization, Postmodernism and Identity*(1993): "The shifting boundaries of identification, involve an illusory image of presence, a sign of absence and loss."(Featherstone, 1993:69).

3.2 The Woman's Autobiography and Postmodernism

Postmodern feminism is anteceded by the publication in 1949 in post war France of Simone De Beauvoir's *Le Deuxieme Sex (The Second Sex)*. Asserting that the woman is made and not born, De Beauvoir investigated how woman has historically functioned as the culturally constructed and conditioned Other of the man. To follow the feminism development trend, a second generation response titled the New French Feminism furthered the concerns raised by De Beauvoir. In contemporary times, postmodern feminism has relevantly developed to refer to the second generation of French Feminists. Recognized in North America as the postmodernists, these feminists: "aimed to expose the internal contradictions of metaphysical discourse privileging the subject of certainty, the cogito, a disembodied and male-identified consciousness." (Taylor ed., 2003:142).

A prominent voice of postmodern feminism is that of Helene Cixous. In appropriating Derrida's concept of *differance*, she coined the term *l'écriture feminine* (feminine writing) and analyzed its difference from canonized masculine writing (*littérature*). The largest departure from mainstream feminism is the argument that sex itself is constructed through language. The most notable proponent of the argument being Judith Butler in her 1990 book *Gender Trouble* whereby she criticizes the approaches of Beauvoir, Foucault and Lacan and the distinction drawn between biological sex and socially constructed gender. The same orientation is advocated by Mary Joe Frug who regards human experience as located inescapably and as helplessly entrapped within a system of meaning produced by language: "cultural mechanisms encode the female body with meanings."(Frug, 1992:1047). While privileging the autonomous or metaphysical Self, the autobiography valorizes individual integrity and separateness and devalues personal and communal interdependency.

Another way of looking at postmodern feminism is by having a look at the intertwining of the dimensions of feminism and postmodernism. As asserted in *Women's Lives into Print: The Theory, Practice and Writing of Feminist Auto/Biography*, (1999) edited by Pauline Polkey, postmodernism wavers between integrity and annihilation, wholeness and separatism:

While postmodernism's usefulness for feminism is debated in conference rooms and scholarly journals, the term postmodernism itself has become a catchphrase for any discourse that questions and subverts accepted notions of reality. Postmodernism's varying impulses range from the playful to the nihilistic to the polyphonic to the inarticulate. (Polkey ed., 1999:103).

This is the reason why postmodern writing experiments with such formal elements and textual practices as genre closure, narrative shift, and nonlinearity. This experimentation sometimes called meta-fiction or deconstructive fiction was primarily associated with white male writers from the 60s and led to the assumption that there are no postmodern women writers.

The disruption of postmodernism by 20th century realism placed writers such as Virginia Woolf, Gertrude Stein, Djuna Barnes in the background. This problem was referred to by Betty Friedman in her book *The Feminine Mystique*

(1963) as the problem that has no name. Resultingly, novels such as the *Diary of a Mad Housewife* (1970) by Sue Kaufman; *The Bell Jar* (1963) by Sylvia Plath; and *Fear of Flying* (1973) by Erica Jong; and successively autobiographies of writers such as Maxine Hong Kingston, Audre Lorde and Gloria Anzaldua exemplify a postmodernism more thematically and stylistically innovative than that of male writers.

What seems to reconcile feminist politics and postmodern aesthetics is the abandoning of a single reliable narrative voice in favor of multiple narrators and shifting points of view for stable entities. The connection between the genre and the cultural ideology is brought forth by many postmodernist ethnic writers like Maxine Hong Kingston and Audre Lorde. While the former blurs the boundary between fiction, art, and history by revisiting Chinese myth and talk story to connect the dead ghosts of the cultural and familiar past with the live ghosts of the present world; the latter blurs the boundaries of biography, autobiography, and mythology to express in a daring way her activism, individuality, and even her lesbian inclinations. Reformulated in Smith's words, postmodernist female writers "refuse the univocal, fixed subjectivity in the name of the multiplicitous, polyvocal, fragmentary and contradictory." (Smith, S., 1987:184).

There are many points of contact between feminism and postmodernism, but there are some differences between them as well. The main issue, according to Jessica Dallow, is: "the bridging of feminist activism and postmodernism's deconstructionism." (Dallow, 2007:170). Postmodernists attempt to deconstruct many of the categories that feminists have placed at the centre of their theories and deny the presence of any essential core in any of the subjects. In Eileen Schlee's words: "there is no essential core natural to us, and so there is no repression in the humanist sense." (Schlee, 1993: 13/2). Feminists are pointed towards their oppressive categories and forced not only to answer for them but to destroy them.

4. Conclusions

In conclusion, we may state that autobiography is a form of communication that unites inner and outer worlds, past and present individuality and collectivity. Autobiography does not communicate raw experience; it presents rather a metaphor for the raw experience. As an author translates his life into language he creates for himself a symbolic identity and sees himself through the mirror of language. In a world of others, the subject who claims to be himself is just lying while trying to present a false image in front of the community. Autobiography lies in the domain of the intransitive, shifting from reality to fiction and vice versa.

In the mobile, multicultural environment of the contemporary United States, autobiographical storytelling becomes a means of simultaneously unfolding convergences and divergences. The majority of autobiography critics still persist in either erasing the woman's story, relegating it to the margins of the critical discourse, or uncritically conflating the dynamics of male and female selfhood and sexuality. But women and mostly female autobiographers are never easy to be challenged, denied, or-- even worse--erased. The female autobiography is to be regarded as a matrix where gender and identity meet, a site where subject positions converge to produce what we call the female Self.

The truth is that women are there, part and parcel of society, and will continue to fight to get a say in the rumorous, multicultural and multiracial reality of the United States. While African American female autobiographies are formally written self-reports that intertwine objective fact and subjective awareness, their agenda develops from the ideals of selfhood at the time of slave narratives, to the personal triumphs after emancipation, and to the task of full definition in the time of WWII. Black female autobiography forces are such that they impose careful treatment of extra textual conditions, bring the Self as wrapped in gender, and inscribe culture by sticking to impersonation

One of the beliefs rejected in postmodern autobiography is the concept of identity characterized by completeness, causality, linearity and order. Instead it is shown that we are subjected to randomness and chance. Unlike many other theories that tend toward a definitive closure, postmodernism develops toward openness flexible enough to allow diverse, heterogeneous and contradictory elements to cohabit, emerge and merge without final resolutions. So the postmodern approaches merge in the face of the modernist search for authority, progress, universalization and rationalization and involve a radical questioning of the grounds upon which knowledge claims are made.

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Renegades: From Homer to Heller

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Abstract

In this paper I will be focused on the war principles and its consequences from Homer up to Heller. In a research on century Homeric epos called "Iliad or a poem of power?" Simon Wail wrote : The only people who impress us and give the impression that they stay higher than ordinary people, who have do a superiority over pain, sadness and human suffering, are those people who self accommodate in the furrows of illusion, excitement and fanaticism to hide the icy roughness in their eyes, in their spirits that plows only pain. The man who does not wear the armor of lie cannot survive violence without touching himself up to its spirit depths! Insanity of inherent war which turns the stable morality of human values of everybody's, as well as the material and immaterial institutions in a big grabable hollow of values up siding them down. It is not weird, at least in the literature. The best critics of war literature are insane or ridiculous, or bastards or perverted. Although we (even the authors) can laugh with them, we can distance ourselves from what they say, our laughter can illuminate our minds in a moment, even it influences in transforming our mindset, questioning in our common sense on war in general. Renegades always are in war with the evil without excluding themselves from being defeated from the evil. In conclusion, a renegade is someone who rebels, a deserter. He or she betrays or deserts his or her cause, faith or political party. A renegade can be a rebel who breaks the conventional rules, a coward, a recreant that quits from a cause or a principle. Renegades have existed since the antiquity up to postmodern times.

Keywords: *renegade, Heller, postmodern literature, power, rebel, deserter.*

Introduction

In a research work on the Homeric century epos called "Iliad a poem of power" wrote Simone Wail. The only people that impress us for being in a higher status than ordinary people who have advantage on pain, sadness and human suffering are those people who self-accommodate in the furrow of illusions, excitement and fanaticism to hide the icy rudeness in their eyes, in their spirit that plows only pain. "A person who doesn't wear the armor of lie cannot feel the violence without touching himself up to the depth of soul." (Wail; 2005, 36)

The inherent craziness of war which transforms the morality of stable human values in everybody as well as the material and non –material institutions in huge hollow engulfing values upsiding them down. It is not weird, at least in literature, the most renowned critics of war literature are either insane, or comic, or bastards, or beyond themselves. Even though we (even the authors themselves) can laugh with them; we can be distanced from what they might say. Our laughter can illuminate our minds being aware for a moment; even can influence transforming our mindset, doubting our rationality on war generally.

A renegade is a person who rebels, a bandit, a deserter. He or she betrays or his or her cause, religion belief or political party. A renegade can be a rebel that can break the traditional rules, a coward that quit a cause or a principle. Renegades have existed since in antiquity till postmodern times. They have wondered to the long, hard ways not silently but blatantly, even though the triumph is not always a part of theirs. We can mention Thersites in Iliad of Homer, Trellis and Cressida of Shakespeare, Sir John Falstaff in Henry VII, Joseph Schweik from Jaroslav Hasek "the good soldier Schweik", the captain John Yossarian in "Catch-22" by Joseph Heller. All these protagonists are inherent antagonists as their world is defined by the terrors of war, a world we don't want to be in. Their existence in the merciless volcano of deathly war is more than a dramatization for them. "Shame on you! Such a powerful commander leads the sons of Akea to the bloody slaughter!"(Homer; The Iliad (1990) lines 262-277). Thersites ridicules on Agamemnon laughing at him. "Don't kill me, forgive me, and forgive my life!" (Shakespeare, Henry IV, 1998) – begged and cried Falstaff in the battlefield of Shrubbery. " be mad ...you will die" (Heller;1961) shouts Yossarian, " and don't tell me God works mysteriously; He is doing nothing for us, on the contrary He is playing with us, even worse He has forgotten our existence in our real world",- cried Yossarian desperately.

These six depersonalized protagonists tear up the futility of the war, disrepute its hypocrisy: who is fighting, what for and for whom? Mother Courage continued to benefit for twelve years war. Her children and almost a third of world

were in fire of that war. They were slaughtered mercilessly from that black cloud war so painfully. Differently from a character in Iliad, Hector for a moment when is abandoned from all Gods, he said "Oh, Alas now I'm invited by Gods to the death gate; there is no more escapes! I don't want to be killed without fights and fame! The mission is going to be committed by me and this is to be known by my grandsons!" (Homer; Iliad; lines 265). Yossarian and others do not share the same thought and do not support the death for an aim; he does not the equality sign between death for a reason and life. Life for them is ABOVE THE ALL. The term "Thersitism" is discovered by George Vilhem (Friedrich Hegel in his essay "The individual as a subject of history" (Friedrich Hegel; 1984) to manifest and scorn rudely the kings. It is an embodiment of all times. The theme and subject of Iliad, as the core of western literature, is war, of course.

For the first time in literature, comes out a character called Thersite with strong and powerful principles against the war. Thersites was an ordinary man. Homer has described him as the ugliest person that has ever come in Troy. He was a short, humped backed, carved into his shoulder distortion. On the other hand, this character is never skipped by the author. His words are well carved, resonated in literature and philosophy. He became a model of all renegades who fought eagerly, thoughtfully against all participations in futile wars without any certain and useful reason apart from the personal benefits of military leaders. Homer achieved to transform the ridicule authorities into rational and sensible message he wanted to transmit to the reader.

A very similar analogy is the creation of the character, Mother Courage, a creation of century XX, by a poet and a communist playwright, a character rarely depicted from the humor sense. Homer is one those writers, whose the real, painful war plagues, has described in the most masterful style ever. Almost everything about war in literature after Homer writings did not have that alive greatness and horrendous magic, it had. The difference between Homer and lately writers is based on an extend: even though the appeal of the fighters is still admitted and demonstrated. The Hotspur of Shakespeare and Henry V are examples of echo and strong appeals against the war that became more and more sophisticated and deep in all its consequences. This voice has been heard in the sky of all worlds and of all times.

A voice for characters in antiquity, in modernity and for postmodern ones prevailing such a strong influence. It called for justice, a voice that plows only sufferings and pain, an eager desire to live, for which the war is seen as black hollow absorbing anyone approaches nearby. "The good soldier Schweik" by Hasek is a spark that cannot be extinguished to feed himself by a sweet desire to live the precious life. He is an angel who snuggles in safe corners to save his alive soul, to be saved from icy demons, from irrationality of the World War Two.

These characters try to escape from the claws of death, try to ignore the fake superiority of absurd wars, try to rebel strongly enough toward all this absurdity. The same thing happens with a postmodern writer Joseph Heller. The captain Yossarian expresses a total indifference and an obvious revolt toward the irrationality of the Second World War, whereas the protagonist of Brecht is a revolt of thirty world wars. Both for Brecht and Heller, Hasek is a model and an inspiration for their writings. The term "Thersitism" by Hegel is a tribute for the power of Homer "a memorable personality with worldwide dimensions" (Hasek; 1974), whereas "Schweikism" approaches to the naive person, a passive resistance toward the power of authority, trapped by the bureaucratic war machine Schweik is either a full idiot or a hidden ember using masterfully the sarcastic irony.

He simply denies being using and turning into an instrument of authorities' hands. He simply denies being a part of a world wherein the death is present in every second of it. Yossarian like Schweik demonstrates an absolute indifference toward the rules of war, of prestige the war might bring, the military arms, of patriot sentimentalism. In the very first lines of the novel, when the cleaning woman told him that Ferdinand had died, he replied, "who's Ferdinand" (Hasek; 1974) "because I know two, one the carrier of the pharmacist and one who gathers animals shits". "None of them might a loss for us". (Hasek; 1974). This is a sharp irony for leaders, not for spiritual leaders but for leaders of wars, darkness and hell.

During a Russian military advance, Schweik wears the enemy's uniform as "an experiment" he declares, "just to prove how he would feel under foreign uniform". Soon he is arrested by his troops as a spy and here begins all the chain reactions depicting the army of Austrian- Hungary as bureaucrats' sanguinary carnivals. Facing with the execution, indifference and winding of Svejik can make fool of everybody. In a depressed moment Schweik states:

"That's why, we are soldiers", he cried desperately, "that's the reason why our mothers gave birth to us that one day we could be turned into mince meat as soon as we wear these uniforms". (Hasek; 1974)... We gladly do this because we know for sure that our bones are not going to be decayed in vain. We are going to be martyrs for the Majesty, for the royal family, and for the grace. They will make refinery sugar with our bones". (Hasek; 1974)

What joins these rebels is their mindset concerning the war, for them a war is not "either a rebellion, o a business but a disaster" (Brecht; 1994). Brecht warned his natives that war will bring nothing to them but death, sufferings and misfortunate. The drama of war brings endless drama, pain, death, innocent victims and all these are the product of evil insane war. This panorama takes place even in "Catch-22" focusing especially the reality of war hints where the commanders of military just benefit personal profits. The captain John Yossarian just like Thersite thinks that nothing can

excuse the aim of war, as the life values on everything. How ugly to profit on victims, on innocents deaths, on chains spirits, on blood in the horrible battlefield! Just like a worm and a mosquito Milo Minderbinder wanders up and down profiting upon any soldiers back and breaking any common sense, any conventional rules and moreover nobody punish him for what he does every now and then, on the contrary everybody profit a little bit form all this "sweet sin" (Heller; 1961) donating ostensibly "shares" to the soldiers in the camp.

This is another wound of war because each of them is deceived, exploited, violated from all humane aspects. Good people, naïve, moderate ones were really insulted when all of them found out what Milo, the officer mess, has done behind their backs only to raise his benefits. He could reimburse government for all the people and properties he had destructed and again he had enough to restart his buying Egyptian wool. Anyone of course profit shares from Milo's business. "In democracy people are the government" Milo explains, "we are the people, aren't we"? (Heller; 1961;p 269)

Battles can be sometimes a source of profiteering for many people especially the superiors of that military system. Yossarian cannot hold a world filled with horrors, murders, injustice. Between the reality of war and every ideal, Yossarian sees only the closure of life phase and approaches to the death line. In a passage in the novel, he stated, "Wherever I have a look at, I see people with money on their hands giving and taking. I cannot see Heaven, God, angels. I can smell only money and money nothing else ...in every cell of human tragedy." (Heller; 1961; p 455)

Renegades are always in fight with the evil without excluding the possibility of defeating themselves from it. If they do not fight for justice, at least they fight for rescuing themselves. This is their principle that only God can prevent them from possessing this motto.

In conclusion, I want to say that inhabitants of this world are confronted by the antagonistic nature of the army. They feel trapped and threatened but also feel compelled to try to make common sense out of an essentially non-sense system. As soon as they reach a conclusion, such as understanding one definition of Catch-22, completing their final mission, the initial figure mutates into something else, spiraling beyond their grasp once again. Ironically, this puts the characters in a position similar to that of the reader as they are confronted by a text (the Air-Corps) that will never yield any substantive conclusions.

As Seed points out, the reader cannot substantiate any of the connections he feels are there and, similarly, the characters cannot substantiate any conclusions. For the soldiers then, "Interpretation becomes nothing but sedimenting one layer of language upon another to produce an illusory depth which gives us the temporary spectacle of things beyond words." (Seed; 1989). Interpretation is futile because each evaluation proves inconclusive and points towards the idea that there is nothing beyond words.

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Proverbat në Gjuhën Angleze dhe Shqipe: Veçoritë Sematike, Klasifikimi dhe Tipet e Motivimit Kuptimor

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Abstract

The aim of this paper is to deal with the history of the proverbs, analyze them, to point out the differences between proverbs and sayings and even to research the structural type of English and Albanian proverbs. The actuality of the study of proverbs in both languages is realized through a contrastive analysis and descriptive research to show that the usage of proverbs in speech is of crucial importance. The proverbs describe the every branch of people's life and reflect the viewpoint of nation's spiritual and mental characteristics. To give a more detailed outlook and to light the issue, a psychological method of analysis has been developed and will be presented in order to show which psychological mechanisms the proverbs use to reach their goal of giving advice for human action regulation and human action organization. Some examples will be given to show which psychological insight there is inside the proverbs. The study discusses the three approaches (semantic, functional, and contextual) to conclude that proverbs have very much in common as the main criteria of phraseological units appear to be essentially the same, i.e. stability and idiomaticity or lack of motivation. This discussion of the nature of the proverb is almost as an attempt of summarizing the common understanding of proverbs highlighting the types and semantic features of meanings motivation.

Keywords: proverb, semantic feature, speech, motivation, classification, lexicon

1. HYRJE

Të kuptuarit e një gjuhe nuk kërkon vetëm mjeshtëri të njohurive gramatikore, por profesionalizëm për të kuptuar veçoritë specifike dhe karakteristikat e një gjuhe, siç janë idiomat, shprehjet dhe proverbat. Proverbat bazohen në përvojën njerëzore dhe përmbajnë informacion kulturor të një vendi të caktuar.

Në folklor krahas të gjitha varieteteve dhe pasurisë domethënëse poetike dhe formës është e vështirë të gesh një zhanër më interesant dhe hulumtues se sa proverbat dhe thëniet. Ka qënë objekti i një studimi të thelluar të shkencëtarëve në shumicën e degëve të ndryshme ideologjike. Shumica e shkencëtarëve ndajnë mendimin se proverbat janë ligjërimit folkloric duke shprehur botëkuptimi i përgjithshëm të njerëzve. Proverbat dhe thëniet luajnë një rol të rëndësishëm në gjuhë. Ato përcjellin emocioanlitet, shprehin në ligjërimit, zotërojnë tipare të pastra gjuhësore.

Synimi i këtij artikulli është të studiojë proverbat dhe të dallojë tiparet kulturore në gjuhën shqipe dhe angleze, të japë veçoritë semantike dhe tipat e motivimit kuptimor, të japë origjinën e proverbave, të gjurmojë në lëmin e studimeve në botë, të japë tipare dhe karakteristika të tyre.

Qëllimi i këtij punimi është:

- të klasifikojë proverbat dhe thëniet dhe të bëjë dallimin midis tyre
- të zbulojë aspektet e jetës dhe të të menduarit të reflektuara në proverba.
- të japë kategoritë semantike të proverbave në gjuhën shqipe dhe angleze.

Metoda kërkimore

Analiza përshkruese dhe krahasuese është përdorur për të qasur përkufizimet e proverbave nga studiues në gjuhën shqipe, angleze dhe gjuhë të tjera.

Vlera teorike e punimit është të japë një informacion të vlefshëm për folkloristët, studentët, mësuesit e arsimit bazë dhe universitar, e më gjerë.

2. Proverbat si njësi frazeologjike

Proverbat dhe njësitë e ngurosura karakterizohen nga qendrueshmëria, idiomaticiteti dhe mungesa e motivimit. V.V. Vinogradov mendon se proverbat duhet të studiohen së bashku me unitetet frazeologjike. N. N. Amosova (1963) bie

në kundërshtim me Vinogradov dhe mendon se është e pasaktë t'i përfshish proverbat në sistemin e gjuhës sepse ato janë njësi të pavarura komunikimi. Kjo pikëpamje është vështirë të pranohet veçanërisht nëse ato nuk përshtaten me kufijtë e ngushtë të frazeologjisë. Sipas saj (1963), kuptimi i pjesëve përbërëse në shumë proverba nuk tregojnë ndryshim specifik kur krahasohet me kuptimin e fjalëve të njëjta në kombinimet e lira, njësitë e ngurosurat formojnë bazën e proverbave. Për shembull: *the last straw breaks the camel's back: the last straw; a drowning man will clutch at a straw: to clutch at a straw*.

Nga ana tjetër proverbat kanë vlerë fjalie, tipar që i klasifikon si pjesë e frazeologjisë letrare. Sipas J.Thomaj (1981), "As proverbat, as fjalët e urta nuk mund të jenë prototipe të njësisë frazeologjike, por, nëpërmjet reduktimit ose fragmentarizimit, mund të përftoheshin, sidomos nga proverbat, njësi frazeologjike" (p.sh. nga proverbi *ujku qimen e ndërron po zakonin e vjetër s'e harron* ka dalë njësi frazeologjike *ka ndërruar qimen*). Në anglisht proverbi: *All is not gold that glitters* - e shohim edhe si citim: *It will be an age not perhaps of gold, but at least of glitter*.

Duke krahasuar tri qasjet e diskutuara më sipër (semantike, funksionale dhe kontekstuale) konkludojmë në faktin se ato kanë mjaft të përbashkëta ashtu si kriteri kryesor i njësisë frazeologjike shfaqet të jetë i njëjtë, si p.sh stabiliteti, idiomaticiteti dhe mungesa e motivimit. Këto kritere janë të mjaftueshme për të nxjerrë rastet e veçanta: togfjalësha idiomatikë jo të ndryshueshëm dhe togfjalësha të lirë të ndryshueshëm.

Proverbi është një thënie e shkurtër që përfaqëson një të vërtetë. Ajo bazohet zakonisht në praktikën e përditshme. Qëllimi i proverbit është të tejçojë në mënyrë të qartë urtësinë që ajo përcjell. Proverbat janë thënie që kanë kaluar nga brezi në brez në fillim si gojëdhëna.

Proverbat kanë qenë gjithmonë pjesa më e gjallë dhe më e qëndrueshme e gjuhëve kombëtare. Proverbat dhe thëniet janë dokument i folklorit. Ato shprehin këndvështrimin e njerëzve nga ideat sociale dhe funksionale të tyre. Proverbat dhe thëniet përfshijnë në vetvete një sërë tiparësh të zhvillimit historik dhe kulturën e një populli.

Sfera semantike e proverbave është mjaft e gjerë dhe nuk mund të kufizohet. Proverbat përshkruajnë çdo fushë të sferës njerëzve. Fakti tregon se proverbat dhe thëniet janë të ngjashme në kuptim pavarësisht diversitetit në formë dhe gjuhë. Për të vertetuar atë që sapo thamë më sipër kemi:

A bird in hand is worth two in the bush - Më mirë një vezë sot se një pulë mot

Pavarësisht formës, struktura e fjalës dhe struktura stilistike e këtyre proverbave është e ndryshme, ato kanë të njëjtin kuptim. Proverbat e ndryshojnë kuptimin dhe formën e tyre shumë rrallë, ato kanë tipare e karakteristikë jetëgjata. Përhapja e një proverbi ndër popull implementohet ngadalë ashtu siç krijohet.

Ato mund të krijohen dhe zhduken për një periudhë të gjatë kohore. Kjo lidhet me tiparin formal të përmbajtjes së proverbit, pasi proverbat duhen të përshkruajnë jetën sociale, ekonomike dhe politike të njerëzve. Së dyti, ideja e shprehur në proverb duhet të ketë karakter global dhe së treti, realizim të formës letrare. Vetëm në këto raste, kur struktura i përgjigjet këtyre çështjeve rezultojnë të jetë proverbë. Gjithashtu duhet të theksohet se karakteri i krijimit të menjëhershëm i proverbave lidhen me strukturën sociale, me mbizotërimin dhe jo mbizotërimin e jetës politike, kulturore, sociale-ekonomike. Përmbajtja e proverbës ndryshon me ndryshimin në jetën sociale.

Proverbat reflektojnë praktikën ndryshore në periudha të ndryshme si dhe normat morale dhe besimin fetar të një kombi duke shërbyer si një ogur për studimin e natyrës njerëzore.

3. Karakteristikat semantike të proverbave

Proverbat janë njësi përbërëse të trashëgimisë kulturore dhe mendësisë të një populli. Profantová (1998: 306-307) pohon: "Proverbat kombëtare janë konsideruar qysh prej fillimit si manifestim i filozofisë së folklorit, duke shprehur mendimin qartë, në një mënyrë poetike dhe tëlogjikshme". Malinauskiene (2004:4) beson se proverbat transmetojnë karakteristikat individuale kulturore, pikëpamjen kombëtare kulturore, eksperiencën dhe mentalitetin e njerëzve, si rrjedhim ato përmbajnë modele didaktike dhe shembuj të veçantë sjelljesh. Vulič & Zergollern-Miletič (1998:360, 364) ndër studiuat e tyre si (Grigas 1976:15, Mieder 2004:11, Uzija 2007:403-404) theksojnë se proverbat janë reflektim i mendësisë dhe filozofisë së njerëzve mbi jetën të cilat përmbajnë vëzhgime të situatave praktike, njohurive dhe aspekte të ndryshme të jetës. Proverbat shprehin eksperiencën, besime, vlera morale dhe sociale të cilat janë në themel të njëjta në të gjitha gjuhët dhe kulturat.

Taylor (1994:8) pohon: "Proverbi është një shpikje e një individi i cili përdor ide, fjalë dhe mënyra të foluri që janë përgjithësisht familjare, kështu ato fitojnë praninë dhe qarkullojnë në traditë". Sipas Grigas (1976:41), proverbat mund të konsiderohen si rezultat i psikikës së njerëzve, jetës shpirtërore, etikës dhe zakoneve, kështu ato janë të lidhura ngushtë me qëniet njerëzore. Profantová (1998:304-305) thekson vazhdimësinë e traditës proverbiale, e cila vazhdimisht gjeneron sjelljen sociale të një personi. Ajo beson se ky fenomen mund të zbehet me kohë dhe më pas të rishfaqet mbas një periudhë kohe përsëri. Për Tatár (1998:343), "Të qëniet një njësi gjuhësore, proverba është një eptim që ka kuptim

figurativ dhe të drejtpërdrejtë". Sipas Honeck (1997:11), "Proverba është një tërësi fonologjike, sintaktike, semantike, pagmatike dhe semiotike". Për Galperin (1977:181), "Proverbat janë pohime të shkurtra që tregojnë eksperiencën e grumbulluar të komunitetit dhe që shërbejnë si simbole praktike konvencionale për të shprehur mendime abstrakte".

Natyrat kontradiktore e proverbove reflekton habitatin natyror të ekzistencës së tyre, kështu kuptimi i tyre realizohet në kontekstin social ku ajo shfaqet. Duket sikur natyra kontradiktore e proverbove është një fenomen natyral karakteristik i tyre por çdo proverbo shfaqet në situatën e vet tipike dhe saktësia e tyre është e pamohueshme.

Përdorimi i gjerë i proverbove reflekton shpeshësinë dhe aktualitetin e përdorimit të tyre për një kohë shumë të gjatë nga njerëzit. Kjo reflekton rrënjësorjen e tyre mirë në mendjen e njerëzve aq sa ato shfaqen në përdorim në vendin dhe kohën e caktuar. Përdorimi i gjerë i proverbove reflekton domethënien e tyre, mbartjen e një të vërtete të caktuar që ka mbizotëruar ndër shekuj dhe vazhdojnë të përdoren ende në ditët tona. Sipas Norrick (1985:40), "Proverbat janë shembëlltura të tradicionalitetit, ku traditat manifestohen më së miri në domethënien e tyre, si p.sh. prezenca e arkaizmave apo imazheve rurale".

Proverbat krahasohen shpesh me citimet. Për disa gjuhëtarë p.sh. Norrick (1985:26) proverbat nuk ndryshojnë shumë nga thëniet e cituara nga Bibla, veprat e Shekspirit apo citimi i ndonjë autori tjetër. Këto citime janë bërë të njohura ndër kohë dhe kanë hyrë më vonë në traditat e njerëzve duke fituar statusin e proverbit. Sipas Mieder (2004:9), "Proverbi është një proces gradual i cili duhet të kalojë disa nivele të marrdhënieve sociale", p.sh. së pari shprehja përdoret nga një rreth familjar, më pas është përhapur në një rajon, shtet dhe më pas në të gjithë botën. Funk (1998:114) prezanton mendimin se "Nëse proverbi nuk identifikohet si një shprehje popullore apo një shprehje e mendësisë dhe mençurisë së popullit, ajo përdoret megjithësisht si citim." Proverbat janë njësi të folklorit. Thjeshtësia, saktësia në formë dhe karakteri i tyre universal janë karakteristika tipike të strukturës së proverbit.

4. Origjina e proverbove

Fjala *proverb* e ka origjinën nga fjala greke *paroimia* (George Muntean, 1969:33). Kultura greke ka qënë ndër të parat kultura ndër të cilat shfaqet tradita e proverbove dhe fjalëve të urta të përdorura nga Homeri, Hesiodi, Sokrati, Pitagora, Platoja, Aristoteli, etj. Koleksioni i Erazmus së Roterdamit me një përmbledhje prej 800 fjalëve të urta të shkëputura nga autorët latinë, përfaqëson një pikë të rëndësishme të zhvillimit të proverbove në kulturën njerëzore, duke ndikuar drejtpërdrejtë në punën e mbledhësve të tjerë të proverbove. Përmbledhja e parë është botuar në vitin 1546 nga John Heywood: *Proverbs in the English Tongue*. Në Spanjë më vonë u shfaqën dy përmbledhje të tjera: *Proverbios* (1552) nga López de Mendoza dhe *Refranes o proverbios en castellano* (1555) nga Hernán Núñez.

Edhe pse është mjaft e vështirë të gjurmohet mbi origjinën e proverbove, nuk ka dyshim që ekzistenca e tyre shihet në burime të lashta. Shumë shkollarë mendojnë se origjina e tyre daton me fillimet e shoqërisë njerëzore dhe i konsiderojnë ato si një nga fushat e para të shkencës humane (George Muntean, 1969:36). Ato mund të jenë shfaqur si gojëdhëna ose në formë të shkruar. Norrick (1985:6) prezanton dy kategori bazë të korpusit që funksionon si burim për studimin e proverbove. Ai bën dallimin midis traditës gojore dhe të shkruar të proverbove duke mos përfshijtur natyrën ligjërimore të tyre. Profantová (1998:305) sygjeron se transmetimi gojor i proverbove ka bërë të mundur përdorimin e tyre në situata të veçanta me qëllim për të ndikuar në veprimet, mendimet, zgjedhjet e individëve.

Provat me të vjetra të ekzistencës së proverbove janë gjetur në disa tekste Asiro-Babilonase të shekullit të katërt para krishtit të cilat përmbajnë një koleksion të plotë proverbash. Në shekullin e tretë disa tekste egjiptiane përfshijnë proverba, aforizma dhe fjalë të urta. Koleksione proverbash janë parë edhe nëshkrimet kuneiforme Sumeriane të cilat datojnë në shekullin e tretë para krishtit. Sipas Profantová (1998:306), proverbat mund të gjenden në mbishkrimet e pairuseve Layden të prodhuara në Egjiptin e Lashtë. Civilizimet greke dhe romake kanë grumbulluar koleksione të pasura proverbash. Sipas Basaj (1998:12), "*Proverbi është bërë pjesë e kulturës europiane sipas veprës dy mijë vjeçare Moralia e Plutarikut*".

Tekstet biblike janë një burim shumë i pasur i proverbove. Dy tekstet biblike *Proverbs and Ecclesiastes*, përmbajnë fjalë të urta mbi mënyrën praktike dhe të "mençur" që udhëheq jetën njerëzore. Gjithshtu psalmet dhe libra të tjerë biblikë përmbajnë këshilla të ngjashme me ato që jepen në proverba. Bibla ngelet një burim referent në historinë e proverbove. Shfaqja e kristianitetit dhe reflektimi në Bibël ka përhapur urtësinë dhe mençurinë që përcjellin proverbat në njerëzit dhe në të gjithë botën. Fakti që Bibla është përkthyer në shumë gjuhë ka bërë të mundur transmetimin e tyre në shumë popuj.

P.sh. *You cannot serve God and mammon;*

The spirit is willing, but the flesh is weak;

The labourer is worthy of his hire;

A soft answer tuneth away wrath.

Mieder (2004:12), sygjeron se gjuha latine e mesjetës që në atë kohë ka luajtur rolin e lingua franca mund të

konsiderohet si burim i proverbave, duke marrë parasysh faktin që këto shprehje nuk mund të gjenden në antikitet. Paczolay (1998:265) thekson se ndërveprimet ndikojnë në shfaqjen e huazimeve proverbiale. Si rezultat proverbat karakterizohen nga një universalitet kuptimi në kulturat dhe gjuhët e shumë kombeve.

Mieder & Dundes (1994: vii) tregojnë se tradita e mbledhjes së proverbave daton në kohët e Erasmusit të Rotterdam-it, i cili botoi përmbledhjen e proverbave klasike dhe bilike me titullin *Adagia*. Në lëmin e koleksionimit të proverbave njihen mjaft studiuës si: Wander, Walther, Krikman dhe Sarv, Wilson, Sohweven, Whiting, Mieder, Kussi dhe të tjerë.

Tradita proverbiale është disa mijëra vjet e lashtë. Kontributet e mbledhësve të parë janë pasuar nga studiuës të tjerë për vazhdimin e traditës së mbledhjes së proverbave, duke paraqitur koleksione të pasura në ditët e sotme.

Proverbat karakterizohen nga universaliteti dhe diversiteti. Ato janë përdorur nga njerëz të ndryshëm në vende të ndryshme të botës në periudha të ndryshme duke u rrënjësuar në pjesë të ndryshme të kulturave mbarë botërore e në këtë mënyrë duke fituar karakteristikat tipike të secilës kulturë.

Një pjesë e proverbave e ka origjinën nga veprat e Shekspir. Me përhapjen e fjalës së shkruar, shumë nga thëniet e popullit u gjetën të shkruara në veprat letrare. Mbas biblës, Shekspiri është pa dyshim burimi më i madh letrar i proverbave moderne. Një pjesë e tyre ruhen në rendin original, p.sh:

Brevity is the soul of wit;

Sweet are the uses of adversity;

Cowards die many times before their deaths

Një burim tjetër i proverbave është huazimi nga gjuhë të tjera. Nëse një proverb ka ekzistuar në latinisht, fërgjisht ose spanjisht përpara se të shfaqej në anglisht, nuk ka prova nëse është huazuar nga një gjuhë tjetër. Një numër i proverbave të huazuara kanë qëndruar në formën e tyre origjinale p.sh. *Cherchez la femme; Honi soit qui mal y pense; Noblesse obige, In vino veritas, Verb. Sap.; caveat emptor.*

5. Tipet e proverbave në motivimin kuptimor

Sipas fjalorit **The Advanced Learner's Dictionary of Current English**, përkufizimi i proverbës jepet: "një thënie e njohur dhe e shkurtër që shpreh këshillë ose paralajmërim." Sipas J.Thomaj në "**Fjalori frazeologjik i Gjuhës shqipe**", "proverba quhen thënie të organizuara strukturalisht si fjali dhe me pohim tashmë të mbyllur, të vërtetë", si: s'ka tym pa zjarr; hekuri rrihet saështë i nxehtë; ç'hedh në det e gjen në kripë; ujku ujkun s'e ha etj.

Доступные файлы në artikullin "Semantic classifications of proverbs and sayings in modern English" jep disa tipe proverbash:

Proverbat universale - Këto janë shprehje shumë të thjeshta të vëzhgimeve apo të koncepteve të thjeshta etike, por jo të gjitha shprehjet bëhen proverba në çdo gjuhë.

Proverbat krahinore - në zonat kulturore të lidhura – në modelin e fjalëve të huazuara – shumë proverba të huazuara shfaqen afër atyre vendase. Një pjesë e konsiderueshme e tyre mund të gjurmohet prapa në letërsinë klasike të së kaluarës së zonës, në Europë në letërsinë greke e romake dhe në Lindjen e largët, në letërsinë e vjetër sanskritishte e Koreane.

Proverbat locale - në një zonë kulturore shpesh shfaqen ndryshime të brendshme, p.sh. Bibla nuk konsiderohet si burim i proverbave në çdo gjuhë. Afërsia gjeografike jep shtysë një tjetre grup proverbash lokale. Këto konsiderime janë ilustruar në disa gjuhë europiane si anglishtja.

Sfera semantike e proverbave është shumë e gjerë dhe ne nuk mund ta kufizojmë atë. Proverbat përkrahajnë çdo aspekt të jetës. Fakti qëndron në ngjashmërinë e proverbave dhe thënieve pavarësisht ndryshueshënisë në formë dhe gjuhë.

Ashtu si në çdo gjuhë dhe kulturë tjetër edhe në gjuhën shqipe proverbat janë reflektim i mendësisë, traditave dhe zakoneve të popullit shqiptar. Studimet mbi proverbat nuk janë shumë të pasura në gjuhën shqipe. Ne i kemi referuar fjalorit të M.Stratit (2004), i cili është një përmbledhje e proverbave i klasifikuar sipas tematikës së tyre në gjuhën shqipe të dhënë nëpërmjet çifteve antonimike.

Gjatë analizës mbi proverbat nga pikëpamja semantike jemi ndeshur me disa tema të dukshme të proverbave si: miqësia, njohuria, bukuria, puna, etj. (Strati:2004) në "Proverba të krahasura" jep këto tema çiftesh antonimike proverbash: prindër- fëmijë, rini - pleqëri, burrë e grua, jetë dhe vdekje, mik dhe armik, ha dhe pi, shpresë dhe durim, harmoni - mos pajtim, fjalë dhe vepra, e vërtetë - gënjeshtër, ndershmëri - pandershmëri, dukje dhe realitet, falsitet, punë-përtesë, tregt i- zanat, dituri - eksperiencë, kohë - mot, fillim - mbarim, mençuri - marrëzi, shkak dhe efekt, relativitet, pamundësi - padobishmëri, e mire - e keqe, drejtësi - padrejtësi, nevojë, lumtur i- fatkeqësi, guxim - frikë, perëndi, djall, pak - shumë, varfër-pasuri, lakmi - koprraci, hua-borxh, sundim, dashuri, solidariteti - reciprokësi, shtëpi- atdhe- botë, fat-

kontraste, etikë, edukatë, aftësi- paaftësi, njeri, kujdes, fqinj- mysafir, martesë, shëndet- sëmundje, siguri-pasiguri, gëzim-trishtim, mënurë jetese, kursim, mirënjohje- mosmirënjohje, shoqëri, inters. Ja disa prej tyre: **Miqësia:** Even reckoning makes long friends; "Hesapet e mirë bëjnë miqt e mirë" **Atdheu:** East or West home is best "Shko kah të shkojsh, si shpia jote s'ka kurkun" **Koha:** Time and tide await for no man "Koha s'pret njeri" **Njohuria:** Soon learnt soon forgotten "Ajo që mësohet shpejt harrohet shpejt" **Bukuria:** All that glitters is not gold "Jo gjithçka që shkëlqen është flor" **Shëndeti:** Diseases come on horseback, but go away on foot "Sëmundja vjen kaluar dhe ikën më këmbë", **Puna:** A good beginning is half the work "Fillimi i mbarë është gjysma e punës", etj.

Fusha semantike e proverbave në gjuhën shqipe është e gjerë duke pasqyruar njësi nga jeta sociale, baritore dhe bujqësore e vendit tonë duke reflektuar karakteristika tipike të popullit shqiptar. Siç vihet re edhe në gjuhën shqipe tematika e proverbave buron nga jeta njerëzore duke universalizuar tematikën e tyre pothuajse në të gjithë botën.

6. Proverbat si mënyrë e të shprehurit të urtësisë dhe gjendjes shpirtërore në veprat letrare

Abrams, M.H (1981) pohon se stili është mënyra e të shprehurit linguistik në prozë apo poezi. Ai gjithashtu shton se stili karakteristik i një shkrimtari mund të analizohet në termat e zgjedhjes së fjalëve, në strukturën e fjalive dhe sintaksën, densitetin dhe gjuhën e figurshme, strukturën ritmike, tingujt përbërës, qëllimet dhe mjetet retorike. Stili përshkruhej si mënyrë shprehëse e autorit, veçanërisht e një artisti letrar.

Ndudim, C. (1999) pohon: "*Një nga ndryshimet bazë midis letërsisë imagjinare dhe formave të tjera të të shprehurit është gjuha dhe mënyra se si fjalët kombinohen apo krijohen për të treguar vëmendjen tonë mbi eksperiencat e autorit*".

Metoda psikologjike e analizës është përdorur për të treguar mekanizmat psikologjikë që përdoren nga proverbat për të arritur qëllimin e dhënies së një këshille, ndihmë për rregullimin e veprimarisë njerëzore dhe organizimit të veprimtarisë humane. Teoria e Comer mbi organizimin e veprimtarisë njerëzore (Dorner, 1990, 1991) përdoret për të krahasuar me shumë proverba të marra nga Simrock, 1846. Ajo mund të tregohet që proverbat kanë një njohuri mjaft të diferencuar rreth organizimit të veprimarisë njerëzore dhe gabimeve që njerëzit bëjnë gjatë të vepruarit dhe planifikimit, edhe në situata komplekse dhe të pasigurta. Proverbat janë 'udhërrëfuese drejt sjelljes së duhur'. Psikologët kanë përdorur proverbat përgjithësisht për të testuar dhe dalluar grupe personash.

Proverbat janë përgjithësim të eksperiencës njerëzore, konsiderime të shpesh përsëritura të dukurive të varietetit të gjykimit dhe gabimit. Mbi të gjitha ato janë fryti i vëzhgimeve dhe gjykimit induktiv, dy nga aftësitë më të mëdha të mendjes njerëzore duke përcjellë një moral të caktuar.

7. Përfundime

Fjalori i një gjuhe pasurohet jo vetëm me fjalë por edhe nga njësitë frazeologjike. Ato janë togfjalësha që nuk mund të ndërtohen në procesin e ligjërimit, ato ekzistojnë në gjuhë si njësi të gatshme. Proverbat së bashku me gjegjëzat e fjalët e urta janë trajtuar jo si pjesë e gjuhësisë, por si pjesë e letërsisë artistike e krijimtarisë artistike të popullit. Sikundër njësitë frazeologjike, proverbat kanë vlerë fjalie duke shprehur një këshillë apo paralajmërim dhe nuk klasifikohen si pjesë e gjuhësisë, por si pjesë e frazeologjisë letrare. Proverbat e disa fjalë të urta i afron me frazeologjinë gjuhësore figurshmëria dhe qëndrueshmëria e strukturës, por dallohen qartë prej saj, se kanë strukturë fjalie dhe shprehin gjykim, pra kanë edhe kuptim e funksion fjalie.

Proverbat kanë qenë gjithmonë pjesa më e gjallë dhe më e qëndrueshme e gjuhëve kombëtare. Sfera semantike e proverbave është mjaft e gjerë sepse ato përshkruajnë çdo aspekt të jetës njerëzore. Proverbat ndryshojnë kuptimin dhe formën e tyre shumë rrallë, ato kanë tipare e karakteristika jetëgjata. Përhapja e një proverbi ndër popull implementohet ngadalë ashtu siç krijohet. Ndërsa proverbat reflektojnë praktikën njerëzore në periudha të ndryshme ato gjithashtu reflektojnë normat morale dhe besimin fetar të një kombi.

Është e njohur se origjina e thënies mund të jetë një person apo një situatë por, për shumë të tjera origjina nuk njihet. Pjesa më e mirë e proverbave rrjedh nga eksperiencia e përditshme, ku thënia gradualisht u kthye në proverbë pa ndonjë krijues original të saj. një pjesë e proverbave e ka origjinën nga veprat e Shekspirit, nga gjuhë të tjera por edhe me origjinë biblike.

Vendi i proverbave, thënieve dhe citimeve familiare respektivisht me njësitë e ngurosurat, është një çështje e diskutueshme.

Proverbat kanë mjaft të përbashkëta me njësitë e ngurosurat sepse komponentët e tyre leksikorë janë gjithashtu konstante, kuptimi i tyre është tradicional, përgjithësisht figurativ dhe paraqiten në ligjërimit si njësi të gatshme.

Ka disa lloj tipesh proverash: proverbat universale, proverbat krahinore, proverbat lokale. Gjatë analizës mbi proverbat në gjuhën shqipe kemi analizuar ato nga pikëpamja semantike dhe jemi ndeshur me disa tema të dukshme të

proverbave pothuajse në çdo kulturë si p.sh: miqësia, atdheu, koha, njohuria, bukuria, shëndeti, puna, çka vërteton një game të madhe të shtrirjes dhe përdorimit të tyre.

Çdo proverbë tregon një histori dhe jep një mësim. Proverbat janë përgjithësime të eksperiencës njerëzore, konsiderime të shpesh-përsëritura të dukurive të varietetit të gjykimit dhe gabimit. Mbi të gjitha ato janë fryti i vëzhgimeve dhe gjykimit induktiv.

Ky artikull ka pasur për synim të japë një panoramë të përgjithshme mbi përkufizimin e proverbave, lidhjen e tyre me folklorin, krahasimi me thënien, proverba si njësi frazeologjike, evidentimi i aspekteve të ndryshme të jetës njerëzore. Ai mund t'i shërbejë sadopak kërkuesve, studiuesve, mbledhësve të folklorit por edhe mësuesve të arsimit bazë dhe të lartë, si një vështrim i përgjithshëm i proverbave rëndësishëm dhe aktualitetit të përdorimit të tyre në ligjërimin e përditshëm e më gerë.

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University Drop-Outs. A Systemic Play of Subjects, Institutions and Macro Contexts

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Abstract

This paper is a part of a wider research program concerning the assessment of quality at University. It was selected by the Department of University Policies (Ministry of Education, Science and Innovation) in an attempt to determine the causes and "reasons" underlying dropping school in our country. The Program includes three sub-projects concerning both academic and socio-professional success, delay and failure (dropping out). Our specific aim here is to determine the psychosocial reasons for failure at University (qualitative aspect). The sample includes University students who quit studies at UN Cuyo in a period of nearly 20 years (1987-2004). A quanti-qualitative methodology was applied so as to be able to explain and more fully understand the importance of the causes and the reasons underlying their quitting. 212 indicators were used. Results show different profiles connected with the same variables/psychosocial dimensions (nach, expectations, fatalism, self-efficacy, life projects, social representations of the importance of university degrees in relation with insertion in the labor market, etc.) underlying drop-outs.

Exploring Demographic Differences on Psychological and Behavioral Symptoms among Albanian Adults

Elvisa Sokoli

Abstract

Objective: To determine emotional and behavioral problems of Albanian adults in a national representative sample. More specifically, this study explored the influence of adult demographic variables (e.g., age and gender), internalizing variables (e.g., depression, anxiety, self-esteem), externalizing variables (e.g., aggression, rule-breaking behavior). A primary goal was to further understand how these variables may differentially influence and contribute to the emotional and behavioral problems displayed by the Albanian adults.

Method: Adult ratings of emotional and behavioral problems were collected with the Adult Self Reports (ASR) in a general population sample of 750 adults of age 18-59.

Results: Using a comparison group design and a sample of 750 adults, results revealed that internalizing and externalizing symptoms exerted a mediating influence that was conditioned by gender. Assessed with self-reports in adulthood, anxious/depressed problems were found among females and rule-breaking and aggressive behavior were found among males.

Conclusion: These findings provide evidence for gender differences in the pathways between maladaptive thoughts, feelings, and behaviors. Thus, adapting evidence-based strategies that target gender specific internalizing behaviors and externalizing behaviors among adults significantly contributes to the literature on the relationship between demographic variables and emotional and behavioral problems displayed by the Albanian adulthood.

Keywords: Adults_Emotional Problems_Behavioral Problems_ Internalizing behavior _ Externalizing behavior _ Adult Self Report.

Adult Attachment Styles of Mothers in Preschool

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Abstract

The aim of this paper was to review previous research/literature that focused specifically on attachment styles of mothers in the effectiveness of preschool. In early childhood, children make transitions into new environments where they meet new and unfamiliar challenges in. So, they need to strong suport for have a smooth transition. Especially as facilitator and encouraging mothering has come to important through this transition. Besides this, the power of home and school cooperation plays crucial role in success of preschool education. Thus, mothers are supposed to make a contribution create a supportive network. The most influential theories about developmental and interpersonal relationships is attachment theory. Bowlby (1988, p.5) asserts that "Attachment theory is a way of conceptualizing the propensity of human beings to make strong affectional bonds to particular others and of explaining the many forms of emotional distress and personality disturbance, including anxiety, anger, depression, and emotional detachment, to which unwilling separation and loss give rise". Many researches have shown that attachment influences processes related to psychosocial functioning, life satisfaction, and well-being (e.g., Cassidy & Shaver, 2008). Secure mothers, are able to be consistent, reliable, and available to their infants and children, effectively attuning to and regulating both negative and positive states of arousal. Mothers with a preoccupied state of mind relative to attachment are inconsistent and unreliable, sometimes overattuning and hyperactivating in response to their infants' negative arousal. Mothers with a dismissing state of mind exhibit a restricted range of emotional expressiveness and a tendency to withdraw from interactions involving negative affect. Preoccupied mothers are those whose own internal working models do not support organized caregiving. In this context this study emphasizes on studies that have examined specific components (e.g., parent involvement in preschool and communication) on mothers role in preschool education. We also provide general conclusions and suggestions for future research.

Keywords: attachment styles, mothers, preschool

Postgraduate Level and its Impact on Academic Studies and Professional Careers, Social and Job Mobility and Identity. A Study about PhD Graduates and PhD Students at UNCuyo, in the Light of a sui generis Paradigm

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Abstract

This study is part of a broad research program on university quality evaluation. It was awarded the University Policies Department Prize, and it aimed at studying the causes for dropout at universities in Argentina. The program includes subprojects developed along these lines: success (graduates); delay (students protracting their studies over the time fixed by the curriculum); and failure (here, desertion), analyzed at two interacting levels: academic and sociocultural. It was, in fact, assumed that among the determining achievement factors at university and in the work environment within the last decade could be the country structural situation in addition to the degree "devaluation" in the labor market. This sub-project aims at accounting for the psychosocial "sources" of failure at university, for this is a problem that, despite the great proportions it has reached worldwide, and being of considerable concern in Argentina¹, has not been sufficiently studied from an integrating systemic approach that could recover the core, structural, sociocultural and institutional factors interacting with the psychosocial one. Starting from these detected gaps, we work following the sui generis systemic method (Cfr. Aparicio, 1995, 2005, 2007^a; 2007 b) that does not disregard the university, the market or the individual but it considers them within the casual interaction. Objectives: a) Analyzing the relation between drop-out and core, sociocultural, psychosocial, pedagogical, institutional and structural variables with the view of detecting the principal causes. b) Being aware of the psychosocial aspects most often associated to drop-out in order to recognize the high-risk population and to take the corresponding preventive measures') Being aware of the impact of degree devaluation on the work market regarding drop-out.

Social media has changed the interrelation between journalism reports and Albanian audience

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Abstract:

Passing from the era of broadcasting media to the era of digital media networks has essentially transformed the flow of information. Nowadays, one-dimensional communication has been replaced by multiple-dimensional communication, reframing thus the relationship between audience and journalism. Twitter is one of the instruments enabling the transformation of this relationship. Obviously, not everything on Twitter is journalistic style news, since many messages are based on spontaneous opinions or unimportant details of daily life whose influence often expands to the individuals or the close circle of friends. However, it is undeniable that in many cases Twitter is considered an important platform for reporting and commenting on events of great public importance. This reality has brought about the need to reassess the system which offers different meanings for collection, communication, dissemination of news and information from professional and non-professional sources. This paper explains this new context, where the nature of the news in terms of the development of digital media networks has changed the interrelation between journalism reports and Albanian audience.

Key words: Internet, journalists, social networks, television, Twitter

Hyrje

Interneti siç shprehet Eric Magnier "... ka pushtuar me forcë përfytyrimin bashkohor shumë para se të jetë një mjet ose një media gjithëpërfshirëse" (2010: 300). Potenciali i tij i madh, e ka bërë atë një utopi të mbështetur nga të gjithë ata që ëndërojnë të ngrenë fal magjisë së një teknike të re, një Cyberie " një fshat planetar" nëse i referohemi McLuhan (1967). Me përdorimin e internetit, lehtësohet ndjeshëm kontakti midis njerëzve me ose pa anonimat, duke i dhënë fund hierarkisë shoqërore dhe ajo që është më e rëndësishmja, publiku çlirohet nga një kulturë masash e simbolizuar prej televizorit (Adorno, 1984).

Interneti konsiderohet një media në kuptimin e ngushtë të fjalës, duke nënkuptuar një mbështetje teknike për komunikim. Potencialet e tij lidhen pikërisht me natyrën multimedial që bashkon tingullin, imazhin, dhe tekstin (Coudry, 2013). Nga ky fakt, disa specialist të komunikimit e konsiderojnë internetin si një supermedia e vërtetë që po i dominon të tjerat (Atton, 2001; Beer, 2008; Cabrera, 2009; Christakis, 2010).

Manual Castells në lidhje me ndikimin e internetit shprehet: "... një shoqëri e re është në lindje e sipër e bazuar mbi kapitalizmin e informacionit dhe mbi një kulturë të virtualitetit real." (1998:35). Rënia e audiencës së kanaleve të mëdha mediatike dhe rritja e audiencës së kanaleve tematike duke iu përgjigjur automatizimit të shoqërisë ndikon në ç'mediatizim.

Formatet e shumta të informimit – diskutimeve, narrative, intime, kritike etj, janë tashmë në kulmin e tyre, falë aksesit në mjetet e reja të komunikimit (Herring, 2007; Baron, 2008; Nunziato 2009, etc).

Me daljen në skenë të rrjeteve sociale, aksesit për konsumim informacioni është rritur ndjeshëm. Lajmi tashmë, nuk përqendrohet më vetëm tek figura e gazetarit dhe në monopolin e tij për ta siguruar dhe transmetuar atë por edhe tek publiku. Rrjetet sociale, për Pablo Bozckowski (2004) kanë nxjerrë në plan të parë çështjen e koordinimit midis protagonistëve të ndryshëm për të siguruar dhe transmetuar lajmin. Ndryshe nga çfarë ka ndodhur më parë ku informacioni kishte të bënte vetëm me gazetarin sot mundësinë për të aksesuar një informacione e kanë të gjithë.

Teknologji të tilla si Twitter, Facebook, You tube etj, kanë lehtësuar shkëmbimin në kohë reale të informacionit por ajo që është më e rëndësishmja, kanë pasuruar gjithnjë e më shumë mundësitë e komunikimit duke lejuar një numër të madh përdoruesish të komunikojnë njëkohësisht në kohë reale me njëri-tjetrin. Tashmë, është bërë e zakonshme që njerëzit nëpërmjet këtyre instrumentave komunikues të shpërndajnë informacione, publikojnë ngjarje të ndryshme.

Studime në fushën e komunikimit tregojnë se gazetari profesionist në kushtet e përdorimit masiv të rrjeteve sociale e ndan pushtetin mbi lajmin me qytetarët e thjeshtë. Këta të fundit fale medias sociale mund të vëzhgojnë, realizojnë, përgjedhin, filtrojnë, shpërndajnë dhe interpretojnë lajmin. Kjo mundësi e re e krijuar për qytetarët dhe e shfrytëzuar nga

këta të fundit me qëllim luajtjen e një roli aktiv në proceset e mësipërm nënkupton nevojën për një rivlerësim të domethënies së konceptit "ambient i lajmit" të aplikuar për lajmet dhe gazetarin (Bowman and Willis, 2003).

Koncepti "ambient i lajmit" është përdorur në gazetari për të përshkruar natyrën e gjithë pranishme të lajmin në shoqërinë e sotme (Hermida, 2010). Hargreaves dhe Thomas (2002) referuar medias në Britaninë e Madhe kanë dalë në konkluzionin se një nga karakteristikat kryesore të medias sot është lehtësia për të disponuar lajmin. Arsyejt përse lajmi është kaq i përhapur lidhet me faktin e shfaqjes së tij në vendet publike ku kanalet e lajmeve transmetojnë për 24 orë ose prezantojnë vazhdimisht titujt kryesorë. "Lajmi sot është nëse do ta shprehim me një fjalë të ngjashme me ajrin që thithim" (Hargreaves & Thomas 2002: 44).

Sot të mbrosh tezen se pjesëtarët e një audience janë vetëm konteneri të zbrazët që mbushen me lajme është një thjeshtëzim i tepruar. Është e vërtetë që tradicionalisht, audiencat janë mbajtur jashtë procesit gazetaresk, që është përcaktuar si "përzgjedhës, shkruar, botues, pozicionues, projektues, përsëritës dhe transmetues i informacionit që shndërrohet në lajm. Mirëpo sot, në kontrast me nocionet e vjetra të spektatorit pasiv të mediave ndodh ndërveprimi mes audiencës dhe gazetarit bazuar në një model të ri rregullash që askush prej nesh nuk i kupton plotësisht (Bruns, 2008).

Informacioni në mediumin e ri nuk është aspak linear, ai është i gjithëkrahshëm, lëviz në një rrafsh horizontal dhe qarkullon si në një tavolinë të rrumbullakët, ku aktorët janë edhe dhënës edhe marrës të mesazhit. Publiku është aktiv dhe i pranishëm në të dyja skenat: si në skenën e prodhimit të informacionit, ashtu edhe në atë të konsumimit të tij. Përveç kësaj, sot kemi edhe një ndryshim të statusit të gazetarit. Pjesëtar i publikut nga i përdorur prej medias bëhet një përdorues i medias. Për këtë arsye, termi "audiencë" kur flitet për internetin shpesh zëvendësohet me "përdorues". Duke qenë në statusin e ri të përdoruesit, publiku ka mundësinë të gjykojë, të zgjedhë, të ndërhyjë në një produkt informativ, të reagojë ndaj një mesazhi apo të ndërveprojë me të tjerët (Zguri, 2012). Disa nga rrjetet sociale me impakt në ndryshimin e raporteve gazetari audience janë Facebook dhe Twitter. Këto instrumente janë kthyer në një nga mikroblogjet më masiv pasi kanë mbi 50 milion mesazhe të dërguara në ditë. Facebook dhe Twitter u mundësojnë përdoruesve të komunikojnë në kohë reale me njëri tjetrin.. Mesazhet mund të përftohen, analizohen, agregohen duke plotësuar kontekstin e lajmit, dhe kjo përbën atë që quhet "ambient gazetaresk".

Facebook dhe Twitter, konsiderohet nga shumë specialistë të medias si shprehje e gazetarisë. Larmia e informacionit që qarkullon në Facebook dhe Twitter- e shndërrojnë atë në pjesë të ambientit mediak kur përdoruesit e tij marrin fragmente të informacionit si nga media ashtu dhe nga komunikimi i realizuar mes njëri - tjetrit. Natyrisht, jo gjithçka në Facebook dhe Twitter mund të konsiderohet gazetari, pasi ka mesazhe dhe komente për tema që lidhen me reagime spontane apo informacione që u interesojnë disa grupeve të kufizuara njerëzish. Por është e pamohueshme fakti që këto dy instrumente komunikimi jo pak raste janë kthyer në një platformë shumë të rëndësishme për njerëzit që raportojnë dhe komentojnë për ngjarje të një rëndësie të madhe duke marr pa dashje një pjesë të funksionit që ka gazetari profesionist.

Komentimi i ngjarjeve në Lindjen e Mesme apo siç u etiketuan ndryshe *Pranvera Arabe* shërbeu si test për të parë morinë e informacioneve që u shkëmbyen mes njerëzve. Fluksi i informacionit të konstatuar në ngjarjet e mësipërm shtrijoi para specialistëve të komunikimit nevojën e një sistemi për të filtruar lajmin që të mund të konsiderohet një "lajm gazetaresk". Vite më përpara, një gjë e tillë ishte lehtësisht e mundshme pasi gazetari ishte mekanizmi i vetëm që filtronte, organizonte interpretonte informacionin dhe e shpërndante atë të sintetizuar ose ambalazhuar për audiencën. Ndërsa sot, një gjë e tillë është e pamundur. Mijëra fragmente lajmi zhvillohen çdo ditë në Facebook dhe Twitter. Siç e shpreh me të drejtë David Weinberger (2012), Facebook dhe Twitter mundëson copëza të vogla informacioni që ndërliiden lirshëm me njëri tjetrin.

Ky realitet ka bërë të mundur që diferenca ndërmjet gazetarit dhe njeriut të zakonshëm mos të jetë shumë e qartë. Sot, falë teknologjisë, çdo kush mund të filmojë apo të postojë një lajmë dhe ta shpërndaj atë tek rrjeti social ku ai/ajo bën pjesë. Kjo situatë e re, ka ngritur pikëpyetje përse i përket statusit të gazetarit në kushtet e ekspansionit të mediave sociale.

Një fenomen i tillë nuk ka arsye të mos prek edhe kontekstin shqiptar. Me të drejtë, specialisti i medias Remzi Lani (2011) argumenton se sot askush nuk mund t'i injorojë influencat e rrjeteve sociale. Të dhënat nga sociologjia e terrenit tregojnë se 1/3 e të rinjve në Shqipëri preferojnë të marrin informacione nga interneti duke përdorur rrjete sociale si YouTube, Facebook, Twitter në vend që të ndjekin media të caktuara (ISHM, 2011). Njerëzit janë të pranishëm në Facebook dhe Twitter duke bashkëpunuar, krijuar rrjete sociale, postuar për ngjarje në lagjet e tyre apo më gjërë.

Publikimi i ngjarjeve të Gerdecit është ilustruese e argumentit të shprehur më sipër. Me anë të një filmimi me celularë i momentit të shpërthimit të depove të demontimit të armëve në fshatin Gerdec u bë e mundur publikimi i ngjarjes më përpara se gazetarët e terrenit të shkonin në vendngjarje dhe të filmonin atë që po ndodhte atje. Në këtë rast personi që realizoi filmimin u shndërruar në gazetarë terreni. Më qartë akoma, fenomeni konstatohet tek protesta e të rinjëve kundër armëve kimike në nëntor të 2013. Për herë të parë, u vu re roli i gazetarisë qytetare. Në pak orë fluksi i publikimit

të filmimeve live dhe fotove nga protesta u rrit së tepërmi. Në pak ditë u krijua hapësira virtuale, ku u publikuan të gjitha fotot dhe filmimet live të gazetarisë qytetare që vinin nga protesta. Një mori mesazhesh e thirrjesh për t'iu bashkuar aksionit qarkulluan në rrjet, duke zhvendosur publikun nga ekrani i televizorit, tek ekrani i kompjuterit apo telefonit celular.

Zhvillime të tilla, kanë nxitur specialistët e komunikimit të mendojnë mbi nevojën e ristrukturimit të statusit të gazetarit dhe gjetjes së mekanizmave të filtrimit të informacionit për të diferencuar lajmin e vërtetë nga ai fals. Mirëpo, siç argumentonte me të drejtë sociologu Giddens (1991) jetojmë në globalizëm dhe falë teknologjisë menazhimi i rrishtit është i vështirë për të mos thënë i pamundur. Mbetet thjeshtë të mësohemi me zhvillimet e reja dhe media të modifikohet me këto zhvillime.

Konkluzion

Në këtë analizë synuam të vënë më dukje ekspansionin e përdorimit të teknologjisë së komunikimit dhe rrjedhoja e saj në drejtim të natyrës së lajmit. Ajo që vlen të nënvizohet është fakti se "ambienti i lajmit" ka ndryshuar dhe statusi i gazetarit gjithashtu. Media sociale ka mundësuar që publiku të jetë aktiv dhe i pranishëm si në prodhimin e informacionit, ashtu edhe në konsumimin e tij.

Në këto realitet të reja, audienca e lajmit nuk vepron për vetveten, por "vepron si rezultat i kumtimit të një lajmi" (McQuail 2000:67). Publiku është i pranishëm në lajm. Ky i findit si marrës i informacionit, bëhet pjesë e konceptit të "ambientit të lajmit", ndërsa lajmi që është i lirë në pikën e lëvritit (ose konsumimit), është i disponueshëm sipas kërkesës dhe shumë shpesh behet pjesë e sfondit të jetës së njerëzve, ndërkohë që ata nuk janë të ndërgjegjshëm për këtë fakt.

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Professor Motivation in Albanian Public Universities: The Case of “Aleksandër Xhuvani” University, Elbasan

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Abstract

The public universities' professors are the main source of the professional knowledge and skills of all students that attend public education system, Workplace motivation of the Albanian public university system is examined in this paper. Public universities' professors are numerous in size and are considered as a highly professional group; therefore their impact is crucial for accomplishing the demanding goals of Albanian high education system. The main objectives of this research are: (1) to investigate the most relevant dimensions of the workplace motivation in Albanian public universities, and (2) to identify the most prevalent motivation areas that necessitate improvement for enhancing public universities' professors performance. Workplace motivation based data were collected by both primary and secondary research. Professors from the public university of Elbasan were surveyed and further public universities workplace motivation documents and literature have been considered for the purpose of this topic. Through the analysis of the professors motivation in Albanian public universities are identified the main strengths and weaknesses of workplace motivation in high education institutions. In accordance with the contemporary theories of motivation, suggestions are provided for improving the effectiveness and performance of the Albanian public universities' professors.

1. Introduction

University's professors are beyond doubt one of the most meaningful professional group in Albania. Professor's performance is vital for an improved education and for the future of a country mainly because their capability and performance are the educational basis of the knowledge and competencies that students need for entering the labour market. The purpose of this study was to describe and analyze the motivation dimension of professors in the public university of Elbasan. Motivation is crucial to professors' performance; therefore the motivation component can be wisely used for encouraging commitment towards university's objectives. According to Wortman et al. (Muller, 2010, p. 1) motivation is a driving force “that gives impetus to our behaviour by arousing, sustaining and directing it toward the attainment of goals”. Therefore, motivation is the process or mechanism that causes an individual to put efforts and sustain the desired work performance for achieving personal or organizational goals. Professors' motivation of the public university of Elbasan is examined referring to the contemporary theories of motivation which represent the current thinking in workplace motivation.

Contemporary theories are considered to represent the most updated explanations regarding workplace and employee motivation. According to the cognitive theory, motivation is based in two systems: intrinsic and extrinsic motivators. Intrinsic motivators consist on responsibility, recognition, and employee development and growth. Extrinsic motivators consist on payoffs, verbal rewarding, and promotion. Whereas, Goal-Setting Theory implies that motivation and goal setting are interrelated, it supports the idea that motivation and work performance are directly influenced by clear, smart, and challenging goals. In addition, Self – Efficacy Theory considers a person's confidence and capability to perform or accomplish a task. The higher the self-efficacy of an individual the more motivated the person will be for achieving goals. Equity Theory is based on the premise of balance. In simple words, a person's motivation is interrelated with his perceptions about fairness, justice, and equity applied by his superiors. One other theory, one of the most widely applied is the Expectancy Theory. According to Victor Vroom, the probability for one person to act in a specific way depends on the strength of the expectation that this act will drive to the achievement of a desirable outcome. Thus, employees' work and efforts recognition is imperative for enhancing their motivation. Hereupon, through the analysis of motivation variables in the public university this paper will provide insights on how much motivated are the public

university professors, as also the most prevalent areas where improvements are needed for increasing professors' motivation. (Robbins and Judge 2009).

2. Methodology

In this research the methodology that was used to examine professor motivation in the public university of Elbasan consists on questionnaire. The questionnaire is designed referring to the contemporary theories of motivation. Hence, the research questions reflect the main issues of the motivation in the public university in order to gain proper insights of the workplace motivation. This questionnaire was designed in that manner to provide the necessary quantitative data to calculate the participants' opinions statistically. The number of full time professors in the "A.Xhuvani" University is 219 professors. The questionnaire was sent to 200 professors, a sample size of 135 professors, teaching in the public university "A.Xhuvani in Elbasan, participated in this research, providing a response rate of 75% percent.

3. Results

University 'A.Xhuvani' is an important institution of scientific education in Albania, one of the most prominent universities in the country for the preparation of teachers, specialists and young researchers. The story for nearly four decades has seen significant achievements in many areas of the learning process and research. Before representing the motivation – based results of this, it is important to report some important demographic data.

Demographics

Referring to the demographic characteristics of age, displayed in Table 1, it is noticed that out of the total number of the sample, 54.1 % of the respondents of this study are female and 45.9 % are male. In fact this is not surprising , but rather a real reflection of professors' gender composition of the overall educational sector of Albania, where the female presence in education is dominant.

Table 1: Respondents Gender

Gender	Number	%
Male	62	45.9
Female	73	54.1
Total	135	100

Regarding the demographic characteristic of age presented in Table 2, results denoted that the prevalent age – group of this study respondents is the one consisting in the age – group of 31 - 39 years old, who made 45.2% of the entire representative sample. While the number of teachers respondents who were between 40-49 years old was the second interval. These demographic aspects of this sample's age relate to the fact that teaching in the university requires a high degree of abilities and education experience.

Table 2: Professors Age

Age	Nr	%
22 – 30	32	23.7
31 – 39	61	45.2
40 – 49	42	31.1
> 50	32	23.7
Total	135	100

Another important demographic facet is professors' marital status, Table 3. Data show that 65.9% of the study's participants are married. This evidence can be supported by the fact that 90.7% of the respondents are 31 and above years old, meanwhile Albanian social culture dictates, up to a point, the marriage of people who are above 30 years old. As for the others marital status options the evidences show that the percentage of respondents who were single was 23.7%. While, the percentage i of the participants who were cohabiting, divorced or widowed was at low levels, comprising almost 11% of the total sample.

Table 3: Marital Status

Marital status	Nr	%
Single	32	23.7
Co – habiting	4	3.0
Married	89	65.9
Divorced	8	5.9
Widowed	2	1.5
Total	135	100

Professors' parenthood results shown in Table 4, indicates that 75.6% of the professors were parents. Being a parent or not, it is an important variable that both impacts and constrains motivation and performance. Professors who are parents, tend to be more motivated and responsible for their educating job, mainly because they want to maintain their incomes for their family.

Table 4: Parenthood

Children	Nr	%
Yes	102	75.6
No	33	24.4
	135	100

As for the educational level' of the professors sample, displayed in Table 5, it is pointed out that 68.1% had a master degree. While, it is pointed that 31.9% of participants had a doctorate degree. This evidence might be rationalized that individuals with a doctorate degree most of the professors tend to have a PhD degree after starting teaching in university in order to have a more clear perspective of their specialization area. Moreover, the persuasion of doctorate degree is reflected in the motivation for benefiting both promotion opportunities and increased salary.

Table 5: Education

Highest degree earned	Nr	%
Master	92	68.1
Doctorate	43	31.9
Total	135	100

Another important facet that needs to be noticed is the number of courses professors teach in university. The results displayed in Table 6 indicated that 18.5% of the respondent professors teach only one course per year and 54.8% of them teach two courses per year. While, 17.8% of the respondents teach three courses and only 8.9% teach four courses per year. University education provides focused and critical knowledge through their courses to the students, as such professors should have the appropriate knowledge background and specialized competencies for teaching in university.

Table 6: Number of Courses

Number of courses	Nr	%
1	25	18.5
2	74	54.8
3	24	17.8
4	12	8.9
Other	0	0
Total	135	100

And last but not least important, teaching experience is also investigated in this study. Data displayed in Table 7, revealed that only 18.5% of the respondents had 0 - 2 years of teaching experience and 28.1% of the teachers had 3 – 7 years of experience, while 53.4% of the participants in this study had 8 – 23 and above years of teaching experience. These results are very good regarding the purpose of this study, because information gathered from more 'mature' professors provide deeper insights into motivation dimension. This is mainly because larger experience in teaching provides more reliable knowledge to individuals regarding the workplace environment, their self-capabilities, and helps for professionally growing.

Table 7: Number of years teaching

Years teaching	Nr	%
0 – 2	25	18.5
3 – 7	38	28.1
8 – 12	48	35.6
13 – 17	12	8.9
18 – 22	7	5.2
> 23	5	3.7
Total	135	100

Motivational Variable of Objective Specificity

Regarding the motivation-based questions respondents were asked to identify which professors' objectives are clearly explained and specified to them from university authorities. The responses are summarized in Table 8.

Table 8: Explained and specified objectives

Professors' Objectives Specified by University Authorities	%
1. The positive development of the professor – student relationship	90
2. Systematic daily preparation of the classes with efficacy and competence	88
3. Collaborating with colleagues, students and others for the development of effective teaching practices	73
4. Applying various teaching methods appropriate to enhance the professional knowledge of the students with different capacity levels	89
5. Personal professional development through self – qualification and advanced qualification agencies	66
6. Being competent in the respective courses and in the teaching methods	99
7. Using the adequate techniques of students' achievement assessment for motivating them to strive for higher – level learning objectives	75

From the results it is demonstrated that teacher's objectives such as: "Being competent in the respective course and in the teaching methods" specified by 99% of the respondents, "The positive development of the professor-student relationship", which was assumed to be well – clarified 90% of the respondent professor, "Applying various teaching methods appropriate for the enhancement of the professional knowledge of students with different capacity levels" comprising 89% of the sample, and "Systematic daily preparation of the class with efficacy and competence" specified as well for 88% of the participants it can be assumed that professors' objectives are well explained and clearly specified. Thereupon, professors are properly informed about what is required by them. It is easily observable that these objectives that are most rated from respondent professors reveal the objectives that tend to increase student knowledge and skills. Besides, other important objectives are also required form professor (gathered through open-ended questions) such as: educational level, professional preparation, students' final results. Meanwhile the teachers, clearly specified objectives rated at least

Motivational Variable of Training

Training variable data in Table 9 displayed that 0% of the respondents stated that training is "always" provided, while 4.4% of the survey's participators stated "often", 20.7% of them replied "rare" and 74.8% claimed that training is "never"

secured or undertaken. These, training – based data presented here, indicate that training is not considered by university authorities as an important factor for enhancing motivation and teachin performance.

Table 9: Training

Have there been provided training, courses, seminars		
	Nr	%
Yes, always	0	0
Often	6	4.4
Rare	28	20.7
Never	101	74.8
Other	0	0.0
Total	135	100

Self – efficacy theory, stresses that self – efficacy increase individual's confidence for being able to succeed in a task. And one of the most efficient mechanisms that is used for increasing the employee's self – confidence is training (Robbins and Judge, 2009).

Motivational Variable of Intrinsic Rewards

Referring again to Robbins and Judge (2009), Cognitive theory argues that intrinsic motivators are linked with internal locus of control, which makes individuals to believe they have control of their own behaviour. Meanwhile, extrinsic motivators are linked with external locus of control, meaning individuals believe that others or external environment impacts their behaviour. Due to this fact, it is very important that professors should be motivated only by intrinsic motivators for improving their teaching performance. Table 10 represents the data gathered regarding intrinsic motivation dimension of the university. Professors through the questionnaire were asked to give their opinion for five different variables. The variable 1, "Teaching is a challenging work", was pointed out by 97% of professors, including those who "strongly agreed" and "agreed". None of the respondents did not "disagree" or "strongly disagree" and only 4% were neutral with that statement. This in fact reflects the reality of Albanian educational system which is continuously changing; therefore changes in curriculum and teaching programs are constant.

Regarding, variable 2 of intrinsic motivation "I spend some of my free time by reading professional books and articles, attending workshop and meeting for being improved professionally", 82% of participants strongly agreed and 675 agreed, 10% were neutral and again none of them disagreed. Courses in public universities are highly specialized consisting in concepts and topics that require periodic updates.

Table 10: Intrinsic motivation

The extent to which you agree or disagree with the statement					
	SA	A	N	SD	D
1. Teaching is a challenging work	19%	78%	4%		
2. I spend some of my free time by reading professional books and articles, attending workshop and meeting for being improved professionally	82%	67%	10%		
3. My students think I'm a good professor	15%	46%	21%	10%	1%
4. The average number of students that show interest and pay attention during the classes is relatively good		10%	90%		
5. The education system of public university gives me opportunity to grow and develop professionally	2%	1%	1%	28%	22%

Intrinsic motivator variable 3, "My students think I'm a good teacher", results are spread among all the optional answers, and where "agree" dominates with 46%. Recognition as an reward is a very important intrinsic motivators. Hence, we can suggest that respondent professors are moderately motivated referring to recognition motivation dimension. "The average number of students per class that show interest and pay attention during the classes is relatively good" statement revealed that respondents were indifferent 90% were neutral and only 10% agreed. This variable means that students' interest and attention are at medium levels indicating that professors are not highly stimulated to be more committed and internally motivated during teaching. And last intrinsic motivator consists in the statement "The education system of public university gives me opportunity to grow and develop professionally." revealed that 50% of the respondents disagreed, while only 3% of the sample agreed. The significant size of disagreement implies that public university system does not ensures opportunities for development and growth, consequently decreasing professors motivation for contributing and performing better.

Conclusions and Recommendations

This project is an analysis of the main dimensions of the professor motivation in the Albanian public university of Elbasan. The research strategy of this study was based in the contemporary theories of motivation.

With regard to the specificity dimension of the teacher's objectives, it was revealed that not all of the teacher's objectives were well – specified and explained to the professors of the public university of Elbasan.

Training is not provided consistently

As the intrinsic rewards are recognized as crucial rewards that cause high employee motivation, it was revealed that Albanian are moderately intrinsically motivated.

to improve their job performance level and to accomplish all of their teacher's objectives successfully there are necessitated the following motivation – based intervention such as: well – specifying and clarifying all of the respective teacher's objectives; setting teacher's objectives that are realistic and reachable

securing pertinent teacher training whenever the change affects the teaching activities and/or teacher's objectives;

with the teacher training content that enable them to approach to their teacher's objectives smoothly; increasing the incidence of ensuring 'training for specific courses', inasmuch as it is the most effective method of teacher training as well as increasingly using the new methods of teacher training such as 'training on distance' and 'mixed training'

Provide opportunities for development

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A Language Course Within the Scheme of Socially Responsible Teaching: ELT Trainees' Expectations

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Abstract

The current study aims at investigating ELT teacher trainees' expectations from a GILE-based course (Global Issues in Language Education) conducted in a large state university in Turkey. The course was offered in the ELT program for the first time as an elective to increase trainees' awareness on global issues while improving their language skills. A quasi-experimental research design was adopted to investigate trainees' expectations from the course. Data were collected via a questionnaire administered before and after the course was implemented to compare the trainees' expectations from and views about the GILE-based course. All of the fourth-year ELT trainees (N=28) enrolled in the course contributed to the study. The qualitative and quantitative analysis of data indicated that the participants had positive attitudes towards the inclusion of environmental issues in foreign language learning and teaching. However, only a minority of teacher trainees considered GILE as essential for language teacher training. The findings were discussed in relation to foreign language teaching education.

Keywords: GILE, SRT, language teacher education, ELT, environmental education

Introduction

The current study aims at investigating ELT teacher trainees' expectations from a GILE-based course (Global Issues in Language Education) conducted in a large state university in Turkey. The course was offered in the ELT (English Language Teaching) program for the first time as an elective to increase trainees' awareness on global issues while improving their language skills. As part of the critical pedagogy (Freire, 2005), Socially Responsible Teaching (SRT) has been one of the concerns in language education. However, this has not been reflected in most language teacher education programs.

The inclusion of this elective course in the ELT program is an attempt to integrate SRT and GILE into language teacher education and thus to contribute to the linguistic and social development of ELT trainees. Teacher trainees' views on this newly-introduced GILE-based course are prominent as it would contribute to the development of the aforementioned course as well as other similar courses as part of SRT philosophy. This would, in turn, help *maintain* efforts to make future language teachers socially aware and responsible citizens.

Literature review

SRT is one of the reflections of Critical Pedagogy, which highlights the need to develop students' critical stance towards their own education and society (Freire, 2005). This, as argued by Critical Pedagogy, would allow students to be active participants in the transformation of their society as socially aware and responsible individuals. According to Freire (2005), education is not a means to transfer information. Rather, it is an act of cognition. He thus strongly opposes the banking model of education where students are the passive recipients of information. Teachers and students are the cognitive actors in a learning situation. Like Dewey, Freire also relates the act of knowing to inquiry (Deans, 1999). Accordingly, inquiry is necessary for men to be truly human. As Freire (2005) states "Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry men pursue in the world, with the world, and with each other" (p. 72). Hence, a view that considers the learners as "empty containers" to be filled by the teachers will do injustice to the process of learning. As Shor and Freire (1987) explain learning involves "action, critical reflection, curiosity, demanding inquiry, uneasiness, uncertainty-all these virtues are indispensable to the cognitive subject, the person who learns" (p. 8). From this point of view integration of SRT topics to education would help learners to think critically on global issues, create opportunities for reflection, trigger curiosity on issues concerning the society

and the world, help develop an understanding on these issues and encourage learners to take part in solutions to those problems.

Within the framework of all these, 'Global Education' (GE henceforth) has emerged as an approach which invests efforts in developing 'the knowledge, attitudes and skills relevant to living responsibly in a multicultural, interdependent world' (Fisher and Hicks, 1985, p. 8). GE attempts to bring about this development through a 'change in the content, methods and social context of education in order to better prepare students for citizenship in a global age' (Kniep, 1985, p.15).

The content of GE consists of global issues ranging from environment, development and human rights, to peace and conflict, race, gender, health and education (Hicks and Bord, 2001). These global issues have found their ways into different fields of study such as 'peace education, environmental education, development education, and human rights education' (Peaty, 2004, p.15).

Global issues have also attracted considerable attention in foreign language teaching as the focus of foreign language learning and teaching has shifted from rather structure- based approaches to communication and meaning-based ones (Gürsoy and Sağlam, 2011). This shift has necessitated the presentation and practice of language within meaningful contexts, and the contents of GE have thus constituted one of the frames of reference for the teaching and learning of foreign languages meaningfully. Aside from providing meaningful and natural contexts for the teaching and learning of foreign languages, the use of global issues in foreign language education might aid in the culmination of 'the knowledge, skills and commitment required by world citizens to solve global problems' (Cates, 1990, p.41). As the citizens of the world, global problems are our responsibility. The results of the drastic changes in the world's climate, loss of land, deforestation, poverty, reckless use of energy etc. are some of these problems that have an effect on global community. In one of the most recent reports on the impact of global warming scientists claim that global warming is not just showing its effects on polar bears, but the danger is immediate and local, the results of which will be hunger, disease, drought, flooding, refugees and war (Yahoo News, 2014). Due to these alarming changes on the earth's ecological system and the rapid loss of energy sources, it becomes one of the responsibilities of education to help individuals to develop an understanding and create an awareness regarding global problems. Foreign language education is one of the fields of study which provides appropriate conditions for the integration of global issues as contexts into the learning environment within the framework of Theme-based Approach. The learners thus not only develop their language skills but also use the language to communicate meaningfully within contexts derived from global issues. Moreover, such an approach would help learners to develop an awareness, skills and positive attitudes towards these issues.

As stated before, Global Issues in Language Education (GILE) have sparked interest as a relatively recent approach in the field of ELT, resulting in the rethinking of the main objectives and missions of English teaching (Cates, 1997). However, it seems that foreign language teacher education has so far failed to focus on global perspectives as a way to promote teacher trainees' development as both globally, socially and linguistically competent future teachers. The foreign language teacher education within the context of the current study is no exception and is characterized by lack of foci on global issues. If we, as foreign language teacher educators, are to empower our teacher trainees with the knowledge and skills as globally aware individuals and language teachers, the infusion and integration of global issues into foreign language teacher education programs should be customary and more than lip-service.

As a response to the lack of foci on global issues in foreign language teacher education in Turkey, a new initiative was taken, and as part of a larger research project, an elective GILE-based course was included in the ELT program of a large state university within the framework of Socially Responsible Teaching (SRT). The main incentive for the inclusion of this GILE- based course was to initiate-and substantiate- efforts to integrate global issues into foreign language teacher education and thus to contribute to the linguistic and social development of ELT trainees. The current research was then undertaken to evaluate the aforementioned GILE-based course, as perceived by ELT teacher trainees and posed the following research questions:

1. What do the ELT trainees expect from a GILE-based course in a foreign teacher education program?
2. Have the ELT trainees' expectations been met after taking the GILE-based course?

It was hoped that the answers to those questions would provide a firm basis for the development of the newly-introduced GILE-based course and similar other courses in language teacher education programs and would, in turn, help maintain efforts to make future language teachers socially aware and responsible citizens. Also, earlier studies that have aimed to investigate ELT teacher trainees' awareness about and attitudes towards global issues provide support for the integration of global issues into foreign language teacher programs (see Arıkan, 2009; Cates, 1997; Erten, 2004; Gürsoy, 2010; Gürsoy, 2012; Gürsoy & Sağlam, 2011; Jacobs, Goatly, & Ming, 1995; Karn, 2007; Sağlam & Gürsoy,

2010). These studies indicate that although ELT teacher trainees have an awareness on environmental issues, as part of GILE, they do not take necessary actions to prevent these problems (Sağlam & Gürsoy, 2010) and that they have mildly positive attitudes towards environmental education but strong tendency to integrate it into language lessons (Gürsoy & Sağlam, 2011). Moreover, some studies even argue that environmental education should start as early as pre-school or primary school (Şimşekli, 2004; Erten, 2004) while the children are in the process of developing value judgments and beliefs. Supporting this view several studies argued that environmental issues can be used as a context for child ELT learners as well (Gürsoy, 2010; Gürsoy, 2012).

Methodology

A quasi-experimental research design was adopted to investigate the trainees' expectations from the course. Data were collected via a questionnaire administered before and after the course was implemented in order to compare the trainees' expectations from and views about the GILE-based course.

Course Description

As a new initiative in the ELT program the GILE-based course drew on "Theme-based Language Learning" as an approach to improve language skills and aspects of the participants by using environmental problems as a context. The course was offered within the fall term in 2013-2014 academic year, and one of the authors in the current study carried out the lessons. The class met two lesson hours once a week. Throughout the course, videos and a textbook that was developed for the aforementioned larger project were used. The textbook consisted of a variety of language skills and vocabulary activities related to topics on environmental issues, however, due to constraints on class time, not all of the planned classroom activities were completed. This constituted one of the limitations of the study, which was discussed in detail in the conclusion part. The "Home" documentary prepared by Yann Artus- Bertrand was used as the main audio-visual material throughout the course. The documentary basically talks about the diversity of life and focuses on the human threats to the ecology of the Earth. The textbook used contained activities regarding the content of the documentary. Several other documentary films were also used to supplement the main material.

Participants

All of the fourth-year ELT trainees (n=28) enrolled in the course contributed to the study. Demographic data on the participants revealed that only three out of 28 were a member of an environmental organization and almost half of them (n=13) took the course because it was a better alternative to another elective course offered. 10 of the participants were male, 18 of them female.

Instrument

The research was carried out in two phases. The first phase aimed to understand ELT teacher trainees' expectations from and views about a language course that used environmental problems as its major and organizing theme. Data were collected via a pre-questionnaire developed by the researchers through an extensive literature review. The questionnaire consisted of two parts. In the first part were open-ended questions that asked the participants to state their views about the possible benefits of a GILE-based course and to talk about their expectations from it. The second part was designed as a five-point Likert-scale and attempted to gain insights into the participants' environmental awareness and expectations from the course. The second phase of the study was carried out at the end of the academic term. The questionnaire used in the first phase of the study was modified and re-administered to reveal ELT trainees' views after the GILE-based course.

The current study yielded both qualitative and quantitative data. In order to analyze the qualitative data, the participants' responses to the open-ended questions in the pre-questionnaires were first read thoroughly by the researchers, and a coding scheme was developed. The qualitative data in the post-questionnaires were analyzed in light of the same coding framework to make a comparison possible between the participants' responses to the pre-and post-questionnaires. All qualitative data were also described in the form of frequencies. As the number of the participants is smaller than 30 (N=28), a non-parametric test was used to analyze the data. Thus, in order to compare the participants' responses to the pre-and post-questionnaires, the Wilcoxon signed-rank test was used, which is a non-parametric test

procedure used to compare two sets of scores that come from the same participants when the use of the dependent t-test is not appropriate (Can, 2014). The means and medians of the participant responses were also calculated.

Findings

As mentioned earlier, the current study produced both qualitative and quantitative data. In what follows, the findings of the quantitative data are first presented. This is followed by the report of the findings from the qualitative data presented according to each questionnaire item in the pre-and post-questionnaires.

Findings from the Quantitative Data

The analysis of the quantitative data indicated that there were no statistically significant differences between the pre- and post-questionnaire results ($z = -0.62, p > 0.05$). However, in an item by item comparison statistically significant differences were found in four of the items of the questionnaire (item 1 ($z = -2.45, p > 0.05$), item 2 ($z = -3.34, p > 0.05$), item 3 ($z = -3.08, p > 0.05$) and item 4 ($z = -2.80, p > 0.05$)). When the means of these items are analyzed, it can be said that there is a decrease in the post-questionnaire (see Table 1)

Table 1. Comparison of Pre- and Post-test means and modes

		Item 1	Item 2	Item 3	Item 4
Mean	Pre-test	3.82	3.96	3.89	3.92
	Post-test	3.03	3.17	3.00	3.14
Median	Pre-test	4.00	4.00	4.00	4.00
	Post-test	4.00	4.00	3.50	3.00

Findings from the Qualitative Data

The qualitative data in the current study consisted of the participants' responses to the open-ended questions in the pre- and post-questionnaires. In the pre-questionnaire, there were a total of five questions which aimed to gain insights into the ELT trainees' expectations and views of a GILE-based course before it was implemented. The post-questionnaire included 4 questions which attempted to reveal the participants' views after the course was completed.

When asked in the pre-questionnaire what they thought they would be learning in the GILE-based course, the majority of the students stated that the course would develop their 'world knowledge' ($n=17$) and 'environmental awareness' ($n=16$). As can be seen in Table 2, these were followed by, in descending order, 'learning how to develop their own students' environmental awareness', 'speaking', 'listening', 'reading', and 'geography.' The two of the participants reported that they did not have an idea about what they would be learning in the course. One of the participants, on the other hand, said that the course would not contribute to his/her development of environmental awareness.

Table 2. ELT trainees' expectations from the GILE-based course before it was implemented

	(N=28)
1. I will develop my environmental awareness.	16
2. It will develop my world knowledge.	11
3. I will be learning about cultural and natural richness in the world.	6
4. I will be learning how to raise my own students' environmental awareness.	4
5. My speaking skills will be developed.	2
6. My listening skills will be developed.	2
7. My reading skills will be developed.	1
8. I will be learning about geography.	1
9. I don't have an idea.	2
10. This course will not contribute to the development of my environmental awareness.	1

In the post-questionnaire, the participants were asked to state this time what they thought they had learned in the GILE-based course. As shown in Table 3, nearly most of the participants reported that their 'knowledge of vocabulary' (n=17) and 'world knowledge' (n=17) were developed. These were the responses which ranked the highest of all the others. One of the trainees provided no response.

Table 3 ELT trainees' views about the GILE-based course after it was implemented

	(N=28)
1. My knowledge of vocabulary has been developed.	17
2. My world knowledge has been increased.	17
3. My environmental awareness has been raised.	5
4. My knowledge of environment has been refreshed.	2
5. My speaking skills have been developed.	1
6. My listening skills have been developed.	1
7. My reading skills have been developed.	1
8. I am now more interested in documentaries.	1
9. I have learned how to integrate environmental issues into language teaching.	1
10. I haven't developed environmental awareness.	1
11. I don't have an idea.	1

Another question in the pre-and post-questionnaires asked the participants to state their views about the integration of environmental issues into foreign language classes and to explain their reasons for their answers. As indicated in Table 4, 22 of the participants reported positive ideas about the use of environmental issues in language classrooms. Four of them disagreed with the idea that environmental issues should be part of foreign language classes. Two of the trainees recommended that environmental issues be dealt with in a separate course. There was only one participant who was not able to offer a specific view.

Table 4 ELT trainees' views about the integration of environmental issues into foreign language classes: Pre-questionnaire

	(N=28)
1. Environmental issues should be within the scope of foreign language classes.	22
2. Environmental issues shouldn't be within the scope of foreign language classes.	3
3. Environmental issues should be a separate course.	2
4. I am undecided.	1

When asked to explain why environmental issues should be within the scope of foreign language classes, the participants mentioned the following, as indicated in Table 5.

Table 5 ELT trainees' views about why environmental issues should be integrated into foreign language classes: Pre-questionnaire

Environmental issues should be within the scope of foreign language classes, because this would...	(N=28)
1. provide the ground for theme-based language instruction.	9
2. develop environmental awareness.	8
3. contribute to the development of language skills.	2
4. offer motivating and interesting content.	2

5. develop vocabulary knowledge.	2
6. promote intercultural understanding and communication.	1
7. facilitate cultural awareness.	1

In the post-questionnaire data, an increase was observed in the number of the participants who agreed that environmental issues should be infused into foreign language learning and teaching (n=26). Two of the participants did not offer any response (Table 6).

Table 6. ELT trainees' views about the integration of environmental issues into foreign language classes: Post-questionnaire

	(N=28)
1. Environmental issues should be within the scope of foreign language classes.	26
2. No response.	2

In the post questionnaires, the participants mentioned the following as to their reasons for the integration of environmental issues into foreign language classes (Table 7):

Table 7 ELT trainees' views about *why* environmental issues should be integrated into foreign language classes: Post-questionnaire

Environmental issues should be within the scope of foreign language classes, because this would...	(N=28)
1. help us develop environmental awareness.	22
2. provide the ground for theme-based language instruction.	5
3. develop vocabulary knowledge.	4
4. contribute to the development of language skills.	2
5. contribute to the development of critical thinking skills.	1

In another question in the pre-questionnaire, the participants were asked to mention their reasons for why they decided to take the GILE-based course. 13 of the participants reported that they took it to shy away from the other elective courses offered at the department. For 11 of them, their incentive for taking the course was to learn about different cultures. The other reasons stated by the participants ranked, in descending order, as in the following (Table 8):

Table 8. ELT trainees' reasons for taking the GILE-based course: Pre-questionnaire

	(N=28)
1. I don't want to take 'Pragmatics'.	13
2. I would like to learn more about different cultures.	11
3. It looks like an interesting lesson.	10
4. It is a new elective course offered in the department.	9
5. It looks like easy to pass.	7
6. I am interested in global issues.	4
7. I'd like to develop my speaking skills.	3
8. It is similar to Geography.	3
9. I'd like to develop my environmental awareness.	2
10. It will be an audio-visual course.	1
11. It will involve different types of materials.	1
12. I liked the content of the lesson.	1
13. I'd like to make others aware of environmental issues.	1
14. My friends have just taken it.	1
15. I like animals.	1

In the post-questionnaire, the trainees were asked to state if their reasons for taking the GILE-based course matched with the course content and activities. As shown in Table 9, most of the trainees articulated that the course met their initial expectations to a large or some extent and that the course content and activities matched with their reasons for taking it. Seven of them, on the other hand, reported the reverse. Four of the participants did not provide any response.

Table 9 ELT trainees' views about if the course met their initial expectations: Post-questionnaire

	(N=28)
1. To a large extent.	10
2. To some extent.	7
3. It did not meet my expectations.	7
4. No response.	4

In the post-questionnaires, the participants also expressed their ideas about why the course content and their expectations matched or did not match with each other. Some of the trainees who reported that there was not a mismatch between the course itself and their initial expectations mentioned the following (Table 10):

Table 10. ELT trainees' views about the match between their initial course expectations and the course content: Post-questionnaire

To large/some extent the course has met my initial expectations, because...	(N=28)
1. I will be able to develop my students' environmental awareness.	1
2. I developed my own English.	1
3. My speaking skills were developed.	1
4. My reading skills were developed.	1
5. I developed my vocabulary knowledge.	1

The trainees who reported a mismatch between their own initial course expectations and the course itself expressed the following as their concerns (Table 11):

Table 11 ELT trainee views' about the mismatch between their initial course expectations and the course content: Post-questionnaire

The course hasn't met my initial expectations, because...	(N=28)
1. We could have watched more videos.	6
2. A variety of topics could have been used.	4
3. There was overemphasis on reading.	4
4. There was overemphasis on vocabulary.	4
5. There should have been more speaking activities.	3
6. We could have joined environmental protection activities.	2
7. There was little emphasis on the development of world knowledge.	1
8. There should have been more listening activities.	1
9. There wasn't a focus on how to teach environmental awareness.	1
10. There was an overemphasis on environment.	1
11. There should have been a variety of activities.	1
12. There was an overemphasis on language, not on a theme.	1
13. Geography could have been one of the themes to study.	1

The other question included both in the pre-and post-questionnaires was concerned with the ELT trainees' views about the possible contributions of the GILE-based course to their own development as future language teachers. In the pre-questionnaires, nearly all of the participants (n=27) agreed that the course would contribute to their own development.

Table 11a. ELT trainees' views about the contributions of the GILE-based course: Pre-questionnaire

	(N=28)
1. The course will contribute to my development.	27
2. The course will not contribute to my development.	1

When asked to explain in what ways it might foster their development, the participants mentioned the following, in descending order:

Table 11b. ELT trainees' views about the contributions of the GILE-based course: Pre-questionnaire

	(N=28)
1. It will develop my world knowledge.	14
2. It will help me develop my own students' environmental awareness.	8
3. It will develop my own environmental awareness as a prospective teacher.	5
4. It will develop my knowledge of environment-related vocabulary.	5
5. It will develop my speaking skills.	4
6. It will contribute to my language development.	3
7. It will help me integrate environmental issues into language education.	2
8. It will develop my listening skills.	2
9. It will develop my writing skills.	1
10. It will develop my reading skills.	1
11. It will develop my pronunciation.	1
12. It will develop my critical thinking skills.	1
13. It will encourage me for being a member of environmental organizations.	1

In the post-questionnaires, the participants were asked to respond to the same question about the possible contributions of the GILE-based course. Most of the trainees (n=26) stated that the course positively contributed to their personal and professional development.

Table 12. ELT trainees' views about the contributions of the GILE-based course: Post-questionnaire

	(N=28)
1. I have developed my vocabulary knowledge.	14
2. I have learned how to develop my students' environmental awareness.	8
3. I have developed my reading skills.	3
4. I have developed my world knowledge.	3
5. I have developed environmental awareness.	2
6. I have an idea now about topic/themes to use in my own classes.	2
7. I have developed my speaking skills.	1
8. I have developed my pronunciation.	1
9. It will help me in KPSS.	1
10. I can use the textbook we have used in this course.	1
11. I have developed my language awareness.	1

According to half of the trainees (n=14), the course greatly contributed to the development of their vocabulary knowledge. This was followed by the development of environmental awareness (n=8).

Table 12a ELT trainees' views about the contributions of the GILE-based course: Post-questionnaire

	(N=28)
1. The course has contributed to my development.	26
2. The course hasn't contributed to my development.	1
3. No response.	1

Discussion

The findings from the quantitative data indicated that in the overall comparison of the pre- and post-questionnaires, there were no statistically significant differences. Thus, it can be argued that the participants' initial expectations from the GILE-based course were met at the end of the course. However, a more detailed analysis of the findings showed that there were statistically significant differences between four of the questionnaire items, which indicates a change in the participants' views. In Item 1, the teacher trainees stated that the course would play an important role in developing their awareness on environment and environmental protection. Although, in both questionnaires, the means indicated that the trainees agreed with this item, the number of the participants who agreed with it was decreased. This decrease was also apparent in the qualitative data. The analysis revealed that the number of participants who stated that the course contributed to their environmental awareness was decreased. In addition, in the open-ended questionnaires, the majority of the trainees indicated that the course content would help them develop their world knowledge. This expectation seems to be met as there was not any change in the number of the participants who reported that the course would contribute to the development of their world knowledge before and after the course was implemented. Interestingly, at the beginning of the course, none of the trainees mentioned the development of their vocabulary knowledge as one of the possible contributions of the course, yet at the end of the course the majority thought that their vocabulary knowledge expanded.

In both questionnaires, the trainees agreed that the course would help them with the ways to develop environmental awareness in language lessons. Yet, again the number of the trainees who agreed with the item decreased in the post questionnaire. The trainees also thought that the course would show them the ways to raise their own students' environmental awareness. By the end of the course, fewer trainees agreed with the issue. According to the qualitative findings, the majority of the participants think that environmental issues should be within the scope of foreign language lessons. In the post-questionnaire there was an increase in the number of trainees who thought so. To support their ideas, they mentioned that this would create opportunities for theme –based teaching and help develop environmental awareness of their prospective students. This result is promising in that it is an indication of ELT teacher trainees' awareness of the benefits of contextualized language learning as well as of the significance of using environmental topics for teaching a foreign language. However, quantitative results suggested that the trainees needed specific instruction to implement environmental education in their classes as they were not satisfied with the fact that the GILE-based course does not cover methodological aspects.

Finally, according to the quantitative data, in the pre-questionnaire, more trainees expected that the course would help them develop their social responsibility, whereas, in the post-questionnaire this expectation was met according to fewer participants. It is interesting that only these four items are related to their self and future career as the items were mostly concerned with the integration of environmental awareness into ELT and the development of environmental awareness. The rest of the items inquired the contribution of the course to the participants' language skills development and the content of the course.

According to the responses given in the open-ended part of the questionnaire, almost all of the participants agreed that the course contributed to their personal and professional development. However, some of the areas of development were different from what they expected at the beginning of the course. When they started the course, half of the participants thought that the course would help them develop their world knowledge, yet only three of them agreed that this was achieved by the end of the course. The number of participants who thought that the course would help them develop their prospective students' awareness did not change in each questionnaire. However, although, at the beginning of the term, the majority did not expect that their vocabulary knowledge would expand, half of the participants claimed that the course helped them develop their vocabulary knowledge by the end of the course. A few trainees also had some expectations regarding the development of their speaking skill, but this expectation seemed not to be met.

These results indicate that the trainees hold positive views about the integration of global issues (especially

environmental issues) into their own education as a tool for both personal and professional development. As the content of the course was not designed as a methodology course to teach methods and techniques to integrate environmental issues into the ELT curriculum, the change in some of the trainees' expectations seems to be reasonable. On the other hand, the difference in the participants' expectations regarding the contribution of the course to the development of their environmental awareness can be a result of the course materials. As the major video and text material used in the course was the "Home" documentary, the content and discussions centered on the topics presented in these materials. However, the responses to the open-ended part of the questionnaire pointed to the participants' preference for a variety of topics, along with the ones included in the course.

Another finding worth mentioning in the quantitative data was related to the trainees' reasons for selecting the course. According to what most of the participants reported in the quantitative part of the questionnaire, they decided to take this course only because it fit their schedule. This finding itself seems to be an important indicator of the participants' lack of awareness when selecting a GILE-based course. It can thus be inferred from this finding that the participants' main concern was not to develop their language skills and environmental awareness. The fact that the responses remained the same in the post-questionnaire is also important to understand the participants' incentive to be enrolled in the course. The qualitative data also support all these findings. Almost half of the trainees reported that they took the course because they did not want to take the other elective courses which they thought might be difficult to succeed in. Some others also mentioned that they took the course because it was a new course offered at the department and it seemed interesting. It might thus be argued that the trainees did not make informed and conscious decisions for taking the GILE-based course. This might be explained on the trainees' lack of knowledge of the course and the course content, because it was a new course offered at the department.

In the post-questionnaires, the participants also stated that they were expecting a variety of topics and video materials to be used in the classes rather than a focus on a single documentary. A few participants complained about the over-emphasis on reading and vocabulary, and some mentioned that they expected to do more speaking activities. Such mismatches between the course content and the trainees' expectations are valuable in re-designing the course for the following academic year.

Concluding remarks

The findings from the research are valuable in that they provide insights for course designers. It seems that although the participants did not have sound reasons to take the course at the beginning of the term, it helped them develop professionally by creating an awareness regarding the integration of global issues into the ELT curriculum and by helping develop their linguistic skills. Their feedback on the course content such as the use of a variety of topics and materials and more emphasis on the development of speaking skill are of importance when selecting the materials and activities for the future implementation of the GILE-based course.

Although the small number of participants and the constraints on time in the implementation of the course do not allow us to make claims as to the generalizability of the results, the current study also seems to indicate that the integration of global issues into the foreign language teacher education programs within SRT might aid in the development of ELT trainees' environmental awareness and linguistic skills. This information could therefore be a genesis of act for taking similar initiatives to develop GILE-based courses at foreign language teacher education programs.

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Anxiety/Depression And Academic Achievement In Adolescents In Prishtina

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Abstract

Numerous empirical studies suggest that psychological difficulties of children and adolescents are negatively correlated with academic achievement. The main purpose of the study is the recognition level of emotional problems-anxiety and depression to an adolescent school sample in Prishtina and their relation with academic achievement. A sample of the school population (219 children aged from 10 years to 18), 38.8% boys and 61.2% girls have completed instruments: Revised Children Manifest Anxiety Scale (RCMAS) and Depression Self-Rating Scale for children. 15% of cases have resulted in anxiety and 22.1% with depression. Results showed that anxiety and depression have no significant correlation with success at school while having significant positive correlation between them ($r = .56, p < .00$) with great effect size. Nonsignificantly students with depression had a poor success and those with anxiety had better success. Also the results showed statistically significant gender differences in the level of anxiety and depression. Women have more anxiety ($r = .24, p < .00$) and depression ($r = .20, p < .01$); in both cases the effect size is small. The multiple standard regression analysis of academic achievement as the dependent variable and gender, age, anxiety and depression as independent variables resulted in a significant statistical model ($R^2 = .216, F(5,131) = 6.598, p < .00$). However, the model describes only 21% of shown success variance, significant unique contribution have given gender ($\beta = .17, p < .04$), residence ($\beta = .24, p < .00$), age ($\beta = .19, p < .02$) depression ($\beta = .24, p < .01$) and anxiety ($\beta = .20, p < .03$). These results have important implications in the context of addressing anxiety and depression with the goal of improving academic achievement.

Keywords: academic achievement, anxiety, depression, students, Prishtina.

1. Background

1.1 Anxiety, depression, academic success

Experiencing emotional states such as anxiety and depression is a universal phenomenon (Spielberger, 2006). Anxiety is one of the most common psychological disorders in school-aged children and adolescents worldwide (Costello, Mustillo, Erkanli, Keeler & Angold, 2003). The prevalence rates range from 4.0% to 25.0%, with an average rate of 8.0% (Bernstein & Borchardt, 1991; Boyd, Kostanski, Gullone, Ollendick & Shek, 2000). Anxiety is associated with substantial negative effects on children's social, emotional and academic success (Essau, Conradt & Petermann, 2000) and with negative sequelae: poorer academic performance and higher rates of school drop out (Ialongo, Edelsohn, Werthamer-Larsson, Crocket & Kellam, 1994; Ialongo, Edelsohn, Werthamer-Larsson, Crocket & Kellam, 1995; Kusche, Cook, Greenberg, 1993).

The depressive syndrome in young people has been estimated at 10 to 30% by some researchers (Hammen & Rudolph, 2003). Edwards and Holden (2001) found that among college students seeking counseling services, anxiety and depression were ranked first and third as presenting problems.

Performance in academic life demands all aspects of well-being, those that include physical, social, emotional, spiritual, and psychological well-being (Crystal, Chen, Fuligni, Stevenson, Hsu, Ko, Kitamura, & Kimura, 1994).

1.2 Literature review: anxiety, depression and academic success

Numerous empirical studies suggest that children's psychological difficulties are negatively correlated with academic achievement. Previously it has been known that anxiety plays a significant role in student's learnings and academic

performance (Tobias, 1979). According to Owens (2012) :” a finding that schoolchildren and adolescents experiencing high levels of anxiety or depression are at risk for poor academic performance (Hembree, 1988) has been replicated in many countries including South Africa, Finland, Australia, the UK, Germany, the USA, and others”.

The majority of the research literature in this area has tended to focus on anxiety rather than depression, a fact which is reflected in the extant meta-analyses on anxiety and test anxiety (Ergene, 2003; Hembree, 1988; Ma, 1999). The researches show that psychological problems like anxiety and depression affect academic achievement inversely; especially the high level of anxiety has more damaging effect on academic achievement and can lead to lower academic performance and poorer working memory function; because school tasks that involve more working memory are greatly affected (Owens et al., 2012). In same time this effect is due to poor school attendance and the negative behavior (Hughes, Lourea-Waddell & Kendall, 2008). Similarly, in research carried out by Von Ameringen et al. (2003), results suggest that children and adolescents with anxiety problems suffer greater risk of failing academically, of dropping out of school, and of not aspiring to higher education, when compared to the normal population. In this line, results from Mazzone et al. (2007) reveal a statistically significant association between high level self-reported anxiety and poor academic performance. Thus, children with high levels of anxiety were more likely to have school grades in the failure range, as compared to children with low scores in anxiety.

Ialongo et al. (1995) followed first grade children for 4½ years and found that the children who were in the top third of self-reported anxiety symptoms were 10 times more likely to be in the bottom third of achievement in the fifth grade. Moreover, research findings suggest children and adolescents with anxiety problems are at increased risk of underachieving in school, dropping out of school, and/or not pursuing higher education compared to the general population (Kessler, Foster, Saunders & Stang, 1995; Von Ameringen, Mancini & Farrow, 2003) .

Regarding depression in children and adolescents the results of the studies showed that there was an inverse relationship between academic achievement and depression. Moreover, several researchers have linked depressive disorders or symptoms to underachievement (e.g., PuigAntich et al., 1993). Adolescents with depression are at increased risk for impairment in school and educational attainment (Asarnow, Jaycox, Duan, LaBorde, et al., 2005). This notion was then supported by Zaid, Chan, and Ho (2007) in the study on emotional disorders among medical students in one of the Malaysian private colleges found that students who experienced depression had a lower academic performance.

Eisenberg, Golberstein, & Hunt (2009) stated that detailed descriptive analysis of association between mental health and academic outcomes in college showed depression as a significant predictor of lower GPA (Grade Point Average) and co-occurring anxiety and depression have an additional negative association with GPA. Students who experience mild or moderate symptoms of depression or anxiety also demonstrate more academic difficulties and lower GPA than non-depressed students (Locke, 2009; Deroma, Leach, and Leverett, 2009). Certainly, clinical depression is often associated with both an inability to concentrate and intrusive ruminative thoughts (Nolen-Hoeksema, 2000) which are likely to reduce available cognitive resources. Many clinical descriptive reports suggested that depression may be a contributing factor to poor academic performance (Fine & Carlson, 1994). It is noteworthy that other researchers have found no connections between internalizing symptoms and poor academic performance (e.g., Reinherz et al., 1993).

2. Aims

In this study, it is aimed to estimate the levels of depression and anxiety to a sample of adolescents in Prishtina and their correlation with academic achievement. At the same time it will be analysed socio-demographic factors such as age, gender and residence and their correlation anxiety, depression and academic achievement in adolescents.

The scope of this research is to answer the following questions:

- 1) Do the anxiety levels of students show a significant difference according to their age, gender and residence?
- 2) Do the depression levels of students show a significant difference according to their age, gender and residence?

- 3) Do the academic success levels of students based on GPA show a significant difference according to their age, gender and residence?
- 4) Do the academic success levels of students based on GPA show a significant difference according to their presence of anxiety?
- 5) Do the academic success levels of students based on GPA show a significant difference according to their presence of depression?
- 6) Do the levels of anxiety and depression can predict academic success levels of students based on GPA ?

3. Method

The population of this descriptive study, carried out to identify depression, anxiety and the academic success levels of students of the primary and secondary schools in Prishtina capital city of Kosovo. The data were obtained by using The Revised Children Manifest Anxiety Scale (RCMAS) and The Depression Self-Rating Scale for Children that were applied to students in the school, between 15 and 30 January in 2014. In terms of the accessibility the study group consists of 219 students randomly selected, aged 10-18 years. The sample was constructed by students of primary and lower secondary schools of Prishtina region. School population regarding the gender composition was 38.8% boys and 61.2 % girls. 85.4 % of samples come from urban areas and 14.6% from rural areas. Regarding to academic achievement students are classified as follows: excellent, very good, good, enough, not enough. In Kosovo in pre-University education grades are from one five. The classification is done based on the average mark of self-reported by students in the end of research.

3.1 Instruments

To measure anxiety and depression are used: Revised Children Manifest Anxiety Scale (RCMAS) and Depression Self-Rating Scale for Children. These two questionnaires are translated in Albanian language by Martin Asshauer, Merita Osmani & Ziberi.

Revised Children Manifest Anxiety Scale (RCMAS) is a 28-item self-report inventory used to measure anxiety in children, for clinical purposes (diagnosis and treatment evaluation), educational settings, and for research purposes. The RCMAS consists of 28 Anxiety items and was developed by Reynolds and Richmond (1978) to assess "the degree and quality of anxiety experienced by children and adolescents" (Gerald and Reynolds, 1999, p. 323). Wisniewski, Mulick, Genshaft and Coury (1987) examined the test-retest reliabilities of the RCMAS with 161 children in Grades 6 to 8. Analyses of retesting after one and five weeks indicated "good reliability" (Pearson correlations from .60 to .88, significant at $p < .01$, $p = .67$) and an insignificant difference between test and retest mean raw scores. These results would support the stability of the scale over brief periods. With retesting after a substantial longer period, nine months, Reynolds (1981) found a .68 correlation between RCMAS Anxiety Scale scores for 534 children in Grades 4 to 6. This would be indicative of relatively high temporal stability. The RCMAS is suitable for individual or group administration, by clinicians, researchers or teachers, with 6 to 19 year old children. Each item is given a score of one for a "yes" response, yielding a Total Anxiety score. A score above 18 has been suggested as indicative of possible depressive disorder. In this study the reliability of the scale was assessed using Cronbach alpha coefficients. Cronbach's alphas for the 28 items of Depression Self-Rating Scale for Children were .84. Thus showed that has good internal consistency.

The Depression Self-Rating Scale for Children was developed in 1978 as part of a Masters of Philosophy Thesis at the University of Edinburgh. The Depression Self Rating Scale (DSRS) is an 18-item self-report measure for children (Denda, Kako, Kitagawa, & Koyama, 2006), which has been used in a range of cross-cultural contexts (Denda, Kako, Kitagawa, & Koyama, 2006). This instrument records symptoms over the past week. Items are presented as statements, e.g. "I sleep very well." Responses are a 0 'mostly', 1 'sometimes', 2 'never'. Scores are then added. A score above 15 has been suggested as indicative of possible depressive disorder. Author reported test-retest reliability coefficient of 0.80 and a split-half reliability of 0.86 (Birlleson, 1981). Further studies have found split-half reliabilities ranging from 0.61-0.85 and

alpha coefficients ranging from 0.73-0.90 (Birlson, 1981). This measure has moderate concurrent validity and demonstrated discriminative validity with acceptable sensitivity and specificity (Birlson, 1981). In this study the reliability of the scale was assessed using Cronbach alpha coefficients. Cronbach's alphas for the 18 items of Depression Self-Rating Scale for Children were .75. Thus showed that has good internal consistency. Students' GPA was accepted as the indicator of their academic success.

3.2 .Data Analysis

The data analysis was performed using SPSS 21.0 software package and Microsoft Excel 2007. Since the scores obtained by study group from the scales don't show a normal distribution, non- arametric tests were used. Thus, Mann-Whitney U test was used to analyze whether student's anxiety, depression and academic succes levels differ significantly according to tenderand residence. Kruskal- Wallis H test was used to analyze whether student's anxiety, depression and academic succes levels differ significantly according to their age-group and to analyze whether academic succes levels differ significantly according to their anxiety and depression levels. The multiple standard regression analize is used to etamine predictive poker of anxiety, depression, age, gender and residence in the academic succes levels. The results obtained from analysis are summarized in the finding section.

4. Results

4.1. Anxiety and depression

Results showed that 15,7 of cases resulted with anxiety; by sex 3,4% are boys and 12,4% are girls. With depression are 22% of sample; by sex 4,7% are boys and 17,4 are girls.

Based on found correlations we have some statistically important differences in anxiety and depression level by gender, age and location. Gender is in significant positive correlation with anxiety ($r=.24, p<.00$), which means girls have correlation with highest levels of anxiety and in this case the effect size is small. (Tab.1). Also in case of depression gender is in positive significant correlation with highest levels of depression ($r=.20, p<.00$), where girls have correlation with highest levels of depression and in this case the effect size is small. (Tab.1).

Chi-square test (me Yates Continuity Correction) indicates that we have significant association between gender and depression presence, $X^2(1, n= 163) =7.028, p= .008, \phi = .22$. This has a small effect size. From this analysis we understand that in cases with depression 81.8 % are girls and 12.8 % boys. We don't have significant association between gender and anxiety presence. Also, we don't have significant association between residence and anxiety / depression presence.

We calculated the Eta to estimate association between age and depression presence; in this case $\text{Eta}=.022$ and in case of anxiety $\text{eta}=.016$. This is a small effect size in both cases.

It is used Man-Whitney technique for testing differences between groups within variables by sex. Therefore Mann-Whitney test has found that there are statistically important differences between girls ($Md=11; N=98$) and boys ($Md=10; N=65$) in depression level; $U=2601.500, Z=-2.841, p < .04, r = .21$ (this is a moderate effect size). With this technique there are not found differences in anxiety level. Also there are not found differences in case of location.

Table 1. Intercorrelations, Means and Standard Deviations for variables (N=132)

Correlations	Sex	Residence	Age	Success	ANXIETY	DEPRESSION	Mean	SD
Sex	-	.104	-.044	.206*	.243**	.203*	1.6136	.48877
Residence	-	-	-.349**	.328**	.023	.023	1.8333	.37410

Age	-	-	-	-	-.293**	.055	.067	14.3788	2.37522
Success	-	-	-	-	-	.104	-.093	4.17	1.099
ANXIETY	-	-	-	-	-	-	.580**	12.28	6.436
DEPRESSION	-	-	-	-	-	-	-	11.55	5.362
*. Correlation is significant at the 0.05 level (2-tailed).									
**. Correlation is significant at the 0.01 level (2-tailed).									
c. Listwise N=132									

4.2. Success at school

In terms of academic achievement, students are classified as follows: excellent were - 58.8 %; very good-15.5%; good-19.6 %; enough - 4.1 % not enough - 2.1 %.

Gender is in significant positive correlation with success in school ($r=.20, p<.01$), where girls have correlation with highest levels of success (Tab.1). In this case the effect size is small. Residence is in positive significant correlation with success in school ($r=.32, p<.01$), where students from city have correlation with highest levels of success (Tab.1). In this case the effect size is medium. Age is in negative significant correlation with success in school ($r=-.20, p<.01$) where younger ages have correlation with highest levels of success Tab.1. In this case the effect size is small.

To investigate the report between success and gender we have used Kendall-Tau analysis. It indicates that we do not have significant association between them. $(161) = .314, p<.00$. But Kendall Tau analysis has found positive significant association between success and residence. This means that students from urban areas had better success. This is a medium effect size.

4.3. Anxiety, depression and success at school

Results showed that anxiety and depression don't have significant correlation with school success but have positive significant correlation between each other with big effect size ($r=.58, p<.00$) (Tab.1). Non significantly the high level of depression was in correlation with lowest success. In case of anxiety we have positive non-significant correlation where the highest level of anxiety resulted with the highest level of success.

The multiple regression analysis with academic achievement as a depended variable and gender, residence, age, anxiety and depression as independent variables resulted in a model with statistical significance ($R^2=.216, F(5,131)=6.598, p<.00$) (Tab.2). However, the model describes only 21 % of shown success variance, where significant unique contribution have given gender ($\beta= .17, p<.04$), residence ($\beta= .24, p<.00$), age ($\beta=-.19, p<.02$) depression ($\beta= -.24, p<.01$) and anxiety ($\beta=.20, p<.03$). (Tab.3).

Table 2. Arithmetic average, standard deviation and correlations between succes at school and gender, residence, age, anxiety, depression

Variablat	M	SD	Sex	Residence	Age	Anxiety	Depression
School Success (GPA)	4.17	1.099	.206	.328	-.293	.104	-.093
Predictor variables							

Sex	1.6136	.48877	-	.104	-.044	.243	.203
Residence	1.8333	.37410	-	-	-.349	.023	.023
Age	14.3788	2.37522	-	-	-	.055	.067
Anxiety	12.28	6.436				-	.580
Depression	11.55	5.362					-

Table 3. Summary of standard regression analysis gender, residence, age, anxiety and depression while predicting success at school

Variables	B	SEB	β
Sex	.383	.184	.170
Residence	.712	.249	.242
Age	-.091	.039	-.197
Anxiety	.036	.017	.208
Depression	-.049	.020	-.241
Constant	3.865		
Note: R ² =.216, F(5,131)=6.598, p<.00			

So Kruskal Wallis test found that there are not any statistical differences between the groups by success in school. Kruskal-Wallis analysis performed on groups by school success showed that there are not any significant differences in depression level between groups (not enough success, n=4: enough success, n=8: good success, n=31: very good success, n=28: and n=103 excellent success) $\chi^2(4, n=174)=7.996, p=.092$. Cases with bad success had the highest median (Md=15.5) comparing to other groups (Md=10.5), (Md=11), (Md=12) dhe (Md=10).

Kruskal –Wallis analysis performed on groups by success in school showed that there are not any significant differences on anxiety levels (not enough success, n=4: enough success, n=8: good success, n=36: very good success, n=27: and excellent success, n=101) $\chi^2(4, n=176)=5.227, p=.265$. Cases with good success had highest median (Md=14), comparing to other groups (Md=13), (Md=13), (Md=9) dhe (Md=8). Overall, groups with higher success had higher level of anxiety.

5. Limitations

A limitation is the measure of academic success based in only student's self-report average of their marks. However, it should be noted that there it is a empiric evidence (meta-analysis) which suggests that self-report of marks's average reflects good actual performance (Kuncel et al., 2005). In fact Chi-square test showed that academic achievement of study are statistically higher than official reported marks in years 2004-2005 in Kosova's level X2 (4, n=219)=32.029, p<.00 (MASHT, 2008).

6. Discussions and conclusions

Finding of a higher level of depression than anxiety are interesting; but however as prevalence are in range of findings from different known researches (Bernstein & Borchardt, 1991; Boyd, Kostanski, Gullone, Ollendick & Shek, 2000; Hammen & Rudolph, 2003); in the other side their presence in our case with big effect size is something accepted in research literature (Costello, Mustillo, Erkanli, Keeler & Angold, 2003).

Findings that these disorders are often present in girls (Rutter, et al., 2008, Costello, Mustillo, Erkanli, Keeler & Angold, 2003) based in correlations they are verified only for depression and not for anxiety with association and difference between groups statistical analysis.

Findings of higher of depression than the anxiety are interesting but however as a prevalence are in a range (Strahan, 2003) to most of the research findings, but in some cases contrary to most of the research findings, Preiss and Franova (2006) found no effect of gender on academic achievement of school students.

Findings that anxiety and depression have no significant correlations with success in school despite that students who had more anxiety and those who had less depression had better results in school, they hadn't achieved statistical significance in comparative and differences between groups analysis; thus showed that relationship between academic performance and anxiety /depression symptomatology is complex; and as Ormord (2000) stated "anxiety and academic achievements has been a difficult relationship to clearly elucidate". This goes in line with findings of one longitudinal study in community (Reinherz, Giaconia, Pakiz, Silverman, Frost, & Lefkowitz, 1993). Overall all the variables as gender, age, residence, anxiety and depression each gave predictive power of success.

Despite of these findings we are sure that understanding the relationship between psychopathology and academic performance may have implications for devising counselling interventions directed at the negative effects of psychological distress on students' learning outcomes.

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Code-switching: Beliefs and Attitudes of Albanian pre service English teachers

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Abstract

Code switching is a phenomenon mostly seen in bilingual and multilingual situations. It happens all the time in language classes. There has been a lot of discussion and research on how much this should be allowed. The common questions that arise are why language teachers choose to shift from one code to the other, how much this is conditioned and affected by students language ability and how this can be exploited to teach language communicatively. A better understanding of the role of code switching in language classes will make student teachers more aware of this phenomenon. They will be able to use a variety of language activities in the class to teach language skills and metalinguistic strategies. A study was carried out about beliefs and attitudes of Albanian pre service teachers on the above mentioned questions. 80 first year students in the Teacher Education Master program were given a semi structured questionnaire with items on their experience and reflections. They wrote about the actual use of the mother tongue in the English classes, the reason of its use and the advantages and disadvantages of code switching in the language class. The paper presents the data from this study , an analysis and concludes with discussion and suggestions of how to deal with this issue in language teacher education programs and in the classroom practice.

Keywords: *Code switching , teacher education, language classes, native language.*

Introduction

Foreign language teaching is an important subject of our school curricula, where English is the first foreign language taught. In order to meet students' needs for communicative language learning it is important to improve the quality of language teaching through improving the quality of teacher education. One of the issues which concerns language teachers and teacher educators is code switching, i.e. the use of mother tongue in the class. Code switching is a phenomenon mostly seen in bilingual and multilingual situations out of the class. Usually, bilinguals mix the two languages they are fluent at when they speak. We hear Albanians that mix Albanian and Turkish, Albanian and Italian or Albanian immigrants mixing Albanian and English. This is a common phenomenon and used by bilinguals to contextualize talk in interaction. Sociolinguistics is the most common field of linguistics in which studies of code switching are conducted, but it is a phenomenon that widely occurs in language teaching as well, usually in monolingual classes such as the case of Albanian schools. Numan and Carter define this term as "a phenomenon of switching from one language to another in the same discourse" (2001). It happens all the time in language classes. When students do not know a word or how to express their ideas they use words from their mother tongue. In addition teachers use it in the class not only in elementary education, but also in higher education. This is a known fact in our schools and the discussions and research focus on why language teachers choose to shift from one code to the other, how much this is conditioned and affected by students language ability and how this can be exploited to teach language communicatively.

Literature review

Code switching has been defined as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems of subsystems."(Gempertz,1982). Code switching is also defined as the insertion of a word or phrase of a language other than that being spoken into a single sentence, or the movement back and forth between two languages or dialects . Trudgill states that "speakers switch to manipulate or influence or define the situation as they wish, and to convey nuances of meaning and personal intention" (Trudgill , 2000). Cook (2000) in his definition states that it is "going from one language to the other in mid speech when both speakers know the same two languages" Myers-Scottons (2006) general definition of code switching is "the use of two languages varieties in the

same conversation". Thus code-switching is not random because there are certain important structures where code-switches do occur or do not occur. And it is not just 'forgetting' a word, it is an active choice to achieve a social or linguistic aim through conversational strategy. Code switches show competence not incompetence

Why do people switch codes

Seen from a sociolinguistics perspective code switching performs a variety of functions such as to emphasize a particular point, to substitute a word in place of unknown word in the target language, to express a concept that has no equivalent in the culture of the other language, to reinforce a request, to clarify a point, to express identity and communicate friendship, to ease tension and inject humour into a conversation, to introduce certain topics (Baker, 2006) .

First, it is used to hide fluency in the second language. Second , code-switching is used to show switching from informal situations to formal situations. Third, code-switching is used to exert control, especially between parents and children. Fourth, code-switching is used to align speakers with others in specific situations .

Code switching is a way of modifying language for the sake of personal intentions, such as building interpersonal relationships among members of a bilingual community, bridging gaps with interlocutors who share the same ethno-cultural identity. It is a strategy employed by bilinguals.

Why do teachers switch codes

Many of the reasons why code switching happens in a bilingual environment exist in a language class as well. In every day practice it is seen that in all levels of education L1 is widely used, sometimes unconsciously for different reasons in addition to the ones that make bilinguals switch codes.

In foreign language teaching literature there are controversial opinions regarding the use of L1 in the class.

Code switching has been frowned upon for two reasons. First, using L1 in the class is considered as a delaying factor to language acquisition and contrary to the natural way of learning the language. Learners may become dependent on teachers' code-switching. They may not develop their skills of guessing and inferring from the context. It might also influence the way learners communicate in the foreign language later. Second, code switching has been considered as a strategy used by poor language learners and teachers that use the mother tongue to conceal their language deficiency.

As the class is a language community that aims at creating possibilities for its members to learn and use language by providing meaningful input to them , it is logical that the same 'rules' that function in a bilingual setting will work here. Cook (2001) says "Teachers should be clear in their minds that they are usually teaching people how to use two languages, not how to use one in isolation....Rather, the aim is people who can stand between two viewpoints and between two cultures, a multi-competent speaker who can do more than any monolingual."

Code switching serves some basic functions which may be beneficial in language learning environments.

The teachers use code-switching in language classrooms, according to Jacobson (1983) to provide students with sufficient input in the two languages for them to derive grammatical and lexical information, to help students of different language levels to understand the explanation, to provide a way of establishing equal prestige for both languages within the classroom setting, and then is likely to encourage a balanced distribution of the two languages, and to keep the students on task .

Usually English teachers code switch in order to explain grammar. By using the mother tongue, i.e. by switching codes the teacher helps students to transfer their knowledge in the mother tongue into the foreign language so "a teacher can exploit students' previous L1 learning experience to increase their understanding of L2"(Cole, 1998). The teacher also uses it to signal the transition from one stage of the lesson to the other, to give instructions, to manage the class.

Thus code switching in a language class has the function of topic switch, affective functions, and repetitive functions.

Students switch codes to find the equivalent of the unknown words of the target language to overcome the deficiency in language production, to keep their conversation going on. They also use code switching to emphasize or reinforce what they want to say or the message taken. They repeat to understand the language input better and to show the teacher that it is clearly understood by him.

A number of studies see code switching in classrooms not only just normal but useful tool of learning. As Cook (2001) stated that bilinguals always shift from one language to the other, and foreign language learners always translate in their minds, why we must not use translation in the class. Studies have shown that code switching is used as an

effective strategy to achieve a number of communicative and metalinguistic ends, to understand concepts and to explore their ideas .

Research questions

The study was based on the following research questions with the aim of analyzing pre service teachers' belief and attitude to code switching.

Why do language teachers choose to shift from one code to the other, in other words why do they shift from English to Albanian or vice versa?

How much is code switching conditioned and affected by students language ability ?

Methodology

The study is a both a both qualitative and quantitative research. The data were collected form the questionnaires which consisted of 21 items, seven on beliefs about code switching, seven on functions of use of code switching in the class and seven others on factors affecting code switching. These statements highlighted the functions of code switching and participants had to tick the one they evaluated better.

Open ended questions consisting of three items , which demonstrated students'opinions based on personal experience and reflections .

Participants

The participants involved in this study are 80 teacher students attending the first year of the Master', in English Language Teacher Education, in the Faculty of Foreign languages, University of Tirana. They have taken the Bachelor degree, have a good mastery of language, with an average age of 22.5 years. Only 10 5 work as teachers, while others have had sporadic teaching experience in private language courses.

Data analysis and discussion

The findings from the questionnaires and the open ended questions reflect the opinion and belief of the students regarding code switching in class.

Table 1 consists of seven items regarding statements on code switching.

Most of them (60 %) agree that Albanian should be used and only 15 % (8 participants) disagree with this.

70% of the participants strongly agreed that they could understand and learn better if teachers switched codes between Albanian and English, whereas 30 % stated that it was beneficial for them to be taught in the foreign language.

The high percentage (70 %) of students preferring a mixing of both English and Albanian in class shows that the use of L1 affects their learning and their understanding.

The results show that most students are in favour of L1 use in the class.

Table 1. *Statements on code switching.*

1.How often do you think Albanian should be used in the English classroom? never 5 % very rarely 5 0% sometimes 60% fairly frequently 30%
2.Code switching and its effects in learning English - Mixing Albanian and English helps me to learn English better 70 % -Mixing Albanian and English hinders my progress in English helps 30%
3.Code switching and teacher's image among students - I respect teachers who use Albanian in class 45% - I do not I respect teachers who use Albanian in class 55%
4.Code switching and its effect on Albanian language - It helps me to understand the difference between languages 80 % - It helps me to be aware of borrowings in Albanian 50%

<p>5. Code switching and its effects on learning</p> <ul style="list-style-type: none"> -Teaching in English increase my chances of having a better performance in grammar, reading 40 % - Teaching in English and Albanian increase my chances of having a better performance in grammar, reading . 60%
<p>6. Code switching and learning of new words</p> <ul style="list-style-type: none"> - It helps to remember the new words 40% - It helps to understand new words better 70 %
<p>7.What makes you decide how much code switching to use in the class?</p> <ul style="list-style-type: none"> - Students' level of language 80 % - Their attitude in class 30 % -Lesson learning objective 59 %

When must we use Albanian in the class ?

In answer to the open ended questions most of the participants (80 %) reported that they strongly agree to the use of L1 in . They also think that is useful tool in checking their comprehension .They write that code switching not simply saves them time but gives a clear meaning of the item taught.

65 of the participants see the translation of words, phrases and sentences as the first step to text comprehension, mother tongue can be used to explain meaning as well.

Code switching is important in class management , they write that it is used to keep discipline, to introduce an activity, to promote class activities, to negotiate meanings, to praise and encourage or to criticize.

How should code switching be exploited?

The students strongly agreed that the use of L1 must take up most of the time. It should be used in clarifying meaning in different discussions, in explaining new items. This must be according to the language level of students.

How much should a teacher use L1?

They value the cases when L1 is used to aid the teaching and learning , but not as the main teaching language. They value teachers that code switch for pedagogical aims,

The second part of the questionnaire is made up of seven items regarding the functions of code switching in class.

Table 2. *Functions of use of code switching in the class*

No	Function of code switching	N	respondents	%
1	Check comprehension	80	45	52
2	Highlight important points	80	40	50
3	Teach grammar and abstract words	80	70	87
4	Manage class	80	48	60
5	Give instructions	80	28	35
6	Maintain discipline in class	80	24	30
7	Save time	80	80	100

About 97 % of teacher students report that the L1 is mainly employed to teach grammar and abstract words. This is a much favored function of the L1 in foreign language class and the purpose is to make the class be more time-cost efficient and easier to be understood, that is why 100 % of them see as its function, saving time. As to other functions of the L1, 50% report Albanian is used to highlight important points, 52% of them to check comprehension, 28% of them to give instructions and 24% of them to organize tasks and classes.

Table 3 . Factors affecting code switching

No	Factors affecting code switching	N	respondents	%
1	Teachers' foreign language proficiency	80	80	100
2	Students' proficiency	80	80	100
3	Teaching methods used	80	70	87
4	Teaching activities conducted	80	68	85
5	Class size	80	60	75
6	Lesson content	80	48	60
7	Learning objectives	80	40	50

Regarding factors that affect code switching all participants agree in 100 % of the cases that teachers' and students' language proficiency are the reason of code switching.

The other factors mentioned in order were methods used by teachers noted by

87% of the participants, teaching activities conducted by 85 %, class size by 75 %, lesson content by 60 % and learning objectives by 50 %.

In answer to the first open ended questions "When must we use Albanian in the class ?" most of the participants (80 %) reported that they strongly agree to the use of L1 in . They also think that is useful tool in checking their comprehension .They write that code switching not simply saves them time but gives a clear meaning of the item taught. 65 of the participants see the translation of words, phrases and sentences as the first step to text comprehension, mother tongue can be used to explain meaning as well.

Code switching is important in class management , they write that it is used to keep discipline, to introduce an activity, to promote class activities, to negotiate meanings, to praise and encourage or to criticize.

Regarding the question of how to exploit switching The students strongly agreed that the use of L1 must take up most of the time. It should be used in clarifying meaning in different discussions, in explaining new items. This must be according to the language level of students.

They value the cases when L1 is used to aid the teaching and learning , but not as the main teaching language. They value teachers that code switch for pedagogical aims.They are against the overuse of mother tongue in the class. Participants of the study mentioned other cases they thought suitable to code switch in the class such as giving instructions; questioning and giving answers; criticism; telling jokes; praising; translating; providing hints; giving opinions.

Conclusion

The findings from these study show that teacher students recognize the functions of code switching in class and have a positive attitude to it.

Code switching exists in language classes. L1 has been used in language classes even in time when it was strictly banned. Code switching is a supporting element in communication of information and in social interaction; therefore serves for communicative purposes in the way that it is used as a tool for transference of meaning.

The participants in this study believe that code switching plays an important function in language learning and teaching. In an educational environment where the students and teachers share the same language it is easier for the teachers and students to switch codes.

They consider that is important to introduce new topics, to explain new items, especially grammar, to manage classes, to give instructions, to transmit meaning, to praise and encourage students.

Students use code switching to clarify ideas, to repeat, to bridge gaps in communication.

CS is a teaching strategy in EFL classrooms for the different functions it serves in teaching a foreign language. L1 use in EFL classrooms should not be discouraged; rather, it should be allowed to help students in learning a foreign language.

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Corporate Social Responsibility In Islamic Banking Institutions In Aceh: Analysis Of Criteria And Perception¹

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ABSTRACT

The concept of corporate social responsibility (CSR) emerged in the West in 1970s' and had become an emerging issue of discussion among the researchers. The concept of CRS was initiated on humanitarian grounds which can be traced back to human norms, and culture in the West. It becomes questionable when the same concept, based on western paradigm, is adopted and implemented for the Islamic banking institutions. Islamic banks are assumed to follow their own worldview concept of welfare rather than to rely on conventional CRS concept. This paper attempts to identify the alternate concept of CSR in the Islamic perspective. Notwithstanding, the alternate concept of CRS for the Islamic banking institutions, the study also investigates customers' perceptions of the Islamic Banks in Aceh towards CSR. The study is divided into two phases. The first phase of the study is theoretical and based on library materials. Content analysis method has been used to investigate the material and deduce results. The second phase is based on interviews with experts and 400 customers' responses about their perceptions regarding CSR in Islamic banking Institutions (IBIs) in Aceh. The findings of the study can be summarized as: there is no direct verse or tradition of the holy prophet regarding CSR however, there are plenty verses which show that individuals and institutions are responsible for any damage they caused to the society or environment. Findings of the study suggest that the concept of CSR is different from traditional paradigm. The CSR concept in Islam is practiced in three areas of responsibility; first, responsibility to God second, responsibility towards the people, and third, responsibility to the environment. These three levels are supported by the basic principles of monotheism (tauhid), the caliphate (khalifah), justice, brotherhood (ukhuwwah) and masalahah. The study used six criteria based on 34 items to measure CSR performance of the IBIs. These are namely; Syariah compliance, equality, working responsibility, the guarantee of prosperity, the guarantee of environmental sustainability and charity for preservation of virtue. Findings of the second phase of the study indicate that the customers perceptions regarding the Syari'ah banking CSR practices in Aceh are high. The customers make Syari'ah compliance criteria as the main criteria in the selection of the IBIs.

Keywords: Islamic Corporate Social Responsibility, Islamic Banking, Criteria and Perception

I. Background

Bowen (1953) defines Corporate Social Responsibility (CSR) as a corporate decision impart benevolence to the community, but Fredrick (1960) defines CSR as the use of community resource, economic and human beings as a whole to maximize the productivity of society in addition to corporate profits and corporate owners. The concept of corporate social responsibility (CSR)⁴ is the responsibility of corporate to create a sustainable economic development through the effort of improving the quality of life and environment (Dusuki and Dar 2005; Hay and Gray 1974; Obaloha 2008).

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⁴Emerging deals of CSR begun from the United States in the 1970s. Corporates in America gets criticism from community because it is powerful corporate and that anti-social. The spirit of corporate to eliminate competitive in business and refuse the role of law and sometimes corporate can affect the state legally for corporate interest. Hence some corporate owners recognize the impact of criticism from the community. They advice to businessmen and corporate to use their power to achieve social goals and work not only for profit. This approach produces new entrepreneurs in the business. Finally this idea is known as CSR (Frederick, et.al., 1988, 28).

According to Corroll (1999) CSR is described to be pyramid liked, where the economic responsibility generates to corporate responsibility, followed by a responsibility to the laws, ethics and the last is charity. Dashrud (2004) concluded that there are five dimensions often used in CSR definition; these are namely environmental, social, economic, stakeholder, and charity.

There are variants existing definitions, but it can be concluded that CSR is a form of corporate commitment aimed for economic development by improving the quality of life in economy, society and the environment. In other words, CSR provides local society with active series of corporate activities as part of the effort to boost the economic welfare of the community as a whole. Some countries had established CSR in their Act as an obligation to corporations.

The concept of CSR began in the West in 1970s and discussions on the concept of CSR often revolved around the view that is founded on the norms, cultures and beliefs of the West, especially from Europe and America. Western perspective of CSR has become the core principal for corporates to run CSR programs in developing countries in general and Islamic countries in specific. However, the concept of CSR can be constructed and resourced also from the culture and norms of society such as Middle East, Southeast Asia and East Asia or beliefs, for instance Islam, Buddhism and Hinduism. Every culture, norms and beliefs of certain communities have different philosophies and epistemologies on the form and practice of CSR.

In comparison, Islamic Banking Institutions (IBIs) one of the corporation of finance is obliged to carry out CSR programs based on Islamic values, as opposed to the Western form of CSR. However, the most important thing is CSR by IBIs should be a form of accountability to Allah (SWT), humans and the environment. Therefore, CSR of IBI must be Shari'ah compliant. The IBI's, CSR programs must appropriately touch the aspect of human rights of society in order to generate a better economy and in addition the alleviation of poverty. The CSR programs should not be a mask for the pursuit more profits (The Economist, 2005) or desire of corporates to legitimize laws for the corporates' operation. (Rizk, et al., 2008: 306).

This study aims to identify the concept of CSR in Islamic perspective. The study has the following three objectives:

1. To analyse and develop CSR criteria for IBIs.
2. To analyse the customers perception of Aceh Muslim toward the IBI's CSR
3. To investigate the relationship between bank selection with perception of customers of *Syari'ah* banking in Aceh related to the practical criteria of CSR in IBIs.

The study is divided into two phases. The first phase of the study is theoretical and the method involves analysing 'contents search' from the library while the second phase is in the form of empirical research.

II. Literature Study on The Concept of Islamic CSR

In general, studies on CSR before mainly focused on the form of CSR in Western societies. Trend of CSR studies in the West are definitely influenced by ethical values, culture and beliefs of Western society, particularly Europe and America. Bowen (1953); Carroll (1976, 1991, 1993, and 2004); Davis (1960 and 1973); Freeman (1984); Wattrick and Cochran (1985); Wood (1991); Donaldson and Dunfee (1994); Donaldson and Preston (1995); Smith (2000); Post, Lawrence and Weber (2002); Birch and Moon (2004) are some of the figures who contributed to the studies mentioned above. They found that the values and culture that flourished in Western became the standard model of CSR.

Conventional Worldview of the concept of CSR, developed in the West, is totally different from the concept of CSR in Islam. The CSR in Islam built on the basis of *tasawwur* (worldview) and epistemology of Islam, which is the principle basing itself on corporate philosophy according the Al-Qur'an and Sunnah. Whereas the CSR in the West reflects the Western values and culture. Therefore, the concept of Islamic CSR requires Islamic principles and values. The concept of Islamic CSR is also considers accountability for Islamic corporates.

The concept of CSR in Islamic perspective has been conducted by some researchers such as Ekawati (2004), Mohammed (2007), Irwani and Dusuki (2007), Dusuki (2008), Zinkin and William (2010). These studies have been carried out not only to explore the concept of CSR in Islam but also to compare with conventional CSR in the UN Global Compact⁵.

Ekawati (2004) conducted a study to explore the concepts of *zakat* and CSR in Indonesia's. Both *zakat* and CSR have the same crucial goal to enhance social welfare in a society. She approves *zakat* as an instrument for corporates to implement CSR. Mohammed (2007) tries to explore CSR from the aspect of Islamic philosophy. He concludes that social responsibility in Islam is built on four basic principles; unity, justice, free will and responsibility. This work was an early study that laid the foundations on Islamic CSR paradigm.

⁵ Consists of 10 principles and four categories (human right, labor, environment and anti-corruption).

According to Dusuki (2008) the basic concept of CSR is based on the concepts of *khalifah* (vicegerent) and paradigm of *taqwa* (piety). The concept of vicegerent denotes that mankind is the representative of Allah on earth and as such Allah has entrusted mankind with stewardship of Allah's possession. It means the corporate business works endowed by the power of Allah must be conducted in accordance with the laws of Allah. On the other side, the corporations are trying to make profit for shareholders, while also trying to maintain and develop the economic resources of society, covering issues such as good environmental practices, safety, charitable contributions, social benefits and avoidance dangerous activities⁶.

The conceptual framework of Islamic CSR introduced by Mohammed (2007) and Dusuki (2008). It became the basic reference to develop further Islamic CSR models. Mohammed (2007) and Dusuki (2008) reflect a broad paradigm of Islamic business practices adherence to the principles of *shari'ah*. But Dusuki and Irwani (2007) include the effects of *maqasid shari'ah* (the objectives of Islamic law) and *maslahah* (public interest) in the concept of CSR. The CSR practices are divided into three categories; essentials (*dharuriyyah*), necessities (*hajiyyah*) and luxury (*tahsiniyyah*). These categories of *maslahah* can be used by corporations or management to consider the facts and situation changes when implementing CSR which can provide a better framework for managers in dealing with conflicts of interest that may arise from stakeholders (Dusuki and Irwani, 2007: 1). They have also provided details about the CSR, using the *maqasid al shari'ah* and *maslahah*. The study provides guidance to corporate managers to implement CSR according to the considerations of the three categories of *maslahah*.

However, these studies did not provide a framework of CSR criteria in Islam explicitly. They also did not measure how the concept of CSR was disclosed in line between concept and implementation in the field with a quantitative approach. The development of Islamic CSR criteria and its implementation may contribute to the concept and help in designing optimal policy agenda for corporations.

III. Principles and the Underlying Concepts of Islamic CSR

The discussion of social responsibility is frequently mentioned in the Qur'an. Al Qur'an always credited business success and economic growths to be highly influenced by ethical business practices⁷. Beside emphasis on the relation of moral aspect to business activities, Islam also concerned about profit in the business. Both these aspects were affirmed by the Prophet Muhammad (PBUH) (Malik, 795, 2:980)⁸. This *hadith* concludes that minimum wages should allow a worker or employee to obtain good food and feasible clothing, reasonable amount for himself and his family without having to work hard (Yusuf, 2008: 151).

Environmental sustainability is one of the social responsibilities of each human and business corporation. Responsibility to environment was mentioned in al Qur'an in Chapter al-Baqarah, 2: 205⁹: This verse describes how Islam considers environmental sustainability. All the activities of business or non-business should ensure environmental sustainability. Islam has clearly prohibited anything that is harmful to individual or hazardous environmentally to maintain a harmony relationship between human being and environment. In essence, this obligation required human being to care for the constant well being of society and to safeguard environment for the sake of next generation.

In terms of social welfare, Islam encourages generous Islamic charity for those in need through *sadaqah*¹⁰ and welfare loans (*Qard hasan*)¹¹. Allah mentioned it in *Al Quran*, (Chapter al Taghabun, 64: 16) that the responsibility of

⁶ *Paradigm of taqwa (piety) means a person is imbued with a strong understanding that their role in this world is to manage and develop the world in accordance with the shari'ah. This means harmonizing and integrating material well-being with moral-spiritual values, which in turn determines their fate in this world and in the hereafter. It provides a number of values for shaping social life and clarifies the status of human beings and their position in relation to the rest of creation. Furthermore, it defines the nature of human beings' relationship with Allah, with each other and with the natural environment (Dusuki, 2008: 15-17). This will produce a godly paradigm concept of CSR practices that focus on maintaining human dignity, freedom of work, justice and recognition of individual rights, beliefs and responsibilities.*

⁷ "Give full measure when ye measure, and weigh with a balance that is straight: that is the most fitting and the most advantageous in the final determination" (*al Isra*, 17: 35)

⁸ "A worker/employee is entitled to at least get good food and clothing with a decent size and is not burdened with ability to work outside the limits. (Malik, 795, 2: 980) - *hadist* narrated by Malik ibn Anas

⁹ "And when he turns his back, His aim everywhere is to spread mischief through the earth and destroy crops and cattle. But Allah loved not mischief" (Chapter 2:205)

¹⁰ *In Islam, the word has two meanings sadaqah. Sadaqah first significant donation to charity, and required that both voluntary donations as charitable contributions.*

Muslim is to help others throughout charitable contributions and donations and stinginess is abomination in Islam¹². Benevolent loan (*Qard hasan*) can also bring double benefits for individuals and corporations. It can create a positive image for individuals and corporations as well as getting a new business network formation, which may result in increase in profits. In terms of sadaqah, The Prophet Muhammad (PBUH) said in a *hadith* narrated by Salman bin Amir, "*Alms for the poor is charity. And the charity to family has two advantages, namely the rewarding for Allah and strengthening brotherhood*" (Narrated by Tirmidhi, 1993: Hadith No. 653). Both *Al Quran* and *hadith* mentioned above demonstrate the concept of social responsibility and justice has long existed in Islam.

Even though the verses of Qur'an and the *hadith* do not directly point out to CSR but there are numerous verses in the Qur'an and *hadith* which explain the obligations of individuals to bear the needs of others. Hence for individuals that come together to create a corporate have the obligations to help the public and give benefits to others. The existence of corporation were viewed by jurists such as Shafi'i, Ahmad bin Hambal, Ibn Hamid al-Ghazali, Ibn al-Faraj, Ibn Al Jawzi which occupied a position as *fard kifaya*¹³. Corporations can do what individual find hard to do, corporation can bear and take care the interests of the larger community, such as foundation (Ibn Taymiyya, 1314H).

In fact CSR corporate not only bears and cares for living creatures around them, but more than that, CSR is the obligation of humans to comply with Allah's laws. Allah has commanded humans to obey Him, and a form of obedience to Allah is to ensure the survival of human kind and the natural surroundings (Chapter al Dzaariyat, 51; 56)¹⁴. The existence of Muslim on earth is to accomplish two tasks; first, to be an obedient servant to Allah and second is to become the fair caliph¹⁵. The relationships between the two main tasks are in line and should not be separated from one another. Each individual has an obligation to make all events of his life as a form of perfect devotion to Allah. In this case, the concept of worship is necessary to be understood in a broader sense. This means that apart from the specific worship of ritual of piety, each individual is required to perform other common rituals of all the activities that bring about the welfare of man and nature in compliance with certain conditions, with right intentions and have to ensure that those actions allowed in the *shari'ah* (Suhaila binti Abdullah, 2008: 64-68, Zahari bin Mahad Moses, 2008: 77-78, Abdullah al Mushlih and Shalah al Shawi, 1998: 161). As a vicegerent, humans are entrusted to manage this environment which involves relationship among human beings and relationships with other Allah's creations, including animals, plants and the environment. Al Mawdudi interpreted meaning of the word "vicegerent" as "representative of Allah on earth" (Abu al-A'la al Mawdudi, n.d.:16-23). This supported by Ibn Kathir and he explains humans purpose of ruling the earth (*khalaf al Ard*) in verse 6; 165; is as executors for the prosperity of the earth from time to time to be utilized by future generations (Ibn Kathir, 1996: 185). As the vicegerent of Allah on earth humans do not have absolute freedom to do whatever they want. Mankind must act within the authority delegated to him by Allah¹⁶.

Both interpretations quoted by al Mawdudi and Ibn Kathir about the meaning of vicegerent, gives a clear picture of the duty of every human being to be responsible to Allah as the Giver. Accountability as representative of Allah requires that people take care of nature and all its contents for the salvation of man himself and the survival of other creatures of Allah. Individuals are entrusted to guard themselves and escort from the various forms of fraud.

Therefore, based on the discussions above the position of CSR in Islam is one of the essential human tasks which are a mandate from Allah. On one hand CSR is the obedience to Allah, on the other hand it serves as a human responsibility as the vicegerent of Allah on earth. Therefore, those who were bestowed with talents or power and high position by Allah are obliged to help other humans in order to ease the burden on those who face poverty and disability.

¹¹ Qard Hasan is good credit to whom, who do not take advantage. Total amount of loan repayment is accordance with the loaned property.

¹²In the Al Qu'ran, Allah mentions in at least 64 section, which describes an important donation to charity. As of 2:43, 83, 110, 177, 215, 263, 264, 270, 271, 273, 274, 276, 277, 280, 4:77, 114, 162, 5:12, 45, 55, 7: 156, and others.

¹³ Fard kifayah mean anythings societies are obliged to possess, though the task of acquiring them may be left to certain individuals or groups. Implicit in the meaning of this category of knowledge or obligation is that without it a society would lack something that is important to its well-being.

¹⁴ "I have only created Jinns and men, that they may serve Me." (Chapter al Dzaariyat, 51; 56)

¹⁵ "It is He who hath made you (His) agents, inheritors of the earth: He hath raised you in ranks, some above others: that He may try you in the gifts He hath given you: for thy Lord is quick in punishment: yet He is indeed Oft-forgiving, Most Merciful". (Chapter al An'am, 6: 165).

¹⁶ "O David! We did indeed make thee a vicegerent on earth: so judge thou between men in truth (and justice): Nor follow thou the lusts (of thy heart), for they will mislead thee from the Path of Allah: for those who wander astray from the Path of Allah, is a Penalty Grievous, for that they forget the Day of Account". (Chapter Shaad, 38; 26).

Hence, Islamic CSR obligations are the responsibility of individuals who come together in one corporate to give a positive impact for the environment in order to empower the weak and to preserve natural surroundings. The abandonment of CSR obligations may cause the anger of Allah and incur punishment. In contrast implementing CSR will give birth to pleasure and comfort in formation of cooperative and intimate relationships between the corporate and community¹⁷.

CSR activities in Islam have clear demarcations between permitted and forbidden which are fixed indicators determined by *shari'ah*. CSR activities cannot change permitted (halal) to forbidden (haram) or vice versa. From another side, the accountability of hereafter arises from an understanding of *taqwa* to produce different values in the implementation of CSR. Islamic CSR has is based on the philosophy of *Al Qur'an* and *al Sunnah* as it provides guidance about various activities regarding life, including CSR practices. Islamic CSR must be understood as part of *shari'ah* compliance. Islamic CSR is to be practiced in line with the principles of *al Qur'an* and *al Sunnah* and not just merely fulfil *al kifayah* (obligatory upon community) and giving a positive image to corporate, but also as a method to alleviate poverty.

Principles of CSR in the Islamic perspectives from previous studies can be reviewed and summarized as below:

Table 1: Principles of CSR Practices from the Islamic Perspective

Researchers	Islamic Principles of CSR in Practices	Research Objectives
Ekawati (2004)	1. Zakat as an instrument of CSR	To explore the relationship between zakat, CSR and community development at Bank Muamalat Indonesia
Mohammad (2007)	1. Unity of Allah 2. Justice 3. Free will 4. Responsibility	To expose the Islamic paradigm of CSR and compare with conventional CSR. The study also looks at how the values of CSR practiced by Islamic banks using in depth interviews with managers of Islamic bank.
Dusuki (2008)	1. Caliphate 2. Taqwa (Piety)	To review and produce the concept of CSR in Islam and compare with CSR in the west.
Dusuki dan Irwani (2007)	The practice of CSR is divided into three categories: 1. Emergency (essentials) 2. Interest (necessary) 3. Luxury (embellishment)	To provide guidance for corporate managers to implement the CSR programs in consideration of <i>maqasid shari'ah</i> and <i>maslahah</i> .

Source: Ekawati (2004), Mohammed (2007), Dusuki (2008), and Irwani Dusuki (2007)

The principles that have been discussed in the previous studies can be concluded by three principles of Islamic CSR. The principle of unity (Mohammed, 2007), the principle of Justice (Mohammed, 2007), the principle of Caliphate (Dusuki, 2008). The zakah can be used in the CSR practice Ekawati (2005). However, zakah is not one of the CSR principles. While the concept of free will and responsibility as state by Mohammed (2007) and *taqwa* mentioned by Dusuki (2008) were the effects that arise when the principles of unity, justice and the caliphate were applied they are not principles which can stand alone.

Principle is defined as base, initial, basic rules (Suryadi, 1980: 190). According to Juhaya (1995: 69), principle is the beginning that is the point of departure (*al-mabda*). Principle is a universal truth that naturally exists in Islamic law

¹⁷ "It is He who hath made you (His) agents, inheritors of the earth: He hath raised you in ranks, some above others: that He may try you in the gifts He hath given you: for thy Lord is quick in punishment: yet He is indeed Oft-forgiving, Most Merciful". (Chapter *al An'am*, 6: 165)

and the starting point of its construction. It is a basic legal form and produces all branches (Juhaya, 1995). It can be concluded that a base or fundamental is used as the basis for the foundation of work practices.

The position of the implementation of Islamic CSR can be categorized into three dimensions. Firstly, it is the relationship of responsibility to Allah. Secondly, the relationship of responsibility to humanbeing. And the last is the relationship of responsibility towards the environment.

To realize the three links at Islamic CSR practice on IBIs, it require the principles that are inter-related to each other, that is the principle of unity of Allah, caliphate, justice, brotherhood, and creation *maslahah* (public benefit). The implementation of Islamic CSR principles in the IBIs and the positions of the responsibilities based on three relationships that must be played by a Muslim can be described in the following Figure 1:

Figure 1: The implementation of Islamic CSR principles to IBIs

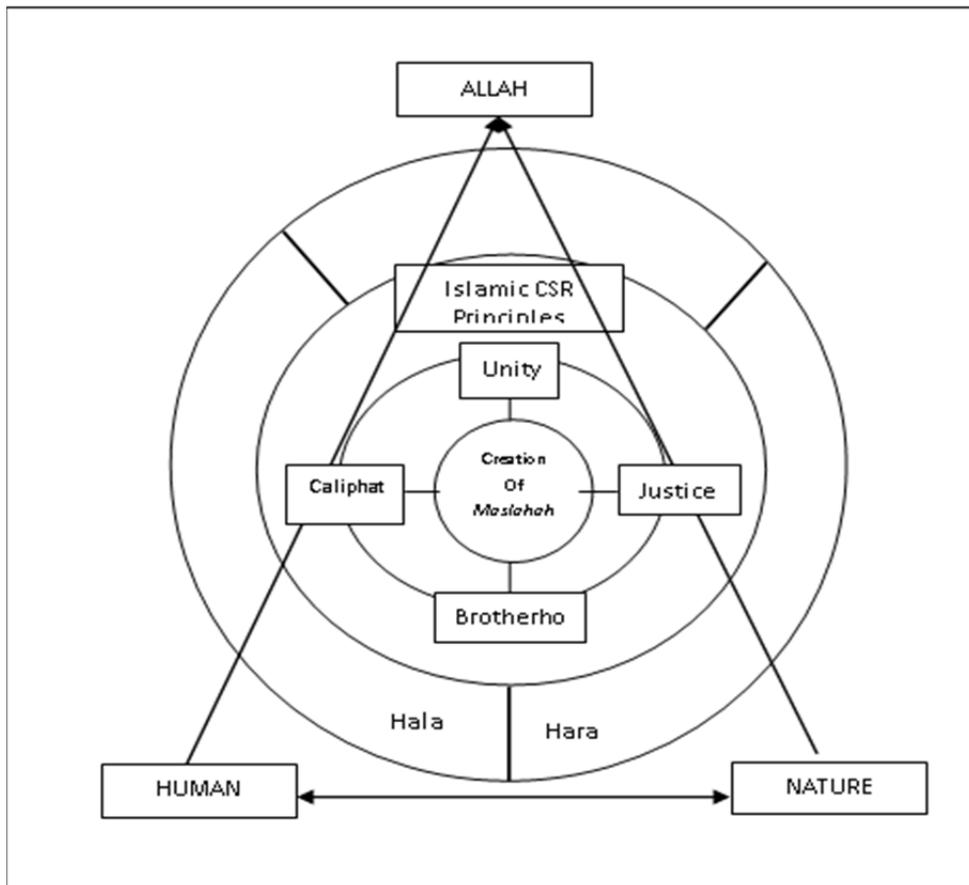


Figure 1 explains that the implementation of CSR is the manifestation of three strong relationships that intertwined among each other; relationship with Allah, human relationships and relationship with nature. To optimize these three relations in the implementation of CSR, it must be guided by the principles of unity of Allah, caliph, justice, solidarity. The four principles are aimed at realizing the end of the fifth principle which is the creation of *maslahah* (public benefit) for humans and the nature. Creating *maslahah* in IBIs is a key goal in implementing all the functions of Islamic banking transactions included in the implementation of Islamic CSR. All implementation of CSR in Islamic banking transactions should be guided by *halal* outlined by Islam and abandon any prohibition as prevented in Islam. All of these principles are practiced with the sole purpose of perfect devotion to Allah SWT.

Implementation of Islamic CSR principles in IBIs, based on Qur'an and Sunnah in the whole Islamic banking activities, will be a vehicle to drive the economy in a right direction.

IV. Criteria and Instruments of CSR in Islamic Banking Institutions (IBIs)

The criteria which have been studied by researchers are assembled in a conceptual framework. This conceptual framework can be used as the standard in the implementation of CSR in IBIs. In general, social responsibility in Islam can be categorized into three forms of relationship responsibilities. Firstly, it is the relationship of responsibility to Allah. Secondly, the relationship of responsibility to human beings. And the last is the relationship of responsibility towards the environment. To realize the three links at Islamic CSR practice on IBI, require the five principles that are inter-related to each other, that is; the principle of unity of Allah, caliph, justice, brotherhood, and creation *maslahah* (public benefit).

From the five principles six criteria can be obtained and 34 items as instruments to measure corporate social responsibility in the IBIs. Six criteria's of CSR in IBIs come out from deep reading of numerous literatures and understanding from Qur'an and *hadith* namely, (1) *Shari'ah* compliance; (2) equality, (3) responsible attitude; (4) guarantee of welfare; (5) guarantee of environmental sustainability and (6) charity for preservation of virtue.

The 34 items that can be instruments measuring these criteria are:

First, the criteria of *Shari'ah* compliance have five items: (1) Instruments IBI compliance with *shari'ah*; (2) Financing IBI compliance with *shari'ah*; (3) IBI's investment in *halal* products; (4) Avoiding profit from non-*halal*; (5) Selections of customer according to *shari'ah*

The *Syari'ah* compliance criteria and five items to measure those criteria are based on the interest to keep all IBIs' products and investment lawful as outlined by the Qur'an. There are many verses describing these obligations, Allah says in verses al-Mu'minin: 51; al-Baqarah: 188, 275, 278, 279, and al-Nisa': 10.

The prophet Muhammad PBUH said in *hadith*:

"Searchin the halal is obligatory on every Muslim." (Narrated by Ibnu Mas'ud).

In banking and finance, all forms of transactions are possible, unless there is any clear evidence or injunction banning a transaction. Therefore each transaction in IBI must be based on *shari'ah* in instruments, financing schemes, investment and customer selection.

Second, the criteria of equality has four items; (1) The existence values of brotherhood; (2) Excellent services; (3) Avoid discrimination and (4) Have the same opportunity

Equality in life has been described in the Qur'an, in chapter Ali 'Imran, 3: 103, al-Anfal: 62-63, al Mukminun; 23:8, al Hujurat; 49:13. The verses explain that the people living in various communities have the duty to respect and cultivate the values of brotherhood with human being in various activities.

The prophet Muhammad (PBUH) said in varieous *hadith*:

"The glory of a believer is because religion, dignity is at the intellect and position is dependent on ethic" (Narrated Baihaqi).

"Allah loves when you do a job to work correctly and properly" (Narrated by Baihaqi).

Third, the criteria of responsible in work has eight items; (1) Trust, (2) Working accordance with the limitations and responsibilities, (3) Fulfill every contract demand; (4) Transparency; (5) Optimal for using time and expertise; (6) Reducing the adverse impact of the investment; (7) Integrity in the work; (8) Fair competition and (9) Accountability.

Responsibility in work is something very important in the Muslim life. Every employee must show responsible attitude not only to his/her employer but more than that to Allah also. He will be asked in the Hereafter of what he had done in the world. Obligation to be responsible in their jobs have described at numerous verses in the Holy Qur'an in Surah al Maidah, 5:2, al Munafikun, 63:9, Al Baqarah, 2: 237, Al Baqarah, 2: 195, al Qashash: 77, al Nahl, 16:97. While in sunnah, Muhammad (PBUH) said;

"Muslim traders who are true and trusted in trading are with the martyrs on the Day of Judgment" (Narrated by Ibnu Majah dan Tirmizi).

"Jabir bin Abdullah said that the Rasulullah PBUH said; Allah loves to his servants who acts politely and considerately when selling, buying or reclaiming debts." (Narrated by Ibnu Majah)

Fourth, the criteria of guarantee of welfare has six items: (1) place of work; safe and comfortable, (2) Free will, (3) Eligible of Wages ; (4) Training and Education; (5) Work does not exceed the limits and time; (6) Profit and loss sharing ; (7) Insurance for employee.

Islam is very concerned in giving guarantee of welfare for the people who are involved in every jobs. The relationship between employers and workers, staff and manager must have regulation with the norms of compulsory specific guidelines for creating both sides fairly and qualified. This is the order of Allah in the Qur'an, as mentioned in Surah al-Nahl 16: 90. The Prophet Muhammad (PBUH) also said:

"A worker / employee is entitled to at least get food, proper clothes and not be burdened with the job beyond his ability" (Narrated by Malik, n.d: 2:980).

"It is not a Muslim who was sleeping in a gorged while his neighbour is in conditions of hunger" (Narrated by Bukhari).

Fifth, the criteria of guarantee of environmental sustainability has four items: (1) To ensure that investment does not harm the environment, (2) Involve actively in protecting the environment, (3) Educating employees about environment threats (4) The used of recycled materials to fulfill needs of the IBIs.

The relationship between humans with nature is very close and cannot be separated. Interaction with nature is part of evidencing the greatness of Allah for making the universe to support human being. Allah describes this at the Qur'an in chapter Rum, 30: 41. al Baqarah, 2: 204-206 and al-A`raf 7: 56.

Sixth, the criteria of charity for preservation of virtue has five items;(1) The selection of investors to support the activities for social welfare, (2) Alleviate social problems (such as opening the welfare funds and donations) (3) Support and help fund welfare (such as helping to fund education, social donations, and ease the life of orphan) (4) Playing the role of welfare without looking solely for profitability, and (5) The empowerment of communities through IBIs products (such as Qard hasan, financing micro-economics to poor families and small businesses).

Islam highly recommends humans to give welfare assistance to anyone in need and who are unable to work. The Qur'an explains a lot about this. Among them are found in chapter al Nahl, 16:71 and 75, al Maidah, 5; 2, Al Taubah, 9; 71. In addition, Prophet Muhammad (PBUH) said:

"Anyone who doesn't love mankind, it's not loved by Allah" (Narrated by Bukhari, Muslim).

"Abu Huraira said, Rasulullah has said: Those who seek to help widows and the poor are similar in rank to those who fight in Allah, pray at night and fasting during the day" (Narrated by Bukhari).

Islamic criteria of CSR in IBIs can be related with stakeholders and CSR principles of Islam can be shown in table 2 below:

Table 2: Criteria, Item and Relationship with Stakeholder and Principle of Islamic CSR

Criteria	Item	Islamic Banking Stakeholders	Islamic CSR Principle
1. Shari'ah compliance	1. Instruments IBIs compliance with shari'ah	Worker and shareholders	Unity
	2. Financing IBIs compliance with shari'ah	Shareholders, worker and customers	Unity, caliphate and justice
	3. IBI's investment in halal products	Shareholders, workers and customers	Unity, caliphate and justice
	4. Avoiding profit from non-halal products and services	Workers and Shareholders	Unity and caliphate
	5. Selection of customer according to shari'ah	Shareholder, worker and customer	Unity, caliphate and justice
2. Equality	1. The existence values of brotherhood	Shareholder, worker, community, customer	Brotherhood, justice
	2. Services excellent	Shareholder, worker, community, customer	Brotherhood, justice
	3. Avoid discrimination	Shareholder, worker, community, customer	Justice

	4. Have the same opportunity	Shareholder, worker, community, customer	Justice, brotherhood and creation of <i>maslahah</i>
3. Responsible in work	1. Trust	Workers, customers	Unity
	2. Working accordance with the limitations and responsibilities	Worker	Justice
	3. Fulfill every contract demand	Workers and customers	Justice
	4. Transparency	Workers, customers and shareholder	Unity
	5. Optimal for using time and expertises	Workers	Justice
	6. Reducing the adverse impact of the investment	Workers and customers	Unity, creation of <i>maslahah</i>
	7. Integrity in the work	Workers, customers, and community	Unity and justice
	8. Fair competition	Workers, customers and shareholders	Justice, creation of <i>maslahah</i> and brotherhood.
	9. Accountability	Workers, customers, shareholders and community	Justice, creation of <i>maslahah</i> and brotherhood.
4. Guarantee of welfare	1. Place of work safe and comfortable	Shareholders and workers	Unity, caliphate and brotherhood
	2. Free will	Worker, shareholder and customer	Caliphate
	3. Eligible of Wages	Workers	Justice and brotherhood
	4. Training and Education	Worker, customer and community	Caliphate
	5. Work does not exceed the limits and time	Worker	Justice and creation of <i>maslahah</i> .
	6. Profit and loss sharing	Shareholders, customers and community	Justice and brotherhood
	7. Insurance for employee	Shareholders and workers	Justice, Caliphate and brotherhood
5. Guarantee of environmental sustainability	1. To ensure that investment does not harm the environment	Workers, customers and nature	Unity and caliphate
	2. Involve an active in protecting the environment	Workers, Shareholders and community	Unity and caliphate
	3. Educating employees to care for and treat the environment	Shareholders, workers	Unity and caliphate
	4. The used of recycled materials to fulfill needs of the IBIs	Workers, Shareholders	Unity, caliphate and creation of <i>maslahah</i>
6. Charity for preservation of virtue	1. The selection of investors to support the activities for social welfare	Workers, Shareholders	Unity, caliphate and creation of <i>maslahah</i>
	2. Alleviate social problems by opening the welfare funds and donations	Shareholders, workers and community	Brotherhood, creation of <i>maslahah</i>
	3. Support and help fund welfare (such as helping to fund education, social donations, and ease the life of orphan)	Shareholders, workers and community	Brotherhood, creation of <i>maslahah</i>
	4. Playing the role of welfare without looking profitability	Shareholders, workers and community	Brotherhood, creation of <i>maslahah</i>
	5. The empowerment of communities through IBIs products	Worker and community	Brotherhood, creation of <i>maslahah</i>

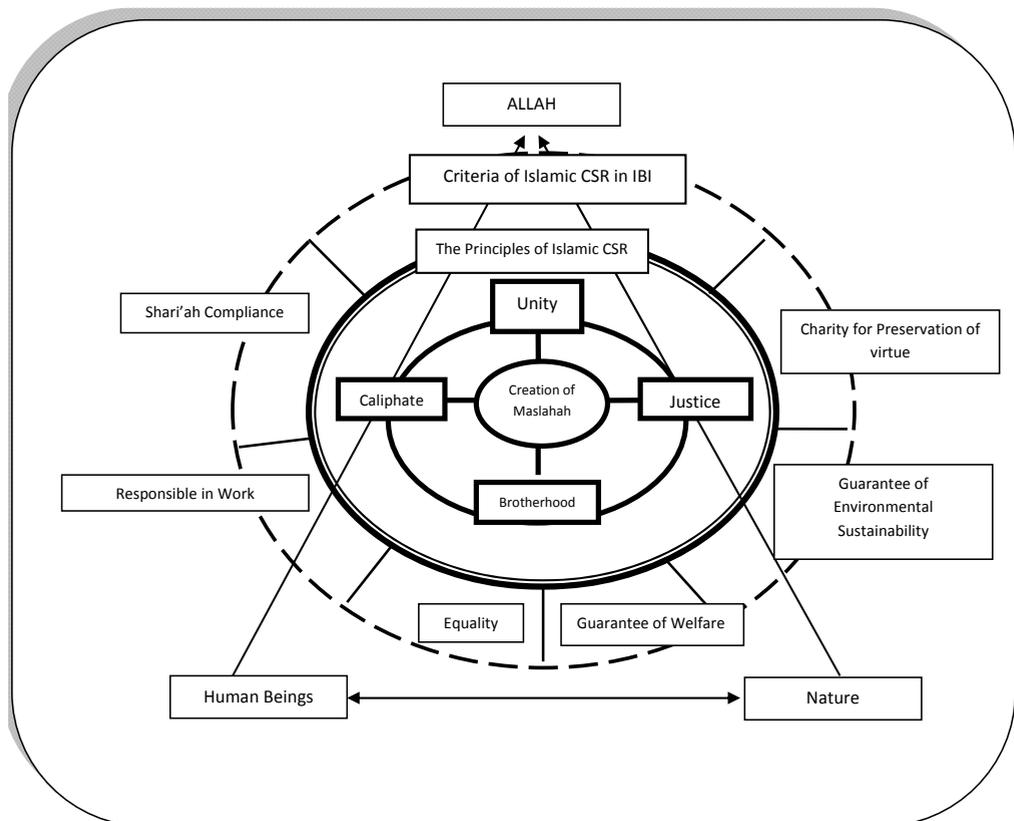
Table 2 above reflects the relationship between the criteria of CSR, stakeholders IBIs with Islamic principles of CSR. It is a network that can not be separated from one another. Each criteria has an impact on the stakeholders; and each criteria is based on the principles derived from *al Qur'an* and *al Sunnah*.

The description on the criteria and items to be included as Islamic CSR instruments can be used as the conceptual framework for the implementation of CSR in IBI (see Figure 2). The conceptual framework can be described as a series of IBIs activities in performing all banking transactions with appropriate responsibility to Allah, human being and in ensuring environment sustainability. This three dimensions of responsibilities are to be implemented with the fourth principles which are unity, caliphate, justice and brotherhood. And fourth principle is intended to create the fifth principle which is the creation of *maslahah* to humans and the environment.

The creation of *maslahah* is the main purpose of the IBI in performing of all the functions of banking transactions. While the six criteria for CSR at IBI is to ensure that operational IBI occupies the terms and implement *syari'ah* correctly. Thus, the objective of IBIs to provide greater social impact within the environment can be achieved (IAIB 1990, Wahbah Zuhaili, 2003, Sudin Haron, 2005).

The conceptual framework in the implementation Islamic CSR in IBI described above can be seen in figure 2:

Figure 2: The conceptual Framework:Implementation of Islamic CSR in IBI



V. Research Method and The Instrument of Survey

The second purpose of this study was to to analysis the customers perception of the Islamic Banking was in Aceh to CSR and to assess the relationship between bank selection with perception of customers *Syari'ah* banking in Aceh about

practical criteria CSR of IBIs. To achieve the this purpose, survey was done on 400 costumers of IBIs in Aceh to gather views and their perceptions of CSR at IBIs in Aceh.

To minimize the bias element that can emerge from this survey used a structured questionnaire with a few closed questions carefully constructed. Questionnaire using several scales of measurement, nominal scale, ordinal and interval used to determine demographic and background information of customers such as gender, age, education level and income.

To measure customers' perceptions, Likert scale was used to be suitable. Scale scores seen answer to give more focused, clear and facilitate the customers to answer the questions posed (Zikmund, 2000: 300). Given the scale of 1 to 6 to reflect customers' views on whether a statement "strongly disagree", "disagree", "do not agree", "somewhat agree", "agree" and "strongly agree".

Scale 6 is a progressive scale of nature. It is used for two reasons. First, the customers are those who are directly involved with the subject of study. The subjects of the study which become samples were users IBIs. Therefore subject of study trying to provide feedback a positive or negative against questions are lodged and there is no reason for them to be neutral. On that basis, there is no option to be neutral given in the scale answer. Second, the use of the scale of 6 a score of this is to avoid customers of continue to be neutral if given options 'uncertain' in the scale answer. So by using a scale 6 score this, he can verify the answer of customers reached mean research. The high scores reflect positive perceptions and support, while inferior score reflect negative perception and not support (Anderson. *Et.al*, 1983:253).

The stage of the perception on practice of CSR IBIs measured by using a scale 6 score, namely the score 1 strongly disagree so as to score 6- strongly agree. The categorization the level of perception of a questionnaire is based on the value of the score at least namely the score at least among 1.00 until 2.60 please is considered low. Score min between 2.61 to 4.20 is also considered a simple and score min 4.21 until 6.00 is considered high. It is as expressed by Husein Umar (2005).

The content of the questionnaire was designed based on criteria and IBIs CSR items that have been first get confirmation of two experts who found as customers to give legality¹⁸ to a questionnaire so as to achieve the purpose and objective research. Before the final draft of the questionnaire form is mailed to the true customers, path study conducted to test a questionnaire so worthy of and deserving of instruments. Based on the answers of the customers in path research some modifications made to modify a questionnaire before passing research actually on the participants who became a sample.

VI. Research Method and The Instrument of Survey

As discussed at the beginning, that the methodogology of the study is divided into two parts. The first part was consist of conceptual development of CSR in Islamic context while this part is consist of emperical evidences about people perception about Islamic CSR. This portion investigates what are the perceptions of Muslim customers about CSR, in Aceh about the Islamic Banking institutions? Moreover, the study assesses the differential in perception of Muslim customer in Aceh toward CSR criteria in Islamic Banking. To achieve this purpose, a survey was conducted to collect information about these aspects from 400 Muslim costumers to investigate their views and perceptions of CSR toward IBIs in Aceh. The questionnaire using several scales of measurement such as nominal scale, ordinal and interval scale to determine demographic and background information of customers such as gender, age, education level, income etc., that has been confirmed by two experts to give legality¹⁹ to a questionnaire so as to achieve the purpose and objective research.

To measure customers' perceptions, Likert scale was used. Scale scores answers more focused, clear and facilitate the customers to answer the questions (Zikmund, 2000: 300). Given the scale of 1 to 6 to reflect customers' views on whether a statement "strongly disagree", "disagree", "do not agree", "somewhat agree", "agree" and "strongly agree". The high scores reflect positive perceptions and support, while lower score reflects negative perception and no support (Anderson. *Et.al*, 1983:253). The categorization the level of perception of a questionnaire is based on the value of

¹⁸ Substance validity is known with content validity which doing by a group of expert who is researching the scale and agree that the items which contain in the scale may delegate items which is related with the draft will be measured. This page like is proven by Sabitha.

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the score at least namely the score is between 1.00 until 2.60. Minimum score is between 2.61 to 4.20 is considered a simple and score min 4.21 until 6.00 is considered high (Husein Umar, 2005).

Data Collection

The study was conducted in June and July 2011. The specific criteria customer IBIs in Aceh who became a sample of study is; customer who has usual used one of facilities IBIs, customers who are Muslim and the last who settled in Aceh. Mmethod of experiments used is convenience of sampling to select customers IBIs²⁰. Customers IBIs that satisfy characteristics as a participant who came to visit IBIs selected when time 09.30 am until 04.00 am set as random customers. There were 16 (sixteen) IBIs in four regions / cities across while we selected three zones for survey. Zone 1: Banda Aceh (9 IBIs); Zone 2: Greater Aceh (2 IBI) and Zone 3: Lhoukseumawe / North Aceh (5 IBIs). All banking institutions available in zone 4 (four) cities and districts in Aceh, which is the highest has banking offices of IBIs in 3 (three) zones

VI. Analysis of Muslim Customers Perceptions

Customers' Profile

Profile of the customers shows information about the customers' sex, age, level of education, marital status, jobs and average monthly income. The details are shown in the Table 3.

Table 3: Customers Profile of IBIs (N = 400)

Profile	Frequency	Percentage (%)
Gender		
Male	194	48.5
Woman	206	51.5
Total	400	100.0
Age		
6 – 20 year	26	6.5
21 – 30 year	218	54.5
31 – 40 year	107	26.8
41 – 50 year	37	9.3
50 Years old and upward	12	3.0
Total	400	100.0
Marital status		
Unmarried	169	42.3
Maried	219	54.8
Widower /widow	12	3.0
Total	400	100.0
The highest stage of education		
Eeementary school	2	0.5
Juniors high school (SMP)	3	0.8
Senior high school (SMA)	84	21.0
Diploma	70	17.5
The young scholars	206	51.5
Sscholar	33	8.2
Doctors (PhD)	2	0.5
Total	400	100.0
Job Status		
unemployed	20	5.0
student/university student	73	18.2

²⁰ The selection method was based on two reasons. First, the list and the number of users of the bank is something that is rather difficult obtained from the institutions that can give trouble for getting a framework sampling (Khan et al., 2007). Second, a number of bank user is something difficult so very difficult for getting the right number of population.

Private employees	80	20.0
An accomplice kingdom	121	30.3
Institutions not kingdom	3	0.8
State-owned / regional (BUMN/BUMD)	5	1.2
Entrepreneur	68	17.0
Others	30	7.5
Total	400	100.0
Average of Monthly Income		
0 to 1 million ²¹	115	28.8
More than 1 million until 3 million	187	46.8
More than 3 million until 5 million	61	15.2
More than 5 million until 7 million	22	5.5
More than 7 million to 9 million	9	2.2
More than 9 million	6	1.5
Total	400	100.0

Table 5 shows that the users are not dominated by any gender for example male customers are 48.5 percent while, women customers are 52.0 percent. Age of the customers also indicates multiplicity rank, starting from those aged 16 to 20 years (8%). Majority of customers were aged between 21 and 30 years (54.5%). The customers were predominantly by married group (54.8%) while unmarried customers were consist of 42.3. the customers were also dominated by those who got young scholars diploma (51.5). An average monthly income of customers was dominated by those with income of more than 1 million to 3 million (46.8%). This is because most customers are from private kingdoms and accomplices. While customers whose income ranges from 0 to 1 million are 28.8 percent. The customers who have income over 3 million to 5 million are 15.2 percent, who work as entrepreneurs. This phenomenon become parallel with the Aceh Government legislation that Provincial Minimum Wage (PMW) of Aceh in 2010 is Rp 1,300,000 per month.

The Level of Perception Customers IBIs to CSR IBIs

The level of the perception about the practice of CSR by IBIs were measured through the minimum amount obtained based on six primary criteria; syari'ah compliance, equality, responsible in work, guarantee of welfare, guarantee of environmental sustanaibility and charity for preservation of virtue. All these six criteria were used to assess the perception among customers. If formulated simple of any criteria CSR, IBIs, the average minimum of all criteria practice of CSR, IBIs from users show that the perceptions of the users are at a very high level. The minimum score ranges from 4.21 to 6.00 is considered high. This means that Muslim customers in Aceh have good perceptions to CSR, IBIs. This can be shown in Table 6 below:

Table 4: Formulation of the Entire Minimum Average of various Criteria CSR IBIs of Customers

No	Criteria	Minimum	Interpretation
1.	Shariah Compliance (CS)	4.62	High
2.	Equality (E)	4.86	High
3.	Responsibility in work (RW)	4.39	High
4.	Guarantee of Welfare (GW)	4.83	High
5.	Guarantee of Environmental Sustainaibility (GES)	4.21	High
6.	Charity for Preservation of Virtue (CPV)	4.78	High

The above table shows high perceptions of the customers regarding different items CSR using by IBIs. The detail of the items are; Criteria syariah compliance (M= 4.62), criteria equality (M = 4.86), criteria responsible in working (M = 4.39), criteria guarantee of welfare (M = 4.83), criteria guarantee of environmental sustanaibility (M = 4.21) and charity for preservation of virtue (M = 4.78).

²¹ 1 million Rupiah is equal to exchange Rs 349, ([www.bnm.gov.my / statistics / exchangerates.php](http://www.bnm.gov.my/statistics/exchangerates.php)) on September 11, 2011 retrieved date.

However, natural conservation security is criteria having an average minimum lowest among 5 the other criteria. It is because some customers did not get confidence about IBs in Aceh in giving any actions of natural conservation. Lack of focus on criteria guarantee of environmental sustainability can be proven by some other customers somewhat agrees that IBs do not concern with environmental sustainability (M= 3.93). The rate of less agree of customers is on a statement that there is no assistance funds from IBs that was given to maintain and preserve environment (M = 3.37) of active item in protecting the environment. Perceived level between 2.61 minimum score until 4:20 showed moderate level.

Therefore, IBs in Aceh has to take more attention in keeping and caring for nature in various IBs activities. If the stage of customers perceptions are formulated regarding the work of CSR, IBs in Aceh, the form of questionnaire items proposed in ranking, so it can be formulated as follows:

Table 5: Questionnaire Items that Occupy the Highest Ratings from the Customers based on the min value:

No	Customers	Min
The Syariah Compliance Criteria		
1	Sharia banking does implement on halal services and products.	5.04
2	Saving product/deposit of Sharia banking is managed in accordance with the rules of Sharia.	4.99
3	Sharia banking avoids the profit that is acquired not legally.	4.99
Equality Criteria		
1	Sharia banking employees respect me as a customer	5.00
2	Sharia banking employees are very helpful in my financial business / activities	4.89
3	There is no discrimination in Sharia banking service.	4.87
Responsibility in Working Criteria		
1	Sharia banking employees need more education and training to increase their service quality.	5.26
2	Education and training for Sharia banking employees can increase the efficiency of Sharia banking.	5.24
3	Sharia banking has good value of accountability.	4.85
Guarantee of Welfare Criteria		
1	I choose Sharia banking services because I expect fair and equitable bussiness terms and conditions.	4.91
2	Sharia banking workers work, based on the time that has been specified by their corresponding banks.	4.87
3	I (as a customer) have a freedom to make choice about Sharia banking products.	4.85
Guarantee Of Environmental Sustainability Criteria		
1	Sharia banking has to educate workers to keep and take care of the environment.	4.83
2	I choose Sharia banking because Sharia banks have social responsibility to keep the conservation of the environment.	4.63
3	Each provision of implementation or financing, Sharia regard to the conservation of nature.	4.56
Charity for Preservation of virtue Criteria		
1	Sharia banking supports and helps funds of virtues (such as giving scholarships and helping the socio-religious activities)	4.89
2	Sharia banking participates in relieving social problems (such as helping the poor, helping disasters' victims, etc.)	4.89
3	I choose Sharia banking because Sharia banking has a good social responsibility to the society.	4.86

Source: Estimated from the survey data

From Table 5 above it can be observed that the customer perceptions about IBs towards the selection items of CSR criteria of IBs is high or agree in assessing CSR operational of IBs in Aceh. The IBs in Aceh, thus implement CSR accordance with CSR criteria of IBs.

The customers IBs selection phase of Islamic banking, based on CSR, IBs criteria show the range of the score from 4.21 to 6.00 is counted high. This indicates that the user selection over Islamic banking also influenced by CSR of Islamic banking in Aceh.

Table 6: IPIs Selection Phase by The Islamic Banking User Based on CSR Criteria

Criteria	Mean	Eminent Spouse (Standard Deviation)	Interpretation
1. Syari'ah Compliance	4.94	0.91	High
2. Equality	4.85	0.79	High
3. Responsible in work	4.72	0.84	High
4. Guarantee of Welfare	4.57	0.98	High

5. Guarantee of Enviromental Sustainability	4.63	0.93	High
6. Charity for Preservation of Virtue	4.86	0.93	High

Source: Estimated from the survey data

According to the Table 6 above, all criteria show the high minimum. This shows that the customers' selection over IPI is influenced by the CSR worship of Islamic banking in Aceh.

Analysis Customers Perception toward CSR Criteria in IBIs Aceh

Perceptions based on gender differences

Analysis of the customers perception based on gender groups shown in Table 7.

Table 7: Independent sample t-test for Sharia Bank Customers Perception Based on Gender

Gender	Min (M)	SD	Score t	Sig.
Male	247.48	23.12	-3.73	0.00*
Female	256.23	23.68		

* $p < 0.05$

Table 7 shows the mean scores and standard deviations for male (M = 247.48; SD = 23.12) and female (M = 256.23; SD = 23.68). Based on the results of independent samples t-test ($t = -3.73$, $p = 0.00$), there is a difference in perception of customers of the IBIs are significant between male and female groups. The finding shows that the perceptions of the women customer is better than men based on mean values score.

Perception differences based on age

In addition to using a t-test to analyze the mean comparison, analysis of variance or ANOVA was applied to investigate whether there is significant difference in the two groups of samples or otherwise. Thus, one way ANOVA applied to examine the affect of age on the perceptions of the customers. The samples were divided into five groups according to age of the customers. Overall finding reported in Table 8 after assuming homogeneity of variances are met.

Table 8: One-way ANOVA Perceptions Based on Age Customers IBIs

Ages	Mean	SD	F	Sig.
16 -20 tahun	246.69	22.61	0.168	0.650
21- 30 tahun	252.77	24.90		
31 – 40 tahun	250.52	24.24		
41 – 50 tahun	254.46	16.62		
50 tahun ke atas	254.67	21.02		

Source: Estimated from the survey data

Based on the result reported in Table 8 resulted from ANOVA ($F = 0.168$, $p = 0.650$), there is no significant difference across the age groups. The above finding demonstrates the level of perceptions among the different age group is the same.

Perception differences based on level of educations

One-way ANOVA was conducted to examine the influence of the level of education on the customers' perceptions. The samples are divided into seven groups according to the level of educational attainment of the customers, respectively. The finding has been reported in Table 9 after assuming homogeneity of variances met.

Table 9: One-way ANOVA Perceptions Based on Level IBIs Customers Education

Level of Education	Mean	SD	Nilai F	Sig.
Primary School	267.00	9.89	2.101	0.052
Junior High School	247.00	14.79		
Senior High School	251.84	23.58		
Diploma	254.73	23.07		
Bachelor	252.98	23.60		
Master	241.97	25.56		
Doktor (PhD)	217.00	16.97		

Source: Estimated from the survey data

Based on Table 9 ($F = 2.101$, $p = 0.052$), there is significant difference among the various educational groups. That is, the above finding shows that the level of perceptions among the groups were different.

Perception differences based on income level

One-way ANOVA was conducted to examine the effect of monthly income of the customers on their perceptions. The samples are divided into six groups, according to the highest level of income of the customers. The finding has been reported in Table 10, after assuming homogeneity of variances are met.

Table 10 : One-way ANOVA Perception Test Based on the Income Level of IBIs Customer

Income	Mean	SD	F Value	Sig.
0 to1 million (1)	253.16	24.22	5.731	0.000*
More than 1 million to 3 million (2)	254.45	20.91		
More than 3 million to 5 million (3)	253.85	24.36		
More than 5 million to 7 million (4)	230.95	30.89		
More than 7 million to 9 million (5)	236.22	22.24		
More than 9 million (6)	234.50	23.41		

Source: Estimated from the survey data

Based on Table 10 ($F = 5.731$, $p = 0.000$), which had been reported above show that there is significant difference among each group.

Furthermore, post-hoc comparison using the *scheffe test* proved that there were significant mean differences in the three pairs of groups, they are the group that has no income to one million ($M = 253.16$; $SD = 24.22$) and the group which has income more than 5 million to 7 million ($M = 230.95$; $SD = 30.89$). Next, the group which has income more than 1 million to 3 million ($M = 254.45$; $SD = 20.91$) and the group whose income is more than 5 million to 7 million ($M = 230.95$; $SD = 30.89$) and the last is the group whose income is more than 3 million to 5 million ($M = 253.85$; $SD = 24.36$) and group that had income more than 5 million to 7 million ($M = 230.95$; $SD = 30.89$). These will be described in table 11 below:

Table 11: Post-Hoc Scheffe: Customers Perception of CSR IBIs Based on Income

Variable	(I)	(J)	Different Mean (I-J)	SD	Sig.
	income				
User perception Sharia Banking	1	2	-1.29	2.739	0.999
	1	3	-0.69	3.661	1.000
	1	4	22.20	5.379	0.005*
	1	5	16.93	8.001	0.484
	1	6	18.65	9.679	0.592
	2	3	0.60	3.408	1.000
	2	4	23.50	5.210	0.001*
	2	5	18.23	7.888	0.377
	2	6	19.95	9.587	0.504
	3	4	22.89	5.749	0.008*

	3	5	17.63	8.254	0.473
	3	6	19.35	9.890	0.575
	4	5	-5.27	9.146	0.997
	4	6	-3.54	10.646	1.000
	5	6	1.72	12.183	1.000

* Couples groups showed significant difference mean

Source: Estimated from the survey data

Multiple Linear regression; the influence of the practices of CSR Criteria IBIs in Aceh

In the study there were six deciding criteria which were chosen as the factors to the election of the IBIs (dependent variable); the Sharia compliance, equality, responsibility in the work, guarantees of welfare, guarantee of environmental sustainability and charity for preservation of virtue. Furthermore, the value of ΔR^2 (adjusted R^2) are examined to find out how much of the variation in dependent variable (criterion) can be explained by the regression model was significant at the 0.05 level. In addition, ANOVA test was applied. The explanation is described in the exposure Table 12 below.

Table 12: Results of Multiple Linear Regression Analysis of CSR Practices Criteria by Customer IBIs

Criteria	R	R ²	ΔR^2	F	B	t	Sig.
Constant	0.912	0.831	0.828	322.013	-5.384	-5.018	0.000
1. Sharia compliance(X ₁)					0.091	5.025	0.000
2. Equality (X ₂)					0.096	3.256	0.001
3. responsible for the work (X ₃)					0.079	3.240	0.001
4. Guarantee of Welfare (X ₄)					0.457	11.688	0.000
5. Guarantee of Environmental Sustainability (X ₅)					0.095	3.647	0.001
6. Charity for Preservation of Virtue (X ₆)					0.261	8.346	0.000

Based on the Table 12 above, the results of the analysis show that that compliance of sharia (X1), equality (X2), responsible for the work (X3), guarantee of welfare (X4), Guarantee of Environmental Sustainability (X5) and Charity for Preservation of Virtue (X6) is forecasted to election IBIs. The $\Delta R^2 = 0.828$, meaning that 82.8 % of the variance for the dependent variable (election IBIs) is described by a linear combination of these six criteria. The dominant criteria that influence the selection of IBIs for customers of IBIs was observed with highest Beta coefficient, namely the guarantee of welfare ($\beta = 0.457$). That is a change of 1 standard deviation in guarantee of welfare was associated with changes in the selection of Standard Deviation 0.457 IBIs. The decision analysis results are a guarantee of welfare is the dominant criteria that influence the selection of IBIs for the customers of IBIs.

The Relationship between selections of IBIs with the perceptions of customers.

Table13: Correlation Analysis Pearson Test between the elections of IBIs with Perception Customers IBIs in Aceh

Variable	Mean	SD	Pearson Correlation(r)	Sig.
User perceptions of Sharia Banks Overall IBIs Selection	251.99 33.49	23.79 4.38	0.890	0.000*

Source: Estimated from the survey data

Refer to Table 13 above, decision analysis correlation Pearson found the value of $r = 0.890$ with $p < 0.001$. This shows there is a significant relationship between the two variables. In addition, positive values also explained there was a significant positive relationship between score election IBIs with the perception of the practice of CSR criteria. The value

of the correlation $r = 0.890$ shows the correlation between the two different variables is very high. Variant of $r^2 = 0.79222$ also shows that 79.2% of the overall election IBIs caused by the perceptions of the customers against the practice of CSR criteria executed by IBI. This decision explains that the perception of the customers against the practices of CSR criteria executed IBIs has a relationship with the users of the IBI selection, where the relationship is strong or very high with $r = 0.890$.

Conclusion

The four objectives of this paper are to identify the concept of CSR in Islamic perspective; to analysis and develop CSR criteria of IBIs; to analysis the stakeholders' perceptions of the Islamic Banking in Aceh and to assess the relationship between bank selection with perception of stakeholders *Syari'ah* banking in Aceh about practical criteria CSR of IBIs.

The study is divided into two phase. The first phase of the study is theoretical and library researches with used the content analysis method. The second phase is in the form of empirical research. It involved interviews with experts on the accuracy of the concepts, criteria and Islamic CSR items and also survey involving 400 customers of customers.

The findings of the study in the first phase shows verses in the Qur'an and the *Sunnah* which do not directly explain the concept of CSR, but there are many verses and *hadith* about individuals obligation to be responsible for social life. CSR concept in Islam is practiced in three areas of responsibility. First is the responsibility to God. Second is the responsibility towards the people, and third, the responsibility to the environment. Three forms of this task are supported by the basic principles of monotheism (*tauhid*), the caliphate (*khalifah*), justice, brotherhood (*ukhuwwah*) and the creation of *maslahah*. From these five principles, there are six criteria and 34 items established as the instrument to measure CSR performance of the IBIs. The six criterions are: *Syariah* compliance, equality, working responsibility, the guarantee of prosperity, the guarantee environmental sustainability and charity for preservation of virtue. As the findings of the second phase of the study indicate that the customers perception of the *Syari'ah* banking CSR practices in Aceh are high. The customers make *Syari'ah* compliance criteria as the main criteria in the selection of the IBIs. From the presence of satisfaction with the practice of CSR, 72.5% of customers feel satisfied. Findings of the study show that there is significant difference across the gender, education, monthly earning expect the age groups of the customers. In terms of correlation between the selections of the IBIs in customers' CSR to practices IBIs criteria are positive and significant correlation. While on the other hand, the guarantee of prosperity criterion is the dominant part of CSR criteria that influence the selection of customers. This study has produced a set of criteria that can be used IBIs CSR as a guide in conducting the operations of CSR in IBIs

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²² The interpretation of the strength of the correlation relationship is based on the classification scale Davies (1971). For the correlation between 0.01 to 0.09 is ignored. For the correlation between 0.10 to 0.29 is ignored. For the correlation between 0.30 to 0.49 is simple. For the correlation between 0.50 to 0.69 is high. And for the correlation between 0.70 and 1.00 is very high.

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Physical and psychological violence in high schools, teaching their treatment

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Abstract

During the last two decades, educational reforms have had to do with programs, texts, achieving objectives, the new high school curriculum, M.SH and teaching models. This is a hidden issue, but more disturbing recent violence in Albanian schools. It is clear that violence prevails not only in school, but there is a lack of understanding as to the causes underlying this phenomenon, the impact it has on the lives of children and possible ways to tackle this problem, which affects thousands of students in days. Since the bullying day - the day of cases is increasing, so is the duty of all responsible institutions, to investigate this negative phenomenon. Measures to prevent adding professionalism, sound education and the right professional to advise on the youth and adults. Children do not lose their human rights by overcoming the threshold of the school. Thus, for example, education must be provided in a manner that respects the inherent dignity of the child, giving the child the opportunity to express his views freely and to participate in school life. Education should be provided in a manner that respects the strict limits on discipline and promote a culture of against violence in school. The talent is developed skills in the highest degree. This gifted child born should be supported to enable him to be great in science, art, social life, etc.. Should know the nature of the students and enable them cope with life's challenges. The choice of profession and career are two of the most important decisions for human life. Inadvertently and unconsciously through violence we enslave drowned talent and great scientist, famous artist, military strategist. I object to violence because when it appears and do good, the good is only temporary, and when it is evil, evil is eternal!

Key - words: Violence, defense system of children, law, education

This study builds on previous findings of many scientific materials and know their values. What I want to do through this study is to go beyond current information, to explore ways to further a comprehensive approach and existing activities. I saw the need to review, gather, to consolidate and update the literature to my knowledge on this issue through group discussions, interviews, discussions with key informants and focus on the issue as it is seen by children reaching a good level of understanding as to the reasons that lie at the basis of school violence, which is an issue that has just begun to be addressed.

Violence against children is the worst form of violence and intolerable to a human being, and this phenomenon affects all societies, systems and countries, whether wafer, developing or developed, and is extended to family, school, road and society.

It is no accident that the United Nations has decided to schedule two consecutive days of remembrance and awareness for the whole world, 19 November - World Day for Prevention of Abuse and Violence against Children and 20 November - International Day for the Rights of Child "

What is the physical and psychological violence?

When exercising national and international laws to protect children?

Where should act Child Protection System, programs, education policy, civil society and the media to physical and psychological violence?

Why can't stop violence in schools, where we can send humans to the moon?

How much and how to treat physical and psychological violence in schools in teaching?

Definition of search

* Violence is defined by the World Health Organization as the intentional use of physical force or power, threatened or actual use of it against yourself, another person or against a group or community that either results in or is likely to result in injury, death, psychological harm, or bed development power.

* Violence matter of law the recommendations of the Assembly of the Council of Europe can be considered as a violation (violation) of the total of all human rights, the right to life, safety, dignity and physical and mental integrity and can take different forms, or more accurately, materialized in various forms, such as aggression or assault, sexual abuse and rape, and the thrill of deep threat or intimidation and should be considered by the criminal law as a criminal offense.

* Violence is deliberate action to force another physical or psychological means, subject to the interests, goals and desires one. (K.Grillo)

* Violence is verbal expression, mimicry or pantonomi; behavior or action, conscious or not, of one or more individuals, in one or more individuals, to control, oppression, punishment and alienation change to another personality . (A.Deva-Zuna)

Theoretical definitions of violence at school:

* Bullying is aggressive behavior with a view to cause physical or psychological harm to another within educational institutions.

• Bullying includes:

- hitting the hallways, calling names, intimidation,
- food and money hijacking, suicide,
- forms of sexual harassment,
- behaviors among children and adolescents,
- systematic violence.

* David Mayers social psychology researcher points out that because of aggressive behavior that brings reward aggression.

* According to Mayers children whose parents punishment tend to behave aggressively with others. Parents aggression have a way to deal with things.

* Violent behavior in schools dealing with the situation where young people are among the three different cultures or codes of behaviour home-school - way.

General hypothesis:

Violence against children in schools in the last decade Peshkopi is growing and it represents a new challenge not only to the school management, but also a big problem family, ethical, social.

Auxiliary hypothesis

a. In our school there are all ways, types and levels of physical and psychological violence

b. Causes school violence:

c. physiological, cultural, academic, personality, school climate.

The object of study: High School Gymnasium Maqellara and "Said Najdeni" Peshkopi, parents, teachers, doctors, psychologists.

Triangle cooperation between three actors: teachers, students and parents.

He manifests the existing situation.

Dotted lines indicate the current state of cooperation.

Contact is physically and uncooperative

Territory or personal space and unwillingness negligence action

If removed limits established an educational system safe against violence, teaching and learning and promising for the future.

Attitudes and beliefs about physical and psychological violence

First Position: physical and psychological violence, absolutely the most effective means of disciplining children.

The second attitude, physical violence causes many negative consequences on children.

Third position: violence can be positive effects.

The reasons for the use of violence against children

The philosophy of the benefit, which brings violence

Loss of self psychology

The use of violence as an instrument of discipline.

response to: disobedience, unrealized plans, lie, disagreement with one another, violating the rules, love, misunderstanding of the child.

Forms of physical violence

Forms of bullying

About 60 percent of the population are Internet users. Facebook has 1.3 million users, or in other words more than 78% of the online population are active in social networks. If we analyse the data for the age of social networking users, it turns out that most of them are young people under 24, under 18, so 15% are 15-17 years and 6% at age 13-15 years.

Increased aggressiveness seen higher in boys aged 14-18 years.

14% engage in "Teen Dating Violence"

Children should be educated in order to protect them.

Internet-violence is to model behavior and way of thinking. It increases the level of verbal and nonverbal aggression, beginning to manifest to other children or young peer '

Media treats the phenomenon of violence that is used against children in episodic. It has left without cover more moderate forms of various types of violence against children and is interested in severe forms. In many cases, the print and electronic media has treated this phenomenon without observing professional ethics, so noisy and profit.

SWOT Analysis

Options

Cooperation with associations, lifelong learning, licensed teachers, the school culture, the new high school curriculum .. professional potential, motivation of staff, education reforms, strategic plans, no ethnic discrimination, the school self-evaluation, ...

Limitations

Centralism AEM-RED-school, lack of psychologists, social administrators and security personnel, lack of activities, student government dysfunctional, untransparency , Lack of Child Advocate, incongruity traditional teachers, lack of information, lack of students in decision-making, and lack of training misuse their recently untransparency, ...

Achievements

Child code, public agencies reporting, psychological services, security personnel and psychologists, school uniforms, ...

Risks

Lack of facilities, poor success, abandonment, asocial and antisocial personality.

Conclusions

The absence of national legislation, national policies and structures consolidated.

Lack of readiness among professionals to talk about violence against children.
The low level of reported cases of violence due to weaknesses in the child protection system.
Clear differences between sectors in terms of identification, registration, reporting and referral of violence.
Low scores on tests of MH.

Recommendations

Commitment and action to strengthen national and local levels.
Prohibit any kind of violence all violence against children and prioritize prevention.
To promote non-violent values and awareness raising.
To increase the capacity of all those staff who work with children.
Provide social services, psychological and counseling.
Establish reporting systems and services accessible and tailored to children.
Ensure participation of children.
Television is not a "baby sitter" - child care.
Society to be protected and not be influenced by material found in the media and Internet.
Reducing virtual time ekstrakurikulare activities for a real product.
Reformation of the school's mission: education and social role.

Have Kills!

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New National Curriculum and the Impact in the Education Sector of Kosovo: Implications for Successful Implementation

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Abstract

In August 2011, the Ministry of Education, Science and Technology (MEST) adopted a new national curriculum. Among other concepts, the Ministry committed to focus on learning outcomes, competencies, differentiated learning, and learner centered education in the new national curriculum. The impact of these changes rippled across the education sector requiring professional capacity building within the Ministry of Education, redesigning teacher pre-service preparation program, re-structuring teacher in-service program, innovating staff development and teacher mentoring for professional capacity building in schools, re-writing textbooks and creating supporting teacher resource materials. It was calculated that it would take ten years to implement fully these curriculum concepts. The purpose of this paper is to analyse the consequences of a Decision to create new national curriculum across the education sector and determine the best approach to implement it.

History of New Curriculum Framework

In 2001, post-conflict Kosovo developed its first national curriculum. It might be best described as subject focused and based upon learning objectives. The emphasis in this original curriculum design was on what teachers would do as they developed learning objectives for their students in each subject area. Curriculum resources necessary for the implementation of the 2001 curriculum were developed over the next six years. However, the 2001 curriculum was never totally implemented. It was after the declaration of independence in 2008 that the Minister of Education announced that MEST would develop and implement a new curriculum that would meet the needs of this new republic.

A new curriculum framework was adopted by MEST in 2011 which focused on student competencies and learning outcomes. Currently, teachers mostly rely upon minimalist strategies of lecturing and assigning desk work to prepare students for final examinations. Teachers would have to revise their strategies. Instead of setting objectives for students to meet, they would create strategic learning activities that were designed to lead to students acquiring specific competencies. They would begin by imagining how learning activities would lead individuals to acquire different levels of competencies. These levels were organized in learning typologies, such as Bloom's Taxonomy, where children would demonstrate knowing, understanding, applying, analyzing, evaluating and synthesizing. Guided by the Typology, teachers would create an array of learning activities that engaged students in learning through group work, debates, project work, paper writing and designing. This change from setting objectives for students to planning how to engage students in learning would ripple throughout the entire sector.

Implications for the System of Education in Kosovo

Today, the impact of the changes is spreading across all levels of the educational sector in Kosovo. Members of different institutions within the sector are gradually becoming aware of the significance that these changes will have upon them. These changes represent an opportunity for a traditional culture to become a more progressive modern culture characterized by tolerance of diversity and valuing individual achievement. In response to the Minister's decision to create a new national curriculum, MEST refocused its efforts in all its departments as implications for the curriculum change became clearer.

The authors interpreted changes that were anticipated to be experienced at the different levels in the education sector against two major social science constructs: the perception of **locus of control** over the change (*internal or external*); and source of **motivation** for the change (*intrinsic or extrinsic*). These two factors created a 2 by 2 matrix

comprising of 4 cells (see Analysis section below). Each change was analyzed and placed in the cell that best described it. The results were then compared and implications were drawn to inform MEST how best to approach the changes.

Educational Sector: Ministry Level

Department of Higher Education: Two years ago, the university was required to respond to an external accreditation decision by the Kosovo Accreditation Agency (KAA) that revoked the accreditation of 8 of the 10 teacher preparation programs in the Faculty of Education. With the new curriculum framework in place, MEST had another reason to require the Faculty of Education to respond to the accreditation report of 2010. The Minister created a Commission to review the current structures and programs for teacher preparation at the university and as a result, he issued a Decision on restructuring teacher preparation programs which was supportive of the implementation of the new curriculum.

Teacher Training Unit: MEST required teachers to upgrade their skills to implement the curriculum as part of teacher licensing. As a result, MEST began to develop a system that recognized teachers' accomplishments. The Teacher Training Unit developed a new Management Information system to track in-service experiences that each teacher successfully completed. MEST began gathering professional and biographical data on 24,000 teachers in Kosovo to track teacher development activities and linked this with salary level and teacher licensing.

Curriculum Development Unit: Curriculum implementation documents and tools had to be developed in the Curriculum Development Unit at MEST. These documents included a Curriculum Framework which described the conceptual framework for the new curriculum; three Core Curriculum operational documents for all grade levels that defined learning outcomes and assessment criteria for each curriculum area and stage level; a Subject Syllabus Template to guide teachers to revise the existing syllabi; an

Table 1.0 Predicted changes at the Ministry of Education, Science and Technology Level

External Locus of Control by Extrinsic Motivation	<ul style="list-style-type: none"> • Improve response to KAA accreditation report of 2010 • Improve quality of teacher licensing data
External Locus of Control by Intrinsic Motivation	<ul style="list-style-type: none"> • Adopt new AI TCP • Develop curriculum implementation tools • Create new pilots for syllabus development in schools • Develop new Textbooks and Teaching and Learning Materials • Accept Practice Teacher Mentoring activities toward teacher licensing hours
Internal Locus of Control by Extrinsic Motivation	<ul style="list-style-type: none"> • New Decision on Teacher Preparation
Internal Locus of Control by Intrinsic Motivation	<ul style="list-style-type: none"> • Create new Demand-driven process for Teacher Training • Create role for MA (curriculum & teaching) students to be Interns in Curriculum Unit at MEST for their Candidacy Theses • Create new Assessment (Subject and Stage) protocols

Assessment Framework for monitoring learning and evaluating achievement; an Optional Curriculum document that provided a regulatory path for developing locally-developed curriculum at the school level; and a Monitoring and Evaluation program and Quality Assurance system to ensure the continuity and coherence of the course syllabi that would be developed. In addition, MEST authorized schools and teachers to pilot the Syllabus Template by revising the current course syllabi so they conformed to the assumptions and concepts of the new curriculum. By the end, syllabi for all 215 courses in seven curriculum areas would be developed, piloted, revised and finalized.

Recognizing the current lack of capacity within the education system to implement the new curriculum, the Curriculum Development Unit would develop a strategy to invite graduate students in the Faculty of Education to conduct research in the area of curriculum and teacher development studying how teachers revised the course syllabi and piloted the changes in their classrooms. Graduate students the area of educational leadership development would study how school directors developed learning cultures within their schools and mentored and coached teachers through the syllabus change process.

State Council for Teacher Licensing: MEST needed to address how to acknowledge the work of Mentor teachers who supervised practice teachers and discussed granting contact hours of professional development that would raise their teacher licensing level. The State Council for Teacher Licensing would revise the way it selected professional development training programs for teacher in-service by using a demand-driven model instead of a supply model. Teacher performance standards and minimum teacher competencies were identified for teacher licensing and were linked to the demand-driven process.

Assessment Unit: The Assessment Unit within MEST also had to respond to the Minister's 2008 Decision to create a new curriculum. In the past, student assessment focused on final examinations and preparation for matura examinations after grade 12. With the new curriculum, the Assessment Unit would restructure assessment to include assessment *for* learning as well as assessment *of* learning; formative as well as summative assessment. Teachers would learn assessment criteria for topics (units) covered in classes and whole courses (subjects) as well as for the grade level and stages. They would learn to consistently gather data *for* learning assessment to guide them in revising their teaching strategies according to appropriate cognitive levels in Bloom's Taxonomy. Writing tests and exams would no longer be sufficient to assess the levels of learning identified in Bloom's Taxonomy. The Assessment Unit at MEST had to develop supporting regulations and appropriate strategies to free teachers and school directors from the existing 'one final exam' format and instead enable them to create multiple assessment activities to assess learning as required by the new curriculum.

Special Education Unit: The Special Education Unit at MEST responded to the mandate to implement a new curriculum. Underlying outcomes-based, competency learning is inclusion, and teachers would be expected to develop learning activities in their topics that optimize learning for all students with different abilities. Therefore teachers would adopt differentiated strategies to enable learners with a wide range of abilities. The Special Education Unit coordinated with pre-school level learning by developing learning standards and developing implementation guidebooks for pre-school education.

Vocational Education Unit: The Vocational Education Unit at MEST also developed parallel, modular-based curriculum that reflected the new curriculum framework. The Unit supported the development of Centres of Competence designed to meet needs of the labour sector in Kosovo. A Vocational Education Teacher (VET) In-service B Ed degree program would be developed to qualify VET teachers to be granted a teaching license.

Educational Sector: University Level

Rector's Office: At the university level, actions tended to be reactive rather than proactive. In 2010 an Accreditation Team reported on the B Ed degree programs in the Faculty of Education where multiple programs failed to gain accreditation. In response to many recommendations made by the authors of the report, the Rector promoted closing 8 subject programs for lower secondary teaching and all the upper secondary programs that were offered by four different academic faculties. Instead, MEST agreed to create a new 3+2 consecutive program model for secondary teachers. This model would require aspiring secondary teachers to complete a 3 year academic degree in a teachable area through an academic faculty then apply to the Faculty of Education for a 2 year Master of Education professional degree. The M Ed degree would focus on pedagogy, methodology, assessment, learning theory, education foundations, educational psychology and teaching practice. The Faculty of Education would create this two year M Ed program by 2014. Reacting to MEST's development of national teacher competencies for beginning teachers, the Faculty of Education would review all the B Ed degree programs and revise them to ensure they covered all the competencies in the national teacher competencies profile.

Table 2.0 Predicted changes at the University of Pristina

External Locus of Control by Extrinsic Motivation	<ul style="list-style-type: none"> • Create new academic BA Degrees in two specializations as a route to a new 3+2 consecutive secondary teacher preparation
External Locus of Control by Intrinsic Motivation	<ul style="list-style-type: none"> • Revise B Ed Pre-service degrees to meet TCP standard • Create new M Ed Degree for Secondary Teachers • Revise MA (Leadership and Curriculum & Teaching) degrees in readiness for Accreditation • Create new B Ed In-service degree for VET
Internal Locus of Control	<ul style="list-style-type: none"> • Minister's Decision on Teacher Preparation

by Extrinsic Motivation	<ul style="list-style-type: none"> • Consolidate all Teacher Preparation programmes under Faculty of Education • Close the B Ed In-service degree (Higher Pedagogical School trained teachers)
Internal Locus of Control by Intrinsic Motivation	<ul style="list-style-type: none"> • Redesign the Practice Teaching 22 week programme • Revise the Mentor training programme to support the Practice Teaching 22 week programme

The Minister formally mandated the Rector to implement changes through a Decision signed in July 2012. Most of the terms of the Decision involved changes at the university or the faculty level. The decision focused on increasing quality of performance of new teachers entering the teaching profession. The university was mandated to move all teacher preparation programs into the Faculty of Education. This would bring together people who understood the concepts of the new curriculum and who had capacity to support its implementation.

Dean's Office: The Faculty of Education would review and revise its two MA degree programs in readiness for accreditation in 2013. A major issue that existed with these programs was that while the Faculty could offer 60 ECTS of coursework, they did not possess the capacity to mentor students through 30 ECTS of candidacy which included a research project and thesis writing. There were over 350 students who were ready to move to the candidacy phase but there were less than 10 mentors, professors who could supervise them. The Faculty considered naming co-mentors, young professors without PhD's, to provide supervisors for these 350 graduate students to complete their degrees successfully. The Faculty was given a mandate to create a VET in-service teacher preparation program by 2014 to ensure that VET teachers have the capacity to implement the new modular VET curriculum.

MEST determined that an existing in-service program would have largely met its goal to provide an opportunity for practicing teachers with 2 year diplomas from Higher Pedagogical Schools to upgrade to a 4 year B Ed degree. This program might be closed, which would have the impact to release a number of professors back into the Faculty of Education so it could better respond to the 2010 Accreditation Report.

MEST required that the Faculty of Education review its practice teaching program. Student teachers were required to successfully complete 22 weeks of practice teaching over a 4 year B Ed degree. Currently too many students were enrolled in the programs and most did not experience more than 16 weeks of practice teaching, and when they did they were most often in groups of up to 10 colleagues who had nowhere to sit so they stood at the back of the classroom observing the teacher. Rarely was a mentor teacher assigned one student. A more effective practice teacher program would build the capacity of teachers to implement the curriculum in the future.

Educational Sector: Municipal Level

Director's Office: At the level of Municipal Education Districts (MEDs), officials reacted to the announcement of the new curriculum by changing many regulations which guided the work of school directors and teachers. One of the first changes was to create regulations to give teachers and school directors authority to evaluate student learning using formative and summative processes. School directors would encourage teachers to create innovative ways to assess student learning day to day, consistently and accurately. MED officials would support teachers learning to write deep and rich behavioral descriptions that could be used to evaluate student affective and psychomotor learning by participating in debates or class presentations. Another change for the MED was to authorize school directors to create annual development plans which would enable planning for staff development activities throughout the year.

Municipality officials would emphasize to school directors that they must learn to become an 'educational leader.' In addition to the more easily understood and traditional roles of 'administrating' and 'managing,' school directors would learn the art of *leading*. The MEDs would provide regulations that captured the art of leading and insist on school directors practicing it. Educational leadership might be best described as leading by doing and motivating teachers through trust, caring and morality. School directors would need to shift from traditional monitoring and evaluating roles to that of mentoring and coaching. In order to implement the curriculum throughout the MED, school directors would create learning cultures in schools where teachers experimented with the best way to engage students in learning activities. When experiments did not work, school directors would ensure teachers were praised for their efforts and not only when successful.

Table 3.0 Predicted changes at the Municipality Level

External Locus of Control by Intrinsic Motivation	<ul style="list-style-type: none"> • Create new regulations for formative assessment (subject) and summative assessment (stage) • Create regulations for school directors to create an annual school development plan
Internal Locus of Control by Intrinsic Motivation	<ul style="list-style-type: none"> • Create new mentoring and coaching roles for school directors • Create new school-based staff development regulations for school directors

It was commonly understood that it was not practical to implement a national curriculum through countless workshops offered throughout the country. Instead, MED officials would create regulations to mandate annual school-based staff development plans. School directors would become leaders, and teachers on staff would become experts to support various aspects of the new curriculum design. The school would become a professional organization where experimentation by teachers was recognized by colleagues and thus teachers would be rewarded. Teachers could gather into groups to share their ideas about learning activities and help each other by collecting materials and engaging in peer-mentoring or peer-coaching.

Educational Sector: School Level

School Director's Office: The school level directly functions to support teachers and students. Most communication with parents and the local community occurs at this level. In response to initiatives by the MED, school directors determined professional development training within the school based upon the needs of individuals, groups of teachers and the overall school staff. Using a demand-driven model, the school community would decide what support they required and the director would identify teachers on staff who could provide it or would seek resources through the MED.

Table 4.0 Predicted changes at the School Level

External Locus of Control by Intrinsic Motivation	<ul style="list-style-type: none"> • Revise selection of professional development training to a demand-driven model • Develop regulations to authorize promotion meetings that include teachers who discuss the 'whole' child • Develop storage for teaching materials for each teacher • Develop strategies for providing space to teachers who are off shift • Develop a shift/grade strategy i.e., shift 1 = 0,3,4,7,8, shift 2 = 1,2,5,6,9
Internal Locus of Control by Intrinsic Motivation	<ul style="list-style-type: none"> • Revise formative assessment procedures at the subject level for teachers • Develop new mentoring and coaching roles for school directors including expectations to motivate intrinsically, nurture self-worth, interact in authority, use empathy • Develop trainings for school directors to build supporting climates and learning cultures • Develop expectations to encourage teacher experimentation with new learning activities • Create Internships for MA (Leadership) students who are candidates writing theses

A fundamental principle for staff development is to optimize learning conditions for each learner, that is, to consider the whole child. This principle is especially important in summative assessment of learning. The school director would establish protocols for promoting students from one grade to another, one stage to another. Included in this protocol would be promotion meetings which involved all teachers and an educational psychologist who would consider the continuous assessment data of teachers, home situation information, and personal abilities for each student. The school director would consider students one grade at a time. Once the decision of promoting was recorded for each student in

one grade, the school director would then review each student on the roster for the next grade until all students in the school were considered.

Competency-based teaching and student-centered approaches require teachers to develop learning activities that use many different teaching materials. As a consequence, school directors need to find sufficient space for teachers to store their teaching materials. In Kosovo, the fact that many schools were scheduled in shifts made it more difficult to find the necessary space for storage and use of teaching materials in school laboratories cabinets. School directors developed strategies that took account of the time that school facilities were used by various groups and classes. One proposal was to organize schedules in such a way that grades 0, 3, 4, 7 and 8 were in the first shift and grades 1, 2, 5, 6 and 9 were in the second shift. This schedule enabled the school director to schedule science labs for lower secondary classes in both shifts and organize the available space in the school building more efficiently and effectively.

The new Kosovo Curriculum Framework with its new approach based on competences and learning outcomes required teachers to change the way they use formative assessment with students. Teachers would revise their practice to include regular and frequent formative assessment strategies to ensure that students achieved the core competencies. Tests or final exams simply measure the lower levels of the cognitive domain of Bloom's Taxonomy of knowledge and understanding. The new curriculum was competency-based that included learning knowledge, skills, attitudes and values. In addition to the tests and final exams that measured student knowledge and levels of understanding, teachers would use other assessment methods to measure skills, attitudes and values of students. This change of practice was deeply fundamental to how teachers embraced the new curriculum. If teachers failed to adopt multiple assessment practices the new curriculum would not be implemented.

School directors would shift from traditional monitoring and evaluation roles to mentoring and coaching roles to support teachers to understand and apply the concepts in the new curriculum. To shift to mentoring and coaching, school directors would become comfortable being in close, supportive relationships with teachers. They would focus daily on intrinsic motivation, for instance, wanting to make changes because the results would optimize learning for students. School directors would shift their style from controlling and compliance, to providing teachers with opportunities to change so students could learn better. Teachers who experience self worth during a change event have a potential of achieving sustainable professional development and life-long learning, whereas teachers who are forced to comply will not.

School directors would learn to relate to teachers more empathetically at a human level and less from a traditional status or hierarchical level. As a consequence, teachers would more likely follow the lead of empathetic school directors out of respect for their values and substance of character. School directors play a critical role in determining the type of culture that evolved within schools. Relating with teachers through care and cooperation instead of control and compliance creates school cultures that supported learning, and makes it safe for teachers to take risks and experiment with the new curriculum.

School directors could take advantage of the new curriculum and invite graduate students studying educational leadership at the Master level to come to their school to observe the interactions amongst the school director, teachers and students as they experimented with implementing the new curriculum. As an outside observer, graduate students could provide valuable insight and feedback for the staff to consider.

Educational Sector: Classroom Level

Table 5.0 Predicted changes by Teachers at the Classroom Level

External Locus of Control by Intrinsic Motivation	<ul style="list-style-type: none"> Restructure assessment to meet Core Learning Outcomes for Subject and Stage levels
Internal Locus of Control by Intrinsic Motivation	<ul style="list-style-type: none"> Develop opportunities for teachers to experiment with different learning activities in their classrooms Develop the expectation that teachers will share with each other Develop the expectation that teachers will seek support of their school directors in developing differentiated learning activities Require teachers to gather new teaching and learning materials to support learning activities Develop expectations for teachers to engage professional development and to be collegial

- | | |
|--|--|
| | <ul style="list-style-type: none">• Develop trainings for teachers on methodology that is learner-centred, constructivist, has differential learning strategies to achieve learning outcomes and learning objectives through learning activities |
|--|--|

Teachers are builders of the curriculum. All other professionals in the educational system are architects or suppliers. Those in the MEST Curriculum Development Unit were the architects who designed the curriculum and identified the assumptions and concepts within the design. Others in MEST provided supportive operational guidelines, textbooks or teaching and learning resource materials. The Municipal Education Districts (MEDs) staff and school directors provided direction, mentoring and coaching

in support of teachers. But it was the teacher who would use formative assessment to determine not only how well students learned, but to determine how well the learning activity worked. In addition the teacher would learn how to assess summative student learning at the end of the year and at the end of the curriculum stage, to determine whether the student was ready to move to the next level of school.

Teachers share their ideas about possible learning activities with colleagues. In doing so, they would be acting professionally and contributing to a safe, risk-free learning school culture. In Kosovo teachers would respond more positively to their director's role as mentor and coach, rather than monitor and evaluator. Working in a risk-free school culture, teachers would feel safe to share their failures as well as their successes for they would understand that as professionals they learned from their mistakes.

Teachers would constantly be on the look-out for new materials that might support learning activities and end up collecting many boxes of materials in the process for each of their courses. They would learn to share materials with colleagues and to rotate responsibilities to lead in monthly staff development activities scheduled by the school director.

Finally, teachers could gain experiential knowledge of concepts related to child-centered and outcomes based learning. They would gain a deep understanding of constructivism and related concepts of validity of multiple realities because of their experimentation. Differentiated learning strategies would no longer be just an abstract idea, rather it would be something teachers practiced daily as they considered individual needs of students in their classrooms. Teachers would begin to feel comfortable with giving up control of learning to the learner, and facilitate activities that were designed to achieve learning of specific outcomes and competencies. Teachers would be able to successfully implement the subject syllabus by the end of the year by skillfully guiding students' learning through planned activities.

Analysis

We considered the impact of the new curriculum framework as it would be felt throughout the educational sector. In each case, implications of the change were placed in a category depending upon type of Locus of Control and type of Motivation. For example, structural changes were placed in a category characterized by an external Locus of Control whereas changes in teaching practice were placed in a category characterized by intrinsic motivation. In the graphic below the changes were approximately equal between external and internal Locus of Control (20/22) whereas the changes were substantially different between extrinsic and intrinsic Motivation (7/35).

This finding suggested that MEST should focus on motivating members of the educational sector using intrinsic means. It could focus on 'WHY' the changes were necessary, and urge educators to establish a greater sense of urgency for change by focusing on critical principles like optimizing student learning, conforming with the Bologna Standards and enabling students to study across Europe and the world, and providing learning experiences that lead to graduates possessing high level skills, knowledge and attributes required for Kosovo to take its place amongst the nations of the world. MEST could urge school directors to identify 'early adopters' amongst teaching staff to create a coalition of change agents who could coach and mentor their colleagues. School directors could develop a vision for a preferred future state and communicate to teachers and members of the community a strategy to achieve this vision. They could empower teachers to mentor and coach their colleagues to implement the changes. They could create strategies to achieve 'quick wins' so community members and teachers can see the benefits of change.

Through these actions, educators would shift from centralist control to school-based self-determination. Drawing upon collegial coaching and mentoring, teachers and school directors would emphasize the importance of staff development within safe and caring cultures founded upon the value of cooperation and acceptance of differences. In the end, to implement the curriculum successfully, teachers and school directors would find their own solutions to the change

process, diminishing reliance upon so-called 'outside experts' who would otherwise visit schools and provide trainings and workshops.

Table 6.0 Number of changes predicted by Type of Motivation and Locus of Control

	TYPE OF MOTIVATION		
	EXTRINSIC	INTRINSIC	
EXTERNAL LOCUS OF CONTROL	STRUCTURAL PARADIGM ¹		FUNCTIONAL PARADIGM
	MEST	2	MEST
	University	1	University
	MEDs	0	MEDs
	School	0	School
	Teacher	0	Teacher
			20
INTERNAL LOCUS OF CONTROL	EXCHANGE PARADIGM		SYMBOLIC INTERACTION PARADIGM
	MEST	1	MEST
	University	3	University
	MEDs	0	MEDs
	School	0	School
	Teacher	0	Teacher
			22
	7	35	42

Discussion

Most of the changes that will be made within the educational sector in Kosovo to implement the new curriculum framework are predicted to be based upon intrinsic motivation. That is, educators will be motivated to make the changes because they believe in them and support the final vision. This vision will include an educational system that optimizes learning for all regardless of race, ethnicity, gender, abilities, or socio-economic status. It will include an educational system that is recognized by nations throughout the world enabling graduates to study overseas. And finally, it will include an educational system whose graduates possess needed knowledge, skills and attributes required by Kosovo to take its place with developed nations of the world.

Teachers are the implementers of the new curriculum while all other members in the educational sector are supporters. Teachers will implement changes if they experience self worth, a sense of efficacy, adequacy and security in relationship with their school directors and amongst colleagues in their schools. These experiences are possible if school directors are perceived by teachers to be consistent and principled: to act as mentors and coaches; to care about teachers and students; to consistently demonstrate educational leadership skills; and, to function for the benefit of student learning. School directors who communicate these principles congruently through structural, official and personal actions will influence teachers the most. These teachers will change their practice because they are attracted to the substance of character demonstrated by their educational leaders. The new curriculum will be implemented successfully if teachers are intrinsically motivated.

¹ Model- Paradigme

References

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- The Decision on Teacher Preparation, MEST, July 16 2012
- The Optional Curriculum Manual, MEST, October 2012
- The Syllabus Template, MEST, October 2012
- The Mentoring Manual, MEST, October 2012
- The Teacher Guidebook for implementing the Curriculum, (5 versions), MEST, October 2012
- The School Director Guidebook for implementing the Curriculum (3 versions), MEST, October 2012
- The Monitoring and Evaluation and Quality Assurance Manual, MEST, October 2012
- The Teacher Training Catalogue, MEST, June 2011

Globalizimi dhe Perspektiva e Marrëdhënieve Ekonomike Turqi-Shqipëri

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Abstrakt

Në kuadrin e procesit të globalizimit, në këtë material, janë analizuar marrëdhëniet ekonomike turko - shqiptare dhe perspektivën e tyre. Meqënëse Shqipëria dhe Turqia janë dy vende me ekonomi të hapura, me një histori shekullore të përbashkët, është me interes analiza e marrëdhënieve ekonomike midis tyre. Kjo bëhet edhe më interesante në aspektin e veçorive të zhvillimit ekonomik të tyre. Turqia në dhjetë vitet e fundit ka njohur vetëm ritme të larta të rritjes ekonomike duke zënë vendin e shtatë në Europë në treguesin e PBB-së dhe të 15-in në botë. Turqia ka një ekonomi që nuk u prek nga kriza financiare dhe recesioni global. Përmbledhtazi, në material janë analizuar dy degët kryesore të ekonomisë turke, bujqësia dhe industria. Këtu është paraqitur dinamika e disa treguesve kryesorë ekonomik, dinamika e papunësisë, PBB-së dhe inflacionit. Është ekspozuar renditja e ekonomisë turke në raport me ekonominë europiane dhe ekonominë botërore, marrëdhëniet e Turqisë me botën etj. Ekonomia shqiptare, në vitet e fundit, ka njohur rritje. Në material janë paraqitur disa nga treguesit kryesorë të ekonomisë shqiptare, fushat ku ka arritje duke u ndalur në treguesin e PBB-së, inflacionit dhe papunësisë. Janë analizuar, përmbledhtazi marrëdhëniet bilaterale ekzistuese midis Turqisë dhe Shqipërisë. Analiza është përqëndruar kryesisht në investimet turke në Shqipëri dhe në marrëdhëniet e eksport-importit. Ndryshimet në strukturën ekonomike dhe të pronësisë të shoqëruara me ndryshimet përkatëse në legjislacion kanë krijuar mundësinë e një bashkëpunimi të ri. Deri tani marrëdhëniet midis dy vendeve, megjithë lidhjen historike, kanë qenë në nivel jo të kënaqshëm. Ky fakt është konstatuar dhe theksuar prej udhëheqësve të të dy vendeve. Në material është konsideruar edhe perspektiva e marrëdhënieve ekonomike turko-shqiptare. Është paraqitur vizioni i Qeverisë Turke deri në vitin 2013. Çfarë ofron ekonomia shqiptare për ekonominë turke? Cilat janë pikat e forta dhe mundësitë e saj? Cilat janë problemet që përballen biznesmenët turq në Shqipëri etj. Në fund të materialit janë dhënë konkluzionet dhe rekomandimet. Në rekomandimet kryesore përmendim: Turqia duhet të jetë më e pranishme në fushën e energjitikës, pasi në fushën e mineraleve ka firma serioze që kanë shfaqur interes. Shqipëria të shfrytëzoj eksperiencën e Turqisë në fushën e infrastrukturës. Kjo do ndikojë në rritjen e kapaciteteve të vendit. Të hyjnë në tregun shqiptar firma të shquara turke në degën e konfeksioneve dhe të materialeve të ndërtimit. Të bëhet e ditur se Turqia tashmë është një nga vendet më të industrializuara në botë dhe si e tillë, rritja e bashkëpunimit me Shqipërinë do t'a sillte në një pikë akoma më të mirë konkurrencën në vend, etj.

Fjalë kyç. Inflacion, papunësi, Prodhimi Brendshëm Bruto(PBB, rritje ekonomike, bilanci tregëtar, deficit, politika fiskale, politika monetare, marrëdhënie ekonomike, ekonomi e hapur, etj.

Hyrje

Turqia dhe Shqipëria janë dy vende ballkanike me një histori shumë shekullore të përbashkët. Lidhjet e tyre i kanë rrënjët që në shekullin e XV duke vazhduar deri në ditët e sotme. Bashkëpunimi i tyre ka qenë i gjithanshëm, në fushën ekonomike, politike dhe sociale. Në periudha të ndryshme marrëdhëniet janë karakterizuar nga një dinamikë e ndryshueshme, në vartësi të marrëdhënieve politike. Kështu kemi disa periudha bashkëpunimi, deri në vitin 1912, pas vitit 1912, marrëdhëniet në kohën e mbretërisë së Ahmet Zogut, periudhën pas vitit 1939 deri në çlirimin e Shqipërisë, periudhën nga 1945 deri në 1990 kur ekonomia shqiptare ishte një ekonomi e centralizuar dhe periudhën pas vitit 1990. Edhe periudha pas vitit 1990 ka pasur oshilacionet e saj me ngritje dhe rënje të marrëdhënieve dypalëshe. Vetëm në 10 vitet e fundit nga viti 2002 dhe në vijim kemi një intensifikim të marrëdhënieve në fushën e arsimit, mbrojtjes dhe në përgjithësi të ekonomisë. Në këto vite politikat turke synuan vendet e ballkanit perëndimor, si Bosnjë-Hercegovinën, Shqipërinë, Kosovën, Maqedoninë, Malin e Zi etj. Por megjithë futjen e kapitalit turk në Ballkan, Shqipëria nuk ka njohur ndonjë dyndje të dukëshme të investimeve turke. Në krahasim me vendet që ne përmendëm investimet turke në Shqipëri

zënë një peshë të vogël. Turqia qarkullon në Shqipëri një kapital prej 420 milionë \$, ndërsa Shqipëria eksporton në Turqi mbi 130 milionë \$ vlerë të mirash. Midis Turqisë dhe Shqipërisë janë nënshkruar mbi 160 marrëveshje në fusha të ndryshme. Është kjo arsyeja që Davutoglu ka theksuar se: "Populli shqiptar ka dhënë kontribute shumë të rëndësishme në jetën administrative, kulturore dhe sociale turko-osmane. Në historinë tonë të përbashkët kanë lënë gjurmë qeveritarë, ushtarakë, njerëz të letrave, intelektualë dhe artistë shumë të vyer me origjinë shqiptare. Në Perandorinë Osmane ka pasur 28 sadrezemë (kryeministra) dhe 36 vezirë (ministra) me origjinë shqiptare. Mehmet Akifi, autori i himnit tonë kombëtar, si dhe Sami Frashëri, autori i fjalorit të parë turk, që në të njëjtën kohë konsiderohet një nga njerëzit më të shquar të letrave në Shqipëri, janë të dy me origjinë shqiptare". Duke parë zhvillimet e sotme të dy vendeve, janë krijuar kushtet dhe mundësitë që marrëdhëniet ekonomike midis tyre të intensifikohen duke fituar kohën e humbur. Është kjo arsye që në këtë material do jepet një vështrim i përgjithshëm i të dy ekonomive dhe do shikohen perspektivat e mëtejshme të bashkëpunimit të tyre.

Metoda e përdorur në këtë material është ajo e pershkrimit, e krahasimit, e analizës dhe e sintezës.

I. Një vështrim mbi ekonominë turke dhe shqiptare

a. Ekonomia Turke

Republika e Turqisë në vitin 2013 ishte fuqia e parë ekonomike në Lindjen e Mesme duke kaluar edhe shtete të tilla si Irani dhe Arabia Saudite. Është fuqia e gjashtë ekonomike në Europë dhe fuqia e pesëmbëdhjetë në botë, anëtar i G20 dhe i Bashkimit Doganor. Turqia ka nisur zyrtarisht negociatat e saj të pranimit me BE në tetor 2005. Në vitin 2010, Turqia arriti një rritje të GDP-së prej 9.1 %, shifër kjo më e lartë se ajo e Brazilit me +7.5 % dhe e Gjermanisë me 3.7 %. Struktura e prodhimit në Turqi karakterizohet nga një mbipërfaqësim të industrisë dhe bujqësisë dhe një nënpërfaqësim nga shërbimet. Turqia është një vend industrial megjithëse bujqësia luan një rol të rëndësishëm në prodhimin e pasurisë kombëtare. Vlera e shtuar e industrisë përfaqëson 26.6 % të GDP-së kundrejt 63,7% të shërbimeve dhe 9.6 % të bujqësisë. Në 2011 u rrit në 8.5%, në 2012 u rrit me 3% dhe në tremujorin e I të 2013 u rrit me 4.4%.

Zhvillimi i ekonomisë turke ka bërë që të ndryshojë edhe struktura e degëve të saj ndaj PBB-së duke marrë prioritet të dukshëm sektori i industrisë. Më poshtë jepen disa tregues kuptim plotë mbi strukturën e ekonomisë turke në ditët e sotme.

A. Bujqësia

- Turqia ka një popullsi rurale më të lartë se ajo europiane. 30.2% e popullsisë së përgjithshme jeton në fshat kundrejt 26.5% në Bashkimin Evropian.
- Bujqësia zë një vend të rëndësishëm në ekonomi: Bujqësia turke është përgjegjëse për 22.9 % të punësimit total.
- Vlera e shtuar e bujqësisë, ose PBB-ja e bujqësisë paraqet 9.34 % të totalit të PBB-së kundrejt 1.5% që ajo zë në Evropë.
- Bujqësia zë gjysmën e sipërfaqes së tokës: 389.000 km².
- 21.3 million hektarë janë tokë e punueshme.
- Toka e kultivuar përfaqëson 27.7% të territorit kombëtar kundrejt 26% në BE.
- 11.916.000 hektarë shfrytëzohen për prodhimin e drithrave.
- 3.8 % e territorit kombëtar përdoret vazhdimisht kundrejt 2.9% në BE.
- Turqia ka një bujqësi më natyrore sesa mesatarja e BE-së. Në Turqi përdoret 96,5 kg plehë për hektar të tokës së punueshme, kundrejt 130.6 kg që përdoret në Bashkimin Evropian.
- Ka një bujqësi 2 herë më pak produktive se ajo e Europës: rendimenti i grurit në Turqi arritinë 2808 kg për hektar kundër 5047 kg në BE.
- Bujqësia turke është e parafundit në Evropë në aspektin e vlerës së shtuar.
- 98 % e popullsisë rurale ka qasje në një burim të përmirësuar të ujit nga 99,7 % në BE.
- Turqia është importuesi i dytë më i madh i produkteve bujqësore në Evropë.
- Turqia është eksportuesi më i vogël i prodhimeve bujqësore në Evropë.
- Eksportet e mallrave të pa papërpunuara bujqësore përfaqësojnë 0.4 % të eksporteve të mallrave.
- Në vitin 2000, bujqësia turke ishte më pak e mekanizuar se bujqësia evropiane.
- Në vitin 2010 Turqia me 113.340 km² të sipërfaqes pyjore është e pesta në Evropë.
- Në vitin 2008, toka e ujitur në Turqi përfaqësonte 13,3% të totalit të tokës bujqësore.

B. Industria

Turqia, në vitin 2012 ka zënë vendin e16-të në aspektin e prodhimit global industrial. Industria turke është e zhvilluar por ka një shpërndarje të pabarabartë në të gjithë vendin, 22.8 % e popullsisë që jeton duke punuar në industri mbetet e përqendruar në qytetet e mëdha turke.

- Industria e tekstilit është ndër më aktivet.
- Turqia renditet e 10-ta në listën e vendeve për prodhimin e çelikut. Në vitin 2010, prodhimi i përgjithshëm i çeliku ishte 29 milion ton.
- Industria e ndërtimit dhe ndërtimi është një nga industritë më të mëdha në Turqi. Kompanitë turke të ndërtimit kanë një prani të mirë në tregjet e huaja si në Evropën Lindore, Rusi, Azerbajxhan, Azinë Qendrore, Irak dhe në Lindjen e Mesme.
- -Industria e automobilave është një shtyllë e ekonomisë turke. Sektori automobilistik është aktiviteti i parë i eksportit të vendit. Ky sektor punëson rreth 500,000 njerëz dhe ka më shumë se 1.000 kompani.
- Prodhimi i energjisë në Turqi është 32.225 kt ekuivalent naftë. Turqia është prodhuesi i 8-të më i madh i energjisë në Europë.
- Që nga viti 2009, Turqia ka pasur 102 aeroporte (90 me pista të shtruara dhe 12 me pista të pashtruara) ka edhe 21 heliporte. Në vitin 2010, ka pasur 102 milionë pasagjerë.
- Që nga viti 2008 ka pasë 17 502 000 telefona fiks operacionalë dhe kjo e rendit atë në vendin e 18 në botë. Ka 65 824 000 telefona mobil të regjistruara në vend gjë që e rendit në vendin e 15 në botë.
- Turqia ka mirëpritur më shumë se 31,5 milion turistë të huaj në vitin 2011.

C. Tablo e disa treguesve kryesorë ekonomikë.

- o Prodhimi i Brendshëm Bruto (barazi nominale)PBB 1 046 miliardë \$ (2012)(OCDE).
- o Prodhimi Brendshëm Bruto(PPP) 1 142 miliardë \$ (2012).
- o Produkti Kombëtar Bruto (GNP) : 671 miliardë € ose 794.5 miliardë \$ (sipas PPP) (2012).
- o Rritja në shkallë botërore për PBB-në (PPP). Zë vendin e 15-të në botë.
- o Rritja e PBB-së në %, 2003: + 5.3 %, 2004: + 9.4 %, 2005: + 8.4 %, 2006: + 6.9 %, 2007: + 4.6 %, 2008: + 3.4 %, 2009: - 4.8%, 2010:+9,2 %, 2011:+8,5 %, 2012:+2.6% , T2 2013:+4.4% .
- o PBB/frymë (PPP) 15200 \$ (2012), 15000\$ në 2011 dhe 14000\$ në 2010.
- o Inflacioni (IÇK) 6,16 % (2012).
- o Norma e papunësisë 8,6 % (Prill 2013).
- o Industritë kryesore janë; industria e tekstileve, përpunimi i ushqimeve, i automjeteve, i elektronikës, i minierave (qymyr, krom, bakër, bor), industria e çelikut, naftës, ndërtimit, drurit, letrës, ndërtimit të anijeve, etj.
- o Tregëtia e jashtme:
 - Eksportet; 151,9 miliardë \$ (2012) 124,357 miliardë \$ (10 mujori I i 2013).
 - Mallrat kryesore të eksportuara; produkte kimike, ushqimore, tekstile, pajisje transporti, metale të fabrikuar, produkte të elektronikës, etj.
 - Klientët kryesorë; Gjermania me 7,99 %, Iraku me 6,02 %, Irani me 5,98 %, Britania me 5,29 %.
 - Importet; 240,8 miliardë \$ (2011), 237,5 miliardë \$ (2012).
 - Mallrat kryesore të importuara; naftë, gaz, makineri, produkte kimike, produkte gjysëm-të gatshme, pajisje transporti, etj.
 - Furnizuesit kryesorë; Rusia me 8,93 %, Kina me 7,23 %, Gjermania me 7,07 %, SHBA me 5,08 %.
- o Borxhi publik 34,5 % i PBB-së (2012).
- o Borxhi i jashtëm 350 miliardë \$ (2012).
- o Të ardhurat publike 178 miliardë \$ (2012).
- o Shpenzimet publike 189 miliardë \$ (2012).
- o Déficit publik 2,1 % i PBB-së (2012).
- o Partnerët më të mëdhenj tregtarë: Bashkimi Evropian me 46 %. Turqia është partneri i shtatë tregtar i BE-së. Rusia me 10.9 % , Shtetet e Bashkuara me 4.4 % , etj.
- o Eksportet e Turqisë me BE-në në 2007: 44.2 miliardë €
- o Importet e Turqisë me BE-në në 2007: 50.2 miliardë €
- o Deficiti tregtar me BE-në në 2007: 6 miliardë €
- o Prodhimi industrial zë 30% të PBB-së, shërbimet zënë 60 % dhe bujqësia 10 %.

- Produktet industriale zënë 94.8 % të eksporteve, kryesisht përfaqësohen nga veshje, tekstile, pajisje elektronike, pjesë për automjete, çelik, xham, etj.

Ekonomia turke nivel botëror. Turqia;

- zë vendin e 1 në prodhimin e lajthive, frutave, qershive dhe të thatave (fiq, rrush, kajsi),
- zë vendin e 6 në prodhimin e çimentos,
- zë vendin e 2 në prodhimin e leshit të xhamit,
- zë vendin e 2 në eksportin e bizhuterive,
- zë vendin e 6 në eksportin e veshjeve, është më i pasuri në biodiversitetet dhe tregu më i madh në zhvillim,
- për kursimet kombëtare bruto zë vendin e 72-të,
- për përqindjen e rritjes ekonomike zë vendin e 117-të,
- për GDP/frymë (PPP) zë vendin e 90-të,
- për madhësinë e GDP(PPP) në botë zë vendin e 17-të.

Ekonomia turke në nivel evropian. Turqia;

- zë vendin e 1 në prodhimin e televizorëve,
- zë vendin e 4 në prodhimin e pjesëve për automobila,
- zë vendin e 1 në prodhimin e plehrave kimike,
- zë vendin e 3 në prodhimin e çelikut,
- zë vendin e 3 në prodhimet e qeramikës,
- zë vendin e 6 në fabrikimin e firgoriferave,
- zë vendin e 4 në tregun e telefonisë,
- zë vendin e 3 në prodhimin e jahteve,
- zë vendin e 8 në prodhimin e anijeve.

Në Turqi:

- Flukset hyrëse neto të kapitalit të huaj: 8 miliard € në vitin 2005 (+240 %), 16 € në vitin 2006 (+87.5 %), 16 € në vitin 2007 (+9.8 % në \$)
- Veprojnë 18 000 kompani në pronësi të huaj, një e treta e bankave dhe një e katërta e 500 kompanive më të mëdha janë të huaja.
- Investimet turke direkte në 50 vende kanë ardhur vazhdimisht në rritje (7 miliardë € në vitin 2007).
- Norma e taksës është 20% për ndërmarrjet (sa mesatarja OECD).
- Turqia është një shoqëri informacioni me rritje të shpejtë: Turqia ka:
35% rritje në vit në shitjen e kompjuterave. Janë 22 kompani turke ndaj 500 kompanive të NTIC që janë shumë efikase.
65 milionë abonentë GSM.
19 milionë përdorues të internetit.
30 kanale televizive në nivel kombëtar.
250 kanale televizive në nivel lokal, etj.
- Privatizimi. Privatizimet në 5 vitet e fundit kanë kapur vlerën 17.9 miliardë €.
- Turizmi: Ka pasë 26 milionë turistë në vitin 2008. Stambolli ishte Kryeqyteti Evropian i Kulturës për vitin 2010.

D. Dinamika e treguesve kryesorë makroekonomikë.

Në këtë pjesë analizohen treguesit kryesorë makroekonomikë si PBB, norma e inflacionit, norma e papunësisë etj. Jepen të dhëna në shifra absolute, në shifra reale duke i mbështetur edhe me grafikët përkatës.

A. Dinamika e PBB.

Dinamika e PBB në përqindje për vitet 2005-2013 paraqitet si më poshtë:

Vitet	2005	2006	2007	2008	2009	2010	2011	2012	2013
GDP	8.4	6.9	4.7	0.7	-4.8	9.2	8.5	2.6	3.4(II)

Nga të dhënat shihet qartë se ekonomia turke ka një qëndrueshmëri në rritjen ekonomike. Edhe në periudhën e recesionit ajo ka pasur tregues pozitivë.

B. Dinamika e Inflacionit në përqindje.

Vitet	2005	2006	2007	2008	2009	2010	2011	2012
Inflacioni	10.1	10.5	8.8	10.4	6.3	8.6	6.5	8.9

Norma e inflacionit ka qënë e pastabilizuar, megjithse vërehen tendenca të rënjes së saj. Kjo është e lidhur me shkallën e rritjes ekonomike. Turqia është një vend që ka pranuar të ketë normë të lartë inflacioni në funksion të rritjes së ritmit të Prodhimit të Brendshëm Bruto.

C. Norma e papunësisë

Vitet	2005	2006	2007	2008	2009	2010	2011	2012	2013
Np%	10.6	10.2	10.2	10.9	14	11.9	9.8	9.2	9.4

Është e stabilizuar me tendenca në rënje. Këta tre tregues kryesorë flasin qartë për qëndrueshmërinë e ekonomisë turke dhe perspektivat pozitive të saj.

Disa nga arsyet e rritjes së ekonomisë turke.

- Prania e një tregu të madh të brendshëm. Turqia ka mbi 75 milionë konsumatorë dhe konsumi privat është mbështetur në shtimin e fuqisë blerëse. Turqia ka një rritje të PBB-së për frymë me 7.8% ndaj 1.4 % që e ka Britania e Madhe.
- Investime të mëdha. Ato përfaqësojnë një pjesë të konsiderueshme të PBB-së. Në vitin 2010 zinin 20 % kundrejt 17.3% që përfaqësonin në Gjermani.
- Ekonomia turke është një ekonomi relativisht e hapur. Indeksi i hapjes së Turqisë ndaj botës llogaritet me 48% të PBB-së kundrejt 22% që llogaritet në Brazil dhe 88 % në Gjermani. Bashkimi Evropian është partneri më i madh tregtar. Në vitin 2010- 2011 dhe 2012, tregtia e jashtme është kryesisht në nivele negative, ka pasur dhe ka deficit tregëtar.
- Turqia ka rritur hapjen e saj ekonomike duke nënshkruar një seri të MTL-ve. Duke vepruar kështu, ajo ka çelur mundësi të reja për kompanitë e eksportit duke favorizuar përjasjen e tyre ndaj lëndëve të para.
- Qeveria turke ka një politikë të heqjes së vizave me vendet e treta për të lehtësuar eksplorimin e kryetarëve të kompanive turke. Me rastin e përvjetorit të 100-të të Republikës së Turqisë në vitin 2023, objektivi i qeverisë turke është që të arrijë 500 miliardë dollarë eksporte.

E. Marrëdhëniet e Turqisë me botën.

Në këtë pjesë na jepet një pasqyrë e përgjithëshme e detajuar e Bilancit të Pagesave. Vendi dhe roli i Turqisë në Bilancin e disa vendeve europiane është i rëndësishëm. Kështu:

- Turqia është tregu i pestë më i madh i eksportit për BE-në.
- Turqia është i gjashti klient (jo i BE-së) i eksporteve franceze (pas Shteteve të Bashkuara , Zvicrës, Kinës, Japonisë dhe Rusisë).
- Turqia është i shtati klient (jo i BE-së) furnizues i Francës (pas Kinës, Shteteve të Bashkuara të Amerikës, Rusisë, Japonisë, Zvicrës dhe Norvegjisë).
- Në Turqi çdo rritje në eksporte me 100\$ shoqërohet me një rritje të importeve me rreth 138\$.

- Ndërmjet viteve 2002 dhe 2010, Turqia ka tërhequr më shumë se 75,3 miliardë \$ investime të huaja. 75 % e IHD-ve kanë qënë nga kontinenti evropian.
- = Ndërmjet viteve 2002 dhe 2010 kontraktorët turq kanë realizuar mbi 130 miliardë \$ investime jashtë vendit. Kontinenti evropian është destinacioni kryesor për investimet turke me rreth 62 %, Azia kap 27% të investimeve të huaja turke, Amerika 7 %, Afrika 3 %. Azerbajxhani është vendi me përqëndrimin më të lartë të IHD-ve turke me 21 %, Holanda me 20 %, Gjermania me 20 %, Malta me 8% dhe SHBA me 7 %.
- Ndërmjet viteve 2000 dhe 2010, borxhi i jashtëm i Turqisë është rritur 3 herë.
- Në vitin 2010, borxhi i jashtëm i Turqisë arriti në 294 miliardë \$. Struktura e borxhit të jashtëm ka evoluar në masë të madhe. Pjesa e borxhit publik ka rënë (73% në 1994 dhe 32% në vitin 2010). Financat publike janë nën kontroll dhe borxhi i qeverisë qendrore përfaqëson 50.7 % të PBB-së, një prej performancave më të mira në Evropë
- Deri tani, Turqia ka përfunduar MTL me 30 vende, 11 prej të cilave janë shfuqizuar për shkak të pranimit të këtyre vendeve në BE. Aktualisht, Turqia ka 17 MTL në fuqi, të EFTA-s.

b. Ekonomia Shqiptare.

Ekonomia e Shqipërisë ka pësuar një transformim nga e kaluara e saj komuniste në një ekonomi të hapur të tregut të lirë në fillim të viteve 1990. Edhe pse vendi është i pasur në burime natyrore, ekonomia është e mbështetur kryesisht në bujqësi, përpunimin e ushqimit, lëndë druri, vaj, çimento, kimikate, miniera, metale bazë, hidrocentrale, turizëm, industrinë tekstile, në dërgesat e emigrantëve dhe në ekonominë informale.

A. Disa nga treguesit kryesorë të ekonomisë shqiptare.

- Rritja e PBB-së 29.86 miliardë \$ (PPP, 2012)
- Rritja e GDP reale 1.8 % (reale, 2012)
- GDP për frymë është 9,600\$ (PPP, 2012)
- GDP sipas sektorëve ekonomikë : -bujqësia 20.4 % , - industria 19.1 % , -shërbime60.5 % (2012)
- Inflacioni (IQK) 2.0 % (CPI 2012)
- Popullsi nën nivelin e varfërisë 13 % (2012)
- Koeficienti Gini 34.5 (2008)
- Fuqia punëtore 1.071 milion (2011)
- Fuqia punëtore sipas degëve: -Bujqësia 47.6 % , -Industria 23.0 % , -Shërbimet 29.2 % (shtator 2010) .
- Norma zyrtare e papunësisë 13.0 % , (2012).
- Paga mesatare bruto 246 € / \$ 332 , mujore (2010).
- Industritë kryesore:-parfume dhe produkte kozmetike,-ushqim dhe produkte të duhanit, -tekstil dhe veshje,-lëndë druri, -vaj, -çimento, -kimikate, -miniera, -metale bazë, etj.
- Eksportet 2.121 miliardë \$ (2012).
Mallrat e eksportit:- tekstile dhe këpucë, -asfalt, -metale dhe mineraleve metalike, - naftë e papërpunuar, - perime, -fruta, -duhan.

Partnerët kryesorë të eksportit:

- Italia 44.2 % -Spanja 9.0 % -Kina 6.8 % -Greqia 4.9 % -Turqia 4.7 % (2012) Është në vendin e 5.

- Importet 5.219 miliardë \$ (2012).

Mallrat e importit:-makineri dhe pajisje, -ushqimore, -tekstile, -kimike

=Partnerët kryesorë të importit:- Itali 34.9 %-Greqia 11.7 % -Kina 7.5 % -Turqia 5.6 % Është në vendin e 4.- Gjermania 4.3 % (2012).

Borxhi publik	5.281	miliardë	\$	(31	dhjetor	2012).
=Të hyrat	3.262	miliardë	\$	(2012).
=Shpenzimet	3.669	miliardë\$					(2012).

B. Fushat ku Shqipëria ka arritje.

Shqipëria ka arritje në fushën e legjisllacionit, në fushën e ndërtimit të institucioneve, në procesin e privatizimit, në shkallën e hapjes me botën e jashtme, në marrëdhëniet ndërkombëtare dhe në sektorin financiar.

Në Shqipëri pas viteve 90 u krijua një legjisllacion i ri bashkëkohor, përëndimor, në përputhje me parimet e

ekonomisë së tregut në të gjitha fushat, në fushën politike, sociale, juridike, ekonomike, financiare, tregtare etj. Legjislacioni i ri është i mbështetur në ligjin themeltar të shtetit, në Kushtetutën e Republikës së Shqipërisë, është një legjislacion bashkëkohor dhe i harmonizuar plotësisht me standartet e legjislacionit të vendeve të Bashkimit Europian.

Prej Parlamentit shqiptar që nga viti 1997-2012 janë miratuar më shumë se 2242 ligje. Ndër të cilët përmendim: Ligjin për tokën, Ligji për akcizat, Ligji për TVSH-në, Ligji për kompensimin e fermereve, Ligji për tatimin mbi të ardhurat, Për Auditimin e Brendshëm në Sektorin Publik, Ligji për procedurat tatimore në Republikën e Shqipërisë etj.

Prej Qeverisë shqiptare janë marrë me mijra akte nënligjore, vendime në shërbim dhe mbështetje të ekonomisë. Ndër ta përmendim VENDIM Nr.4, datë 7.1.2010 PËR MIRATIMIN E KUADRIT MAKROEKONOMIK E FISKAL, PËR PERIUHDHËN 2011-2013.

Janë kryer reforma në fushën e arsimit parashkollor, 9 vjeçar, arsimit të mesëm dhe atij universitar. Është futur sistemi 9 vjeçar nga 8 vjeçar që ka qënë, është aplikuar sistemi Bolonjës Bachelor-master (3:2). Në Shqipëri ka 62 institucione të arsimit të lartë, prej të cilve 53 universitete dhe nga këta 14 të pa akredituar prej vlerësimit të 2011.

Në fushën e shëndetësisë, pavarësisht nga mungesat e shutma dhe fenomene të padëshirueshme si ajo e korrupsionit kemi një ecuri të ndjeshme. Është liberalizuar tregu në fushën e arsimit mjekësor.

Në fushën e transporteve janë ndërmarrë një sërë reformash dhe transporti i brendshëm publik është pothuajse tërësisht i privatizuar.

Pas ndërmarrjes së reformave ligjore dhe krijimit të institucioneve përkatëse procesi i privatizimit ishte më kryesor në përcaktimin e llojit të modelit ekonomik që do të ndiqte Shqipëria në këto vite të tranzicionit. Ashtu çfarë do synonte, çfarë objektivash do kish, çfarë objektivash do arrinte, me çfarë mënyre do ti realizonte ato, si do ti realizonte, a do privatizoheshin të gjithë sektorët, cili do të ishte kuadri ligjor, ishin disa nga problemet që përcaktuan modelin që aplikoi qeveria shqiptare e këtyre 20 viteve tranzicion.

Prona private është bërë zotëruese në ekonominë tonë ku mbi 90% e pronës aktualisht është private dhe siguron rreth 80% të GDP si edhe 85% e të punësuarve.

Periudhat e privatizimit kanë qënë:

Periudha e parë 1993-1999

Periudha e dytë 2000- 2012

Shqipëria është antarsuar dhe bashkëpunon me të gjitha institucionet ekonomike e financiare ndërkombëtare (BB, OBT, FMN, BERZH, GTZ, PNUD, etj). Ka marrëdhënie ekonomike me mbi 100 shtete. Marrëveshjet e tregëtisë së lirë që aplikohen me Shqipërinë janë:

-Marrëveshja e Stabilizim Asocimit

-Marrëveshja e Tregëtisë së Lirë së Evropës Qendrore (CEFTA)

-Marrëveshja e Tregëtisë së Lirë me Turqinë

-Shqipëria dhe Programi i Sistemit të Gjeneralizuar të Preferencave (GSP) të Shteteve të Bashkuara të Amerikës.

Në Shqipëri sot veprojnë 16 banka tregtare me kapital të huaj dhe vendas, tërësisht private.

C. Treguesit kryesorë makroekonomikë

Shqipëria ka arritur në realizimin e treguesve makroekonomikë. Megjithatë në vitet e fundit një pjesë e tyre janë përkeqësuar, norma e inflacionit ka ardhur vazhdimisht në rënje. Shkurt ne po japim dinamikën e këtyre treguesve.

1. Dinamika e PBB-së

Emërtimi	2008	2009	2010	2011	2012	2013
Rritja e PBB%	7.5	3.3	3.8	3.1	1.6	0.6(IV)

Shqipëria duke përjashtuar vitin 1997 në të gjithë vitet e tjera ka pasur rritje ekonomike. Në vitin 2008 shënoi rritjen më të madhe në 10 vitet e fundit me 7.5%. Recesioni global ndikoi në ekonomi duke bërë që ky ritëm të bjerë vazhdimisht. Kështu viti 2013 ka rritjen më të ulët pas fillimit të recesionit global. Sektori i shërbimeve është më i zhvilluari dhe kap mbi 50% të PBB-së. Pësia e sektorit të bujqësisë ka rënë deri në 19%, ndërsa është rritur pësia e sektorit të ndërtimit. Kështu në Shqipëri janë krijuar mundësitë e investimeve në turizëm, në shfrytëzimin dhe përpunimin e pasurive nëntokësore, në sektorin e bujqësisë, infrastructures, etj.

2. Inflacioni

Emërtimi	2008	2009	210	2011	2012	2013
Norma në %	2.2	3.7	3.4	1.7	1.6	1.6(07)

Norma e inflacionit është një nga treguesit kryesorë që ka qënë vazhdimisht e realizuar sipas parashikimeve të Bankës Qendrore 3+-1%. Arsyeja kryesore e realizimit të këtij treguesi është se në përgjithësi ai varet nga inflacioni i importuar dhe jo nga aspekti monetar.

3. Papunësia

Është karakteristikë se numri i të punësuarve nga vitit 2009 nuk ka pasur ndonjë ndryshim por ka qënë 142 mijë. Norma e papunësisë ka ndryshuar për shkak të fluktacioneve në zërin "brenda moshës së punës" si dhe për shkak të migracionit. Në përgjithësi vrejme këto ndikime të grupeve përkatëse.

- Të punësuarit në sektorin shtetëror nuk kanë ndryshuar në numër për të ndikuar në normën e papunësisë.
- Në sektorin privat jo bujqësor kemi një rritje të lehtë në vitin e fundit.
- Sektori bujqësor është sektor i pa identifikuar pasi të gjithë ata që janë në fshat konsiderohen si të vetë punësuar por që në fakt askush prej tyre nuk derdh kontribute të sigurimeve shoqërore.

Rritja faktike në Shqipëri për gjykimin tim gjen shprehjen e vet në normën e papunësisë, nëse kemi shtim të të punësuarve atëherë kemi edhe rritje ekonomike.

Norma e papunësisë në përqindje sipas viteve:

Nr.	Vitet	2008	2009	2010	2011	2012	2013
2	Shkalla e papunësisë	12.7	13.6	13.5	13.2	12.8	12.8(II)

II. Marëdhëniet ekzistuese midis Turqisë dhe Shqipërisë.

Recesioni dhe kriza financiare kanë ndikuar që lista e shteteve që investojnë në Shqipëri të përmbysset dhe për herë të parë Kanadaja të renditet në krye të listës për investimet e huaja në Shqipëri. Renditja e vendeve sipas vëllimit të investimeve në ekonominë shqiptare është: Kanadaja me 566 milionë euro, Greqia me 525 milionë euro, Austria me 472 milionë euro, Italia me 372 milionë euro, Turqia me 282 milionë euro dhe Gjermania 85 milionë euro.

Turqia ka mbetur gjatë këtyre viteve thuajse në të njëjtën pozicion. Investimet Turke zënë 8-9% të totalit të investimeve, ajo ka investuar afërsisht 1.3 miliardë euro në Shqipëri që zënë rreth 10% të investimeve që ajo ka kryer në rajon.

Sa ju përket investimeve turke në ballkan ato janë rritur në mënyrë të dukëshme sidomos në vitet e fundit në Shqipëri, Kosovë, Malin e Zi, Bosnjë Hercegovinë dhe Sërbi.

Sipas Institutit Statistikor Turk, vëllimi total i eksporteve të Turqisë për vitin 2008 në vendet e Ballkanit, përfshirë Greqinë, Rumaninë, Bullgarinë, Shqipërinë, Kroacinë, Bosnjë e Hercegovinën, Kosovën, Maqedoninë, Malin e Zi dhe Serbinë llogaritet të kap vlerën e 10.8 miliardë dollarëve amerikanë (përafërsisht 8.17 miliardë euro).

Pas krizës financiare dhe recesionit global ekonomik, eksportet totale në këto vende kanë shënuar rënie në mbi 6.9 miliardë dollarë amerikanë(2012) (5.22 miliardë euro).

Në pjesën e parë të vitit 2010, Turqia ka eksportuar produkte me vlerë prej 3.4 miliardë dollarë amerikanë (2.75 miliardë euro) në vendet e Ballkanit.

Eksportet turke në Shqipëri.

Shqipëria renditej në vendin e 70-të sa i përket eksporteve turke për vitin 2012.

Eksportet e mallrave turke në Shqipëri në vitin 2012 ishin 255 milion \$, 5.4 % më pak se në vitin 2011.

Kategoritë kryesore të eksportit për vitin 2012 ishin: hekuri dhe çeliku, fije tekstili, pëlhura, artikuj, drithërat dhe përgatitjet e drithërave, makineri elektrike dhe aparate; artikuj të veshjeve dhe aksesorë të veshjeve.

Importet turke nga Shqipëria.

Shqipëria renditej në vendin e 88-të sa i përket importeve turke në vitin 2012.

Mallrat që importon Turqia nga Shqipëria arritën 98 million\$ në vitin 2012, 21,4 % pak nga viti 2011.

Turqia, në raport me vendet e tjera, zë një pjesë të vogël të sasisë së mallrave të importit në Shqipëri. Italia zë rreth 32 për qind të tregut shqiptar të importit. Kategoritë kryesore të importit për vitin 2012 ishin: hekuri dhe çeliku; metale, xeherorë, ferite dhe skrap metali; lëkurat dhe lëkurat e papërpunuara, pajisjet e transportit dhe plastika në forma primare.

Bilanci tregtar. Suficiti tregtar i mallrave midis Turqisë dhe Shqipërinë në vitin 2012 ishte 156 milion\$. Shqipëria është një treg premtues për kontraktorët turq. Firmat turke kanë mbajtur dhe po mbajnë 19 projekte në Shqipëri deri tani me një vlerë totale prej 717.000.000 dollarë.

Turqia dhe Shqipëria kanë nënshkruar më shumë se 160 marrëveshje bilaterale në të gjitha fushat e bashkëpunimit, që përfshijnë ekonominë, tregtinë, energjinë, mbrojtjen, edukimin, mjedisin, arkivat kombëtare, turizmin, bujqësinë, etj.

Ndër kompanitë kryesore që zhvillojnë aktivitet ekonomik në Shqipëri përmendim Kurumin, Altelekomin, Bankën Kombëtare Tregëtare, Fondacionin Arsimor Gulistan, Turgut Ozal, Alpet, Enka etj.

III. Perspektiva e marrëdhënieve ekonomike turko-shqiptare

A. Cili është Vizioni i Qeverisë Turke deri në vitin 2023

Për njëqindvjetorin e Republikës, qeveria Turke ka përgatitur programin "Vizioni 2023", i cili paraqet rrugën e orientimit politik dhe ekonomik të Turqisë për dekadën e ardhshme. Cilat janë objektivat që synohet të arrihen në këtë program?

- Zbatimi i një demokracie të avancuar sociale dhe stabilizimi politik që në vitin 2011.
INDEKSI Demokracisë së Turqinë është 5,7340. Turqia renditet e 88 pas Norvegjisë (9.8), Francës (7.7), Polonisë (7.12), Malit (6,36), Zambias (6.19), Ganës (6.02) dhe Malaŵi (5.82). Sipas OSBE-së, ku Turqia është një nga anëtarët themelues (1973), Turqia mban rekordin botëror në drejtim të gazetarëve të burgosur (95 gazetarë 2012).
- Popullsia: 82 300 000 banorë.
- Integrimi në Bashkimin Evropian. Në vitin 2014, vetëm një kapitull nga 35, është arritur 3% e qëllimit.
- PBB për frymë: 25 076\$. Në vitin 2011, 42 % e këtij objektivi është arritur. PBB për frymë banori aktual 10 498\$(2012).
- PBB (nominal): 2 064 miliardë \$. Në vitin 2012, rreth 40 % e këtij objektivi është arritur (PBB aktual = 784 miliardë \$ (2012).
- Eksporti: 500 miliardë \$. Në vitin 2011, 37 % e këtij objektivi është arritur.
- Papunësia: 5%
- Numri i vizitorëve: 50 milion. Në vitin 2012, 54 % e këtij objektivi është arritur (numri i të ardhurve 27 million).
- Të ardhurat nga turizmi 50 miliardë \$. Në vitin 2010, 50 % e këtij objektivi është arritur (arkëtimet aktuale 24.7 miliardë \$).
- Eksporti i teknologjive të larta: 20% e eksporteve të prodhuara. Në vitin 2010, vetëm 10 % e këtij objektivi është arritur (High- tech eksportet 1.93 % e eksporteve të mallrave të manufakturës)
- Ndërtimi i tre centraleve bërthamore. Në vitin 2013, asnjë Central bërthamor nuk është në veprim.
- Arsimi fillor 100 %. Në vitin 2011, 97 % e këtij objektivi është arritur.
- Arsimi i mesëm: 100 %. Në vitin 2011, 74 % e këtij objektivi është arritur.
- 36 500 km autostradë të ndarë.
- TGV 10 000 km rrjet.
- Ndërtimin e avjonëve kombëtarë, për civilë e gjueti.
- Industri Autonome ushtarake.

B. Çfarë ofron Shqipëria ndaj botës dhe ekonomisë turke në veçanti?

- **Regjistrimi i biznesit:** Qysh nga viti 2007, regjistrimi i biznesit bëhet brenda një dite në Qendrën Kombëtare të Regjistrimit (QKR) për më pak se 1 euro dhe numri i hapave për fillimin e një biznesi të ri është shkurtuar

nga dhjetë në pesë ditë.

- **Procedurat e licensimit:** Procedurat e licensimit në sektorë të ndryshëm të ekonomisë janë thjeshtësuar përmes krijimit të Qendrës së Licensimit të Biznesit, në muajin korrik, në vitin 2010.
- **Prokurimet publike:** Prokurimet publike janë përmirësuar ndjeshëm gjatë viteve të fundit. Me synim përmirësimin e efikasitetit dhe transparencës si edhe forcimin e sundimit të shtetit ligjor.
- **Tatimet:** Reforma tatimore ka ndikuar në modernizimin dhe përmirësimin e regjimit tatimor, ka përmirësuar arkëtimet dhe ka reduktuar hapësirën për diskrecion dhe evazion tatimor.
- Politika tatimore është e bazuar mbi filozofinë e taksave më të ulëta dhe në shtimin e gamës të tatimpaguesëve.
- **Politika tregëtare:** Një politikë e duhur tregëtare lehtëson integrimin e ekonomisë shqiptare në tregjet rajonale të Evropës Juglindore që mund të kompensojë faktin që Shqipëria është një vend i vogël, duke hapur perspektiva për ofrimin e shërbimeve.
- **Parqet industriale dhe zonat e lira.** Ndër instrumentet që shërbejnë për lehtësimin e investimeve në vend janë parqet industriale dhe zonat e lira, krijimi i të cilave është nisur nga qeveria shqiptare. Aktualisht në Shqipëri janë përcaktuar 7 Parqe/Zona Industriale me koncesion, të cilat janë në fazat fillestare. Këto Parqe/Zona mund të investohen, menaxhohen nga Investitorë të ndryshëm nëpërmjet marrëveshjes së bashkëpunimit ose transferimit.
- **Zhvillimi i infrastrukturës së transportit në vend** është një tjetër objektiv prioritar i qeverisë shqiptare.

Në vitin 1993, Shqipëria miratoi një kuadër ligjor për investimet e huaja direkte që më pas pësoi ndryshime.

Karakteristikat kryesore të regjimit aktual të investimeve janë:

- **Ekonomia është e hapur.** Ekonomia shqiptare është e hapur për të gjithë investitorët. Nuk kërkohet autorizim paraprak për investimet. Si rregull, të gjithë sektorët janë të hapur ndaj investimeve të huaja. Ligji garanton trajtim të barabartë dhe të paanshëm. Investimet nga investitorët e huaj dhe vendas janë të lejuara në të njëjtat kushte.
- **Mos nacionalizimi i investimeve të huaja.** Ligji për Investimet e Huaja përcakton se investimet e huaja nuk mund të nacionalizohen apo shpronësohen, me përjashtim të rasteve të posaçme të përcaktuara në ligj dhe kur kjo është në interes të publikut. Në këto raste procedurat duhet të zhvillohen pa diskriminim dhe me kompensim të barabartë me vlerën reale të tregut.
- **Mbrojtje me ligj e investitorëve të huaj.** Investitorët në Shqipëri gëzojnë të drejtën e mbrojtjes nga gjykata të të drejtave të tyre që lidhen me investimet e tyre. Palët në një debat mund të bien dakord të paraqesin mosmarrëveshjet për konsideratë tek një institucion arbitrazhi.
- **Moskufizimi i pronësisë.** Ndërmarrjeve të investimeve të huaja të regjistruara në Shqipëri si subjekte juridike u lejohej të kenë në pronësi çfarëdo lloj toke.
- **Punësimi edhe i shtetasve të huaj.** Kompanitë që investojnë në Shqipëri kanë të drejtën të punësojnë në të shtetas të huaj.
- **Transferim i lirë fondesh.** Fondet që lidhen me investimet mund të transferohen jashtë vendit, në një monedhë të konvertueshme që llogaritet me kursin e këmbimit për transaksionet aktuale, në datën e kryerjes së transferit. Megjithatë, transferimi i këtyre fondeve mund të kufizohet për mospagesë taksash apo për mospërbushje detyrimesh, si edhe sipas vendimeve të gjykatave.
- **Legjislacioni.** Legjislacioni shqiptar çdo ditë e më shumë po i përshtatet standarteve europiane dhe organizateve botërore të tregtisë. Dhe ajo që vëmë re prej kohësh, është krijimi i një klime më të ngrohtë në lidhje me investimet e huaja.

Shqipëria është një nga vendet më të rëndësishme të rajonit përse i përket **logjistikës, potencialit** etj, duke përfshirë këtu **bregdetin, portet**, mundësitë e **transportit** dhe sektorëve të tjerë që kërkojnë investim. Kjo, duke shtuar edhe zhvillimet në legjislacionin paraqet mundësi të shumta investimi për investitorët turq.

Mundësi të tjera që ofron Shqipëria

- Integrimi Europian.
- Integrimi ekonomik rajonal (Cefta).
- Diasporë e gjerë.
- Reforma e Sistemit të Arsimit.
- Rindërtimi i Infrastrukturës.

Pikat e Forta që ofron ekonomia shqiptare.

- Afërsi gjeografike me pjesën më të madhe të rajoneve dhe tregjeve në Europë.
- Fuqi punëtore e kualifikuar me një kosto relativisht të ulët.
- Kulturë pune.
- Burimet minierare.
- Atraksionet natyrore dhe turistike.
- Një ambient ligjor i pranueshëm për investim.
- **Miqësia ndaj shtetit dhe biznesit turk.** Edhe pse veç disa problemeve të vogla, që hasen gjatë investimeve, investitorët turq ndihen të kënaqur, ç'ka bëhet shkas për ardhjen e investitorëve të rinj. Përveç kësaj, ka miqësi ndaj biznesit dhe shtetit turk, ndaj firmave turke dhe pa dyshim, mikpritje dhe ngrohtësi që kanë ndaj shtetasve turq. Mbi këtë bazë marrëdhëniet tregtare duhet të arrijnë në një dimension më të avancuar.

Perspektiva

- Në fushën e mineraleve ka firma serioze që kanë shfaqur interes, duhet që Turqia të jetë më e pranishme në fushën e energjitikës.
- Gjithashtu, Turqia ka eksperiencë në fushën e infrastrukturës në të cilën do të duhet që të rriteshin kapacitetet e ekonomisë shqiptare.
- Në lidhje me konfeksionet dhe materialet e ndërtimit duhet që në tregun shqiptar të hyjnë marka dhe firma të njohura turke.

Mangësi.

- Një nga problemet kryesore është se në Shqipëri nuk është e njohur aq sa duhet fuqia konkurrese dhe industriale e Turqisë, duke përfshirë këtu edhe imazhin negativ në lidhje me produktet turke.
- Mungesa e informimit të firmave shqiptare në lidhje me fuqinë prodhuese si dhe industrinë e Turqisë. Tani në Turqi mund të prodhohet ç'do produkt me kualitet të lartë që i përshtatet standardeve botërore. Turqia tashmë është një nga vendet më të industrializuara në botë dhe si e tillë, rritja e bashkëpunimit me Shqipërinë do t'a sillte në një pikë akoma më të mirë konkurrencën në vend.
- Informimi dyanshëm. Në të ardhmen besojmë se firmat që do të ndodhen në Shqipëri, do të japin kontributin e tyre përsa i përket zhvillimit të të dyja vendeve.

Problemet që hasin biznesmenët turq në Shqipëri:

Sipas Atasheut të Ambasadës Turke në Tiranë Muharram Khan problematikat që biznesi turk ka hasur në Shqipëri për të investuar ose pasi ka investuar janë:

1. Legjislacioni duhet të bëhet nxitës i investimeve.
2. Problemet me tapitë e tokave.
3. Mosfunksionimi i zonave industrial.
4. Burokraci shfaqet në sistemin e penalizimeve dhe taksave.
5. Çmimet e referencës nuk janë mjaftueshëm transparente. Disa kompani paguajnë çmim reference 100%. Kjo përbën pengesë për konsumatorin shqiptar për të konsumuar me çmim të ulët.
6. Gjatë rrugës hasen probleme që nuk zgjidhen me shpejtësinë e duhur.
7. Dalin probleme në sistemin gjyqësor.

Konkluzione dhe Rekomandime

Konkluzione

Republika e Turqisë në vitin 2013 është fuqia e parë ekonomike në Lindjen e Mesme duke kaluar edhe shtete të tilla si Irani dhe Arabia Saudite. Është fuqia e gjashtë ekonomike në Europë dhe fuqia e pesëmbëdhjetë në botë, anëtar i G₂₀ dhe i Bashkimit Doganor. Turqia ka nisur zyrtarisht negociatat e saj të pranimit me BE në tetor 2005.

Ecuria e ekonomisë turke shpjegohet me praninë e një tregu të madh të brendshëm. Ka mbi 75 milionë konsumatorë dhe konsumi privat është mbështetur në shtimin e fuqisë blerëse. Turqia tregon një rritje të PBB-së për frymë me 7.8% ndaj 1.4% që e ka Britania e Madhe. Ka investime të mëdha që përfaqësojnë një pjesë të konsiderueshme të PBB-së. Në vitin 2010 zinin 20% kundrejt 17.3% që përfaqësonin në Gjermani.

Ekonomia turke është një ekonomi relativisht e hapur. Turqia ka një nga ekonomitë më të mëdha bujqësore të Lindjes së Mesme dhe orjentale. Që nga viti 1950, prodhimi bujqësor është rritur ndjeshëm falë futjes së mekanizimit, shumëllojshmërisë më të mirë të bimëve dhe përdorimit të plehrave kimike.

Turqia renditet e 10 në listën e vendeve më të mëdha për prodhimin e çelikut.

Industria e ndërtimit dhe ndërtimi është një nga industritë më të mëdha në Turqi.

Kompanitë turke të ndërtimit kanë një prani të mirë në tregjet e huaja si në Evropën Lindore, Rusi, Azerbajxhan, Azinë Qendrore, Irak dhe në Lindjen e Mesme.

Industria e automobilitave është një shtyllë e ekonomisë turke. Sektori automobilistik është aktiviteti i parë i eksportit të vendit. Ky sektor punëson rreth 500 000 njerëz dhe ka më shumë se 1 000 kompani.

Prodhimi i energjisë në Turqi është 32.225 kt ekuivalent naftë. Turqia është prodhuesi i 8-të më i madh i energjisë në Europë pas Britanisë me 148765 kt e naftë ekuivalent, Francës me 135569 kt e naftë ekuivalent dhe Gjermanisë me 131.349 kt e naftë ekuivalent.

Turqia ka mirëpritur më shumë se 31,5 milion turistë të huaj në vitin 2011. Turizmi i ka sjellë vendit më shumë se 23 miliardë \$ në vitin 2011.

Në vitin 2010, Turqia ka eksportuar më shumë se 113 miliardë \$ US të mira. Në vitin 2010, importet turke arritën në mbi 185 miliardë \$ US.

Investimet direkte të Turqisë në Shqipëri nga 100 milionë dollarë që ishin në vitin 2004, kanë shkuar në mbi 1.5 miliardë dollarë, duke punësuar mbi 3 mijë shtetas shqiptarë. Në Shqipëri ushtrojnë aktivitet 92(2011) kompani turke(në2012 mbi 100), shumica prej tyre janë ndërmarrje të vogla dhe të mesme, në fusha si ndërtimi, hekur-çeliku, miniera, telekomunikacioni, arsimi, shëndetësia, energjia, sektori bankar, prodhimi, etj. Ambicia e përbashkët mes dy vendeve është kapërcimi i kësaj vlere të shkëmbimeve tregtare.

Shqipëria renditet në vendin e 70 sa i përket eksporteve turke për vitin 2012. Shqipëria renditet në vendin e 88 sa i përket importeve importeve turke në vitin 2012.

Turqia dhe Shqipëria kanë nënshkruar më shumë se 160 marrëveshje bilaterale në të gjitha fushat e bashkëpunimit, që përfshijnë: ekonominë, tregtinë, energjinë, mbrojtjen, edukimin, mjedisin, arkivat kombëtare, turizmin, bujqësinë etj.

Shqipëria dhe Turqia edhe pse janë dy vende vëllezer nuk kanë nivele të mira të bashkëpunimit ekonomik. Këtë e ka konfirmuar Sefik Kantar, zv.president i Shoqatës për Zhvillim dhe bashkëpunim Ekonomik gjatë simpoziumit ekonomik "Të përmirësojmë marrëdhëniet ekonomike midis Turqisë dhe Shqipërisë". Sipas Kantar, shkëmbimet tregtare midis dy vendeve nuk janë në nivele të mira, "Dy vendet tona janë vende vëllezer, turqit dhe shqiptaret janë vëllezer pasi kemi një sërë traditash dhe kulturë të përbashkët. Por nuk është e njëjta nga këndvështrimi ekonomik. Nivelet e bashkëpunimit ekonomik midis dy vendeve tona nuk janë shumë të mira dhe urojmë që ky simpozium të ketë efekte, pasi niveli i bashkëpunimit ekonomik nuk është dinjitoz në krahasim me marrëdhëniet politike".

Në Shqipëri operojnë mbi 100 kompani turke. Turqia zë vendin e katërt përsa i përket partnerëve strategjik tregtarë të Shqipërisë, duke ngjatur pas Italisë, Greqisë dhe Gjermanisë.

Rekomandime

Të punohet në drejtim të eliminimit të pengesave për thithjen e investimeve turke dhe të huaja.

- Problemi i imazhit është një drejtim për të siguruar një ndryshim të shpejtë të imazhit të Shqipërisë në vendet e huaja.
- Problemet dhe konfliktet lidhur me pronësinë mbi tokën, procedurat burokratike për regjistrimin e të drejtave të pronësisë, për aprovimin dhe dhënien e lejeve të ndërtimit kanë krijuar gjithmonë një barrierë për investimet e huaja.
- Niveli i informalitetit të ekonomisë është gjithashtu një drejtim që të synohet të përmirësohet në të ardhmen, për të siguruar një konkurrencë të ndershme në treg.
- Perceptimi ende i një risku politik dhe ekonomik të vendit nga investitorët potencialë të huaj.
- Funksionimi i dobët i institucioneve publike, korrupsioni, trafiket dhe zbatimi i dobët i ligjit.
- Mungesa e efikasitetit dhe kostoja e lartë e infrastrukturës (transport, energji, ujë) si dhe mungesa e parqeve

- industriale për IHD-të të orientuara nga eksporti dhe turizmi.
- Pamjaftueshmëri e shërbimeve financiare, bankare dhe jobankare.
- Mangësi në kuadrin ligjor dhe në zbatimin e tij.
- Infrastruktura e dobët financiare.

Në fushën e perspektivës me biznesin turk të kihet në konsideratë:

- Turqia të jetë më e pranishme në fushën e energjitikës, pasi në fushën e mineraleve ka firma serioze që kanë shfaqur interes.
- Të shfrytëzohet eksperiencia e Turqisë në fushën e infrastrukturës për këtë ajo do ndikojë në rritjen e kapaciteteve të vendit.
- Në lidhje me konfeksionet dhe materialet e ndërtimit në tregun shqiptar të hyjnë marka dhe firma të njohura turke.
- Të bëhet e ditur se Turqia tashmë është një nga vendet më të industrializuara në botë dhe si e tillë, rritja e bashkëpunimit me Shqipërinë do t'ia sillte në një pikë akoma më të mirë konkurrencën në vend.
- Legjislacioni duhet të bëhet nxitës i investimeve.
- Të zgjidhen problemet me tapitë e tokave.
- Të vihen në eficientë zonat industriale.
- Të luftohet burokracia në sistemin e penalizimeve dhe taksave.
- Çmimet e referencës nuk janë mjaftueshëm transparente, prandaj të bëhen transparente.
- Të eliminohen problemet që dalin në sistemin gjyqësor.
- Të punohet për tu njohur në Shqipëri fuqia konkurrese dhe industriale e Turqisë. Prandaj të punohet në drejtim të reklamimit të fuqisë së biznesit turk dhe mundësive që ai ka për të investuar në Shqipëri.
- Të hiqet imazhi negativ në lidhje me produktet turke.

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Cultural Heritage through Education

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Abstract

"Cultural Heritage" an expression of the way of living, developed into a community, and transmitted from one generation to another, includes practices, places, countries, objects, artistic expression and values. Viewed in this context, cultural heritage is widely recognized as a tool that defines cultural identity. The information people do have, concerning this issue, depends on what has been done for its promotion, on the ability to get introduced to it, moreover, to evaluate the culture, part of which we are. We don't simply represent it, but also we are introduced to it. Perhaps, this is one of the reasons why cultural heritage should be introduced not only through historical facts and objects, but should be also transmitted through education. Education refers to not only what we do teach to our children but even to the orientation of them towards future. Referring to this, I strongly believe that cultural heritage through education, should be studied as a value, an opportunity for dialogue, a tool that avoids conflicts and not cause them. Based on this, I could say that the importance of "cultural heritage" developed in schools, is of special interdisciplinary character and should be studied as such in the educational curricula. The specific implementation in curricula highlights the criteria of identification and evaluation of national values, which define such purposes as: studying, education and citizenship. Somewhere I have read "People who do not know their past are like babies" (Lucretius Car. Based on this education in this field should start since childhood, because treating the diversity and beauty of natural, historical and cultural monuments, not only makes children feel emotional but also influences directly on the formation of values and importance of the national identity. "Experiences of humanity, developed during centuries, are here, hidden somewhere in what we call cultural heritage".

Hyrje

Ckuptojme me "Trashegimi Kulturore"

"Shprehje e menyres se jetes e zhvilluar ne nje komunitet dhe e kaluar prej nje gjenerate ne tjetren perfshire ketu objektet ,vendet, praktikat, shprehjen artistike dhe vlerave te trasheguara nga njeri brez ne tjetrin" (ICOMOS , ICT , 2002)

Pare ne kete aspekt trashegimia kulturore shpesh shihet si e paprekshme dhe e prekshme, dhe mund te paraqitet gjithashtu si:

"Njohuri ne sfondin historik dhe kulturor ne te cilat punet e artet jane krijuar ,perfshire ketu sferat socio-ekonomike, politike, intelektuale ,etnike, religjioze apo filozofike"

Ckuptojme me "Edukim"

Ne fakt te flasesh per edukimin do te thote te gjendesh perballe kuptimeve te ndryshmenduke pare qe vete fjala "Edukim" eshte shume kuptimeshe apo ndryshe polisemike. Parennga ky kendveshtim do te thote te gjendesh ne rrafshin e synimeve ne fushen e veprimit vecanerisht kushteve per te realizuar kete veprim,ose ne rrafshin e efekteve dhe produkteve te ketij veprimi edukativ

Edukim – I (latinisht- eductio, educare, kultivoj , drejtoj, ndertoj)

Duke pare kuptimin terminologjik, " kultivoj", ne kete kontekst trashegimia kulturore permes edukimit paraqet nje rendesi te vecante jo vetem si mjet i identitetit kulturor por ndihmon fuqimisht formimin dhe edukimin qytetar te brezit te ri, i cili duhet te njohet, te respektojte ,dashuroje, mbroje dhe te pasuroje vlerat me te spikatura te natyres ,kultures se vendit te vet por dhe te gjithe vendeve te botes ,pasi secili prej nesh perfaqeson ate qe njihet sot si "Qytetari Global".

Perse trashëgimia kulturore përmes edukimit ?

Në botën e sotme me ndryshime të përsheptuara, ku njohuritë grumbullohen e dyfishohen brenda pak vitesh dhe profesionet shndërrohen thellësisht, madje zhduken e lindin shumë të tjera brenda një brezi, arrijtjet shkollore kanë kuptim vetëm nëse vlejnë për jetën dhe për të nxënëit gjatë gjithë jetës.

Shoqëria e sotme ka nevojë për individë të cilët përballojnë ndryshimet, përshtaten ndaj tyre, madje gjenerojnë vetë ndryshime. Janë këta individë që jo vetem do të kenë sukses ne te ardhmen me profesionet qe zgjedhin po dhe puna e mesimdhënësve duhet ti orientoje drejt ketij suksesi. Duke e pare ne kete aspekt atehere mendoj se trashëgimia kulturore përmes edukimit luan nje rol te rendesishem ,madje duhet te kete perparesi njohja ne kete fushe jo vetem si pjese formale e kurrikules arsimore ,por ne menyren se si eshte e drejtuar jeta ne shkollë ,e cila ndikon ne arrijtjet e nxenesit,ne sjelljet e tyre, por dhe ne cilesine e vlerave qe ky brez duhet te transmetoje ne te ardhmen. Nxenesit qe ne pergatisim sot duhet te vleresojne diversitetin kulturor ne te cilin ata bejne pjese ,por ne vecanti ta konsiderojne "Trashëgimie kulturore" si nje prone te perbashket e cila kerkon mbrojtje ne kete bote globale ku ndryshimet shoqerore, kulturore, e demografike mund ta cenojne pa dashje kete vlere delikate.Prandaj vlen te theksojme qe edukimi dhe njohja ne kete fushe duhet te filloje qe ne femijeri ,pasi mendjet kureshtare te femijeve gjurmtojne dhe mesojne me shpejt per boten rreth tyre.Duke u rritur ata i bartin me vete ,njohurite idete qe i kane pervetesuar ne moshe me te hershme ,duke i transmetuar tek brezat e tjere e jo ne pak raste dhe te vete prinderit e tyre. Prandaj ne kete rast ndikimi dhe perfshirja e prinderve ne kete proces jo vetem informues por dhe edukues ka rendesi te vecante.

Pare ne kete kontekst lidhje Trashëgimi-Edukim-Prind-Femije ,luan nje rol te rendesishem pasi pervetesimi i njohurive te femijeve nga prinderit e tyre, ndikon ne te ardhmen ne produktin,dhe realitetin personal qe keta femije percjellin.Prandaj le te pranojme qe edukimi fillon ne familje ,perfundon ne shkollë ku kjo e fundit eshte institucioni qe ne cdo forme te saj grumbullon pergjegjesite per edukimin,drejt arrijtes se qellimeve shoqerore ,duke e fokusuar edukimin ne te gjithë komunitetin.Nisur nga kjo trajtimi i ketyre problemeve ne kuadrin e kurrikules ka rendesi jo vetem ne aspektin teorik e njohes te lendes, por synon ti kundervihet tendences se sotme te rrafshimit te vlerave kombetare , te humbjes se identitetit natyror ,kulturor, e shpirtëror ne te cilin ne perfaqesohemi jo vetem nga pikpamja kombetare por dhe globale. Keshtu transmetimi i trashëgimise kulturore te brezat e ardhshem kerkon jo vetem nje kurrikul specifike dhe objektiva te qarte por dhe njohje e mesues te specializuar te fushes. Lenda e trashëgimise kulturore eshte e perfshire si kurrikul se fundmi dhe ne sistemin parauniversitar ,perkatesisht ne klasen e dhjete te gjimnazit ku lenda percakton qarte objektivat perfshire ketu aspektin njohes te lendes por dhe rendesine historike e edukative qe lenda mbart.Duke iu rikthyer dhe njehere kontekstit te fjales edukim, nje nga kuptimet eshte dhe drejtim apo drejtoj kukjo e fundit lidhet me procesin e te mesuarit ku mesuesi eshte "zemra e procesit" edukuese ne kete rast eksperienca profesionale e mesuesit e por dhe kopencat profesionale do ta drejtojne nxenesin drejt asaj cfare ne synojme te arrijme dhe lenda te percjelle vlera te cdo nxenes e jo te mbetet ne kuadrin e nje kurrikule formale dhe te shihet si lende e dores se dite.

Trashëgimia kulturore është pasuri e brezave, detyrimi ynë madhor kundrejt së shkuarës dhe së ardhmes, vijmësia materiale dhe shpirtërore e një kombi. Si e tillë, trashëgimia kulturore është një sfidë e pareshtur përballë kujdesit shtetëror dhe kombëtar, për të ruajtur gjurmët e gjenit krijuar mbarëshekullor dhe për ta përcjellë atë drejt ardhmes. Trashëgimia kulturore shqiptare është një trashëgimi e pasur me vlera. Ajo përfshin vlera arkeologjike, urbanistike, arkitekturore, historike dhe inxhinierike. Gjithashtu, përfshin edhe trashëgiminë e luajtshme, objekte arkeologjike, monumentale, libra dhe dokumente, numizmatikë, prodhime artistike e sende të rralla.Prandaj dhe implementimi dhe zbatimi me perpikmeri i kurrikules na vendos perpara sfidave por dhe pergjegjesive te medha. Rendesia dhe njohja qe ne moshen me hershme e transmetimi nder breza ka rendesi pasi lenda synon te integroje ne nje subject te vetem te gjitha konceptet e perfituara nga lende te tjera. Pra ne kete rast lenda ka karakter nderdisiplinor ku nderthurja e njohurive do te sjelle rezultatet qe ne deshirojme te arrijme.

Konkluzione

Trashëgimia kulturore është pasuri e brezave, detyrimi ynë madhor kundrejt së shkuarës dhe së ardhmes, vijmësia materiale dhe shpirtërore e një kombi. Si e tillë, trashëgimia kulturore është një sfidë e pareshtur përballë kujdesit shtetëror dhe kombëtar, për të ruajtur gjurmët e gjenit krijuar mbarëshekullor dhe për ta përcjellë atë drejt ardhmes. Trashëgimia kulturore shqiptare është një trashëgimi e pasur me vlera, vlera keto arkeologjike, urbanistike, arkitekturore, historike dhe inxhinierike. Gjithashtu, përfshin edhe trashëgiminë e luajtshme, objekte arkeologjike, monumentale, libra dhe dokumente, numizmatikë, prodhime artistike e sende të rralla,ndaj dhe implementimi dhe zbatimi me perpikmeri i kurrikules na vendos perpara sfidave ,por dhe pergjegjesive te medha. Rendesia dhe njohja qe ne moshen me hershme e transmetimi nder breza ka rendesi pasi lenda synon te integroje ne nje subject te vetem te

gjitha konceptet e perfituara nga lende te tjera. Pra ne kete rast lenda ka karakter nderdisiplinor ku nderthurja e njohurive do te sjelle rezultatet qe ne deshirojme te arrijme. Gjate ketij studimi padyshim me kane lindur pyetje te ndryshme ,ku ne radhe te pare pergjigjet duhet te lidhen me pozicionin por dhe vleresimin qe ze trashegimia kulturore ne sistemin tone arsimor. Trashegimia eshte nje term qe gjithmone ka qene e veshtire per ta perkufizuar.Trashegimia eshte ngushte e nderthurur ne mjediset kulturore e natyrore e cila ndihmon ne percaktimin e ndjenjes se vendit, qellimit dhe identitetit.Duke e pare ne kete kendveshtrim ajo formon nje peisazh te gjere konjitiv ,duke i dhene keshtu domethenie identitetit te vendit por dhe njerezve qe banojne ne te.Pare ne kete kontekst trashegimia ne vetvete nenkupton ate cfare eshte trasheguar,duke perfshire kuptime te cilat jane te bartura brez pas brezi.

Eksperienat e njerezimit, te zhvilluara gjate shekujve, jane ketu, te fshehura diku, ne ate qe ne quajme 'Trashegimi Kulturore'.

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Creativity in Teaching Different Subjects in English through Drama Techniques

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Abstract

This action research examines the basic concept of creativity, theoretical and practical foundations and implications of drama and theatre as a method for creative foreign language teaching, especially for teaching English as a foreign language to Albanian students at Tirana University and other district Universities. Current research has found that participation in meaningful conversations in the drama classroom helps students develop their conceptual understandings of the subject matter and further develop their creative thinking and learning. Learning outcomes and findings are often shown through descriptions of design interventions that have taken place in ordinary classrooms. In this research, attention has been paid to the use of new creative methods, diverse experiences of individual students within FL classes and what they take away from participation in such discourses.

Introduction

Creativity is a basic capacity of human intelligence

Human intelligence is not only creative, but multifaceted. It is for this reason that teachers argue that all young people have creative capacities and they all have them differently. Some of the definitions of 'creativity' are like real food to the thought.

The English word 'creativity' and its lexeme come from the Latin term *creo* "to create, make". The word "create" appears in English as early as the 14th century, notably in Chaucer^[1] (in *The Parson's Tale*^[2]). However, its modern meaning as an act of human creation did not emerge until after the Enlightenment.^[1]

According to Cambridge dictionary, creativity as a noun means:

1. the state or quality of being creative.
2. the ability to transcend traditional ideas, rules, patterns, relationships, or the like, and to create meaningful new ideas, forms, methods, interpretations, etc.; originality, progressiveness, or imagination: the need for creativity in modern industry; creativity in the performing arts.
3. the process by which one utilizes creative ability: Extensive reading stimulated his creativity.

Scholarly interest in creativity ranges widely: the mental and neurological processes associated with creative activity; the relationship between personality type and creative ability; the relationship between creativity and intelligence, learning and mental health; and ways of fostering creativity through training and technology.

In a summary of scientific research into creativity Michael Mumford suggested: "Over the course of the last decade, however, we seem to have reached a general agreement that creativity involves the production of novel, useful products" (Mumford, 2003, p. 110).^[3] Beyond this general commonality, authors have diverged dramatically in their precise definitions, with Peter Meusburger claiming that over a hundred different versions can be found in the literature.^[4]

Education is a vital investment in human capital for the twenty-first century. The main focus of it would be on raising standards in Universities by using drama techniques in any English teaching subject. One of the key questions to be asked are:

2. *Are creative Drama in Education techniques and cultural education important to unlock the potential of every young person?*

Creativity should be regarded as an urgent need to unlock the potential of every young person.

We need the creativity, enterprise and scholarship of all our people.

By creative Drama in Education is meant forms of education that develop young peoples' capacities for original

ideas and action: by cultural education is meant forms of education that enable them to engage positively with the growing complexity and diversity of social values and ways of life. It has been argued that there are important relationships between creative Drama in Education and cultural education, and significant implications for methods of teaching and assessment.

The concept of creativity must be changed from being something that is added on to education, skills, training and management and make sure it becomes intrinsic to all of these. *Independent, 3rd December 2005.*

Creative drama can also be defined as:

"An improvisational, non-exhibitional, PROCESS-CENTERED form of drama in which participants are guided by a leader to imagine, enact, and reflect upon human experiences." (Davis and Behm-my emphasis.)

"Creative Drama is not primarily concerned with teaching theatre skills, although this may of course occur. The purpose of Creative Drama is to use the natural dramatic impulse to facilitate learning in an unlimited number of fields and areas. Students naturally act out their perceptions, try out roles, and play "pretend." It is the primary way young people learn about their world. Creative Drama structures this kind of activity so that students can explore topics experientially.

Aristotle said, "Tell me and I will forget. Show me and I will remember. INVOLVE me and I will understand."

Creative Drama can foster personality growth and self-esteem. It can help students learn to work together and to think creatively. It is often a classic problem-solving exercise. It builds language and communication skills better than just about any other activity in teaching English classes. It promotes empathy by letting students step into others' shoes. It can also be used as a tool to teach literally any other subject, if lessons are carefully designed. Whenever I can, I try to support the curriculum of my students in other subjects. What's wonderful about this is that since every Creative Drama lesson necessarily involves subject content of one kind or another, you can usually design a lesson around a non-dramatic curricular topic without compromising the dramatic content of the lesson at all.

Creative Drama is also sometimes called "Creative Dramatics" or "Creative Play" according to Johanna Smith, Arizona State University, 1998

From Aristotle onward, philosophers have described the educational value of the human instinct of mimic play, which I believe is the driving force behind performance.

Drama is concerned with understanding, and expressing, the qualities of human experiences. Through drama, we try to give form to the feelings and perceptions that move us most as human beings: our experiences of love, grief, belonging, and isolation, and all the currents of feeling that constitute our experience of ourselves and of others. It is through the drama that young people experiment with and try to articulate their deepest feelings and their own sense of cultural identity and belonging. A balanced creative and cultural education has essential roles in the creative and cultural development of young people.

The analysis of major traditional foreign language learning theories and teaching methodologies shows many parallels and common principles with drama and theatre methods. The examination of certain linguistic, cultural, psychological, sociological, physical, and neuro-psychological aspects of language learning with regard to drama and theatre demonstrates the positive effect of the method on the creative language learning process and the development of the emotional and social development of the learner.

This research study explores practical applications of drama and theatre in the foreign language classroom. First, some basic drama techniques, such as pantomime, role-playing, improvisation, statues, etc. are examined.

These are followed by many suggestions and ideas on how these techniques could be instrumental in developing, practicing, and applying foreign language skills and foster holistic learning. (see appendix 1)

As **Kemmis** and **McTaggart** (1988) have described, this research involves a systematic learning process in which I acted deliberately to improve my educational context and emancipate myself from institutional constraints. I hope my colleagues shall find therefore dimensions of knowledge production and action that make meeting the demands of the new curriculum possible (implementation of Bologna process).

The exercises to be used in the class were created and compiled specifically for the warm-up and language application phase which primarily benefit oral communication skills and the creation of a supportive and relaxed learning environment. Teachers can use them without any previous theatrical training.

The research activity includes participant-observation as well as interviews/ongoing discussions with my two colleagues, reflecting upon, and evaluating my teaching methodology. The action research shall become a way to create a culture of inquiry through my reflection on action with my students and collaboration with two university lecturers.

Role-playing is one of the creative techniques explored in drama classes and carefully managed with students of

English Language at the University. When people play roles consciously, they begin to sharpen their skills of noticing and managing their own thoughts. They are both in role and also a little apart from it, and this kind of reflective thinking can be cultivated and leads to creative learning.

Reading about or even watching a drama lesson is not the same as participating in one. And similarly, participation is not the same as teaching. Teachers benefit from teaching, presenting their work, receiving feedback and also by viewing how their colleagues navigate the unpredictable waters of drama. Here the process can be analysed while peers encourage, applaud and offer additional suggestions within a supportive and non-threatening environment.

A drama classroom remains a strong venue for learning to work in role and confirming its value in the practical sense. The teacher's role is defined as: helping students to form their ideas; helping students to test their ideas; helping students to communicate their ideas; and helping them to respond to different real-life situations. Teachers can use these skills for specific learning objectives by stepping into the fictional work of the students through using drama strategies, in particular, teacher in role.

Teachers can design the structure of the lesson carefully by taking Stanislavsky's workshop as a valuable example. In doing so, the teacher may start the class by:

- Triggering previous knowledge
- Each group reads the scene to the class
- **Individually** each student decides on their respective character's:
 8. Perception of the 'External given circumstances'.
 9. Destiny (The ideal 'Super Objective'), the place and time when the character wants to be and is 'most happy'.
 10. Objectives: what does the character want to achieve during the immediate scene (e.g Nora in 'A doll's house' by Ibsen)
 11. Alternative objectives
 12. Actions. The active verb. Physicalising and animating the action.
 13. Pace of the scene. Marking the points when the pace is changing.
 14. Inner pace of the character
- Based on this individual research, students rehearse the scene once. During this rehearsal, each student will try to achieve what their characters need/want to achieve and at the same time will try to feel/understand what the other actors/characters want.
- **Individually** each student will review and reassess her/his initial decisions and adjust them if necessary, according to the results of the first rehearsal.
- Second rehearsal.
- Second individual evaluation and adjustment.

As an assignment students rehearse the scene, adding each others' point of view and get ready to perform it in the next class.

The teacher may gradually move from a traditionally empirical style of teaching to a new synthesis, which is dominated by a more democratic and critical theoretical perspective. I invited my students and colleagues to participate in a Live Drama class and negotiated with them about the process at every stage in the procedure. In doing so, the students have displayed an impressive energy and enthusiasm. Even my colleagues highly estimated the students' performance.

'It is good to watch and understand a play as a two way means of communication.' – B.H (personal comments)

It was considered as 'A thoughtful and passionate performance that fuels the fires of the longstanding process/product debate close to the heart of all drama/theatre practitioners and scholars.'

Validation of findings and Important conclusions

Students discussed and drew conclusions in the end useful to their own creative learning: Keep your decisions to yourself.

Make sure the creation of the character is entirely yours. You will act it therefore you are responsible for its actions.

Lessons learned from the students' workshop:

- Emotion is a psychophysical response to events. In a drama class emotion will spring from the concentration in the given circumstances and the magic IF
- MPA – The Method of Physical Action is a set of techniques and acting exercises originated by Stanislavsky to help the student achieve wholeness in creating a character. Conscious – Subconscious – Unconscious
- Playing games as a means of introducing the system
- The need to view Stanislavsky's system as a live adaptable technique that can be used in classroom drama

situations

- The similarities between the actor's creative mood and the students in play
- The purpose of the system is to help the student to empathize with the character and consequently for the spectator to empathize with the character
- Empathy generates an involuntary physical response, beyond an intellectual or emotional one.
- The 'Here and Now' of the theatrical situation 'Not me, Not here, Not Now' simultaneously with 'Me Here Now'
- 'The Given Circumstance'; 'The Magic IF'; 'The Physical Action'; 'The Sense and Emotional Recall'; 'Tempo – Rhythm of the character'; 'External adjustment'; 'The 'Character' is a system of movements
- Imagination – As IF - Endowment

Consistently, there is proof of unprecedented improvement in students' writing and speaking skills as a result of the use of drama structures. In the course of my practicum work, I have become a field researcher in my own classrooms, where students can speak with authority (and offer hard data) about what really works for student learning. It is more essential than ever for teachers to take up the role of being researchers, not only for evaluative purposes but so as to expand and explore the complex learning available in the aesthetic moment.

Calling us to focus on "knowing-in-action" **Taylor (2000)** draws our attention to drama teaching as an artistic process of meaning-making. He proposes that "to ignore reflective practitioner design is to remain ignorant to the kind of artistic processes which are the lifeblood of our work". (p. 27).

Returning to the question of value, drama, perhaps more pointedly than in any other subject area, cannot hide that, as a subject discipline and teaching methodology, it is not merely value-laden but value-saturated.

Heathcote once again focuses *the role of drama in education*. "She (Heathcote) sees drama as the means of rooting all the school curriculum back in a human context where it sprang from, so that knowledge is not an abstract, isolated subject-based discipline, but is based in human action, interaction, commitment and responsibility" (Bolton, 1998:177).

Conclusion

Drama provides myriad ways for students to learn and appreciate language in meaningful, communicative contexts.

Integrated skills can be acquired during drama classes. The various language skills should not be taught separately, for it is rare that we as language users only employ grammar or only speaking or only writing.

Drama is an ideal way to bring the skills of grammar, reading, writing, speaking, listening and pronunciation together in a course where the focus is not on form but rather fluency and meaning for the following main conclusive reasons:

- Drama is used primarily to discover meaning and to come to understandings; it is the vehicle for the learning. Often the drama is serving learning from another area of the curriculum.
- The relation between student and teacher is collaborative.
- The students and the teacher are involved in an enterprise where the children are endowed with power and expertise to enable them to shape and develop the work of the enterprise. The work involves making decisions and solving problems, often on behalf of someone else.
- The students are given a role within the drama related to the enterprise. The role gives a point of view or stance from which the class will approach the work. The role also gives them the power to express that point of view. With this in mind, the students don't enact a character in the conventional sense.
- The students' role gives them status and expertise not normally accredited or expected of children.
- Because the work is collaborative, the teacher has a role in the drama and 'teaches' from within the drama. Like the role for the class, the teacher's role is carefully selected to enable the work to progress, and to deepen the experience for the children.
- Teaching in this way involves interplay between the cognitive and the affective,
- Involves moving from the universal to the particular and back to the universal.

Creativity can be taught. Especially Drama Teachers can be creative in their own teaching; they can also promote the creative abilities of their students. The roles of Lecturers and Professors are to recognise students' creative capacities; and to provide the particular conditions in which they can be realised. Developing creativity involves, amongst other things, deepening young people's cultural knowledge and understanding. This is essential both in itself and to promote forms of education which are inclusive and sensitive to cultural diversity and change.

In conclusion, creative and cultural education is not subjects in the curriculum: they are general functions of education. They can and should be promoted in all areas of the curriculum and not just through so called creative subjects. Different areas of the curriculum do contribute to creative and cultural education in different ways. The opportunities and the focus in the arts, for example, are not identical with those of the sciences and humanities, or with physical education. Each of these broad areas contributes in different ways to a balanced education.

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The Importance of E-Learning System in Higher Education in Developing Countries – A Case of Macedonia

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Abstract

The growing influence of information technology on all aspects of life, also including the education sector, particularly higher education, involves developing countries to use e-learning system that helps in the realization of the learning process, to follow the example of developed countries. E-Learning systems are a technological development aimed at the use of the information and communication technology for the distribution teaching materials and interaction between students and teachers. E-learning represents an essential paradigm on higher education unlimited by time and place, offering new opportunities for the development of the educational process, making it more flexible and cost effective, thus many universities in developing countries have begun apply such a system. The purpose of this study is to identify the importance of using an e-learning system in the learning process in developing countries, such as Macedonia, specifically will focus on State University of Tetovo. By literature review and discussions with university colleagues and students will be shown the importance, various issue and benefits of e-learning system in the learning process in the SUT. From the study will be seen that the implementation of e-learning system in higher education will be very important on improving and increasing the efficiency of the learning process.

Keywords: E-learning system, Developing Country, Higher education, Importance.

1. Introduction

The rapid development and widespread of Internet and communication technologies have materially altered many characteristics and concepts of the learning environment. Nowadays, the traditional teaching in universities' classrooms becomes no longer sufficient for our students. E-learning emerged as an imperative paradigm of modern education unrestricted by time or place, offering new possibilities to higher education institutions for providing flexible and cost-effective remote or distance learning environment, thus many universities put it in their programs, depending mainly on the Internet as a delivery medium (Chen & Tseng, 2012; Ahmed, 2010).

E-Learning has become increasingly important in higher education institutions. E-learning is defined as all electronic forms that support learning and teaching, the use of all electronic media and information and communication technologies. Information and communication systems, whether networked or not, serve as specific media to implement the learning process. E-Learning is an ideal learning environment using modern means of information technology, through the effective integration of information technology and the curriculum to achieve, a new learning style which can fully reflect the main role of the students to thoroughly reform the traditional teaching structure and the essence of education, to train large numbers of high quality personnel. (Ma, Wang, & Liang, 2008)

Notably, the E-learning system is considered as an effective tool of teaching and learning (Liaw, Huang, & Chen, 2007). In fact, of late, the E-learning system rapidly used to interact with students and teachers. One can conclude that this kind of learning brings solutions to constrain like, but limited to, time, geographical differences, and cost (Kester, Kirschner, & Corbalan, 2007). Put together, it allows education organizations and/or teachers to deliver education via online. Global wide, educational institutions have spent large portions of their budget on online learning.

Over the last twenty years, developed countries and emerging economies have introduced ICT to enhance all their sectors of society including the educational sector. This change has had a significant impact on the curricula, the methodology of teaching, and learning processes. But, today also have started to follow the path of developed countries and developing countries, so, to implement and use e-learning systems in the learning process. E-learning system in developing countries represent a new era in communication between students and teachers.

Therefore, this study aims to identify the importance of using an e-learning system in the learning process in developing countries, such as Macedonia, specifically will focus on State University of Tetovo (SUT). By literature review

and discussions with university colleagues and students will be shown the importance, various issues, benefits and challenges of e-learning system in the learning process in the SUT. From the study will be seen that the implementation of e-learning system in higher education will be very important on improving and increasing the efficiency of the learning process. This study will be a message for the institution to think in terms of adoption and implementation of e-learning system in learning process in the SUT.

2. Literature Review

Relevant literature, which provided the conceptual foundation for this paper and past research were extensively reviewed and integrated sequentially, including a wide range of recently published works, in order to develop more effectively the study hypotheses. E-learning has been conceptualized and defined in multiple ways in literature. Hassanzadeh et al. (2012) defined e-learning as a learning technology that uses web browsers as a tool for interaction with learners and other systems. Also e-learning is defined as using the network technologies to create, foster, deliver and facilitate learning, anytime and anywhere (Duan et al., 2010), or simply it refers to the education delivered through information and communications technologies to support individual and organizational goals (Maldonado et al., 2011). Here e-learning is perceived as a key enabler to knowledge transfer within the higher education sector, which considered the central theme of the system (Owens & Price, 2010; Sridharan et al., 2010). E-learning as a new paradigm shifts higher-education from instructor-centered to learner-centered and enhance the quality of teaching and learning. Through the Internet, e-learning allows digitized educational materials to be quickly and efficiently delivered to higher-education students. The self-paced aspect of e-learning gives students a chance to access educational materials any time, any place and choose tools appropriate to their different needs. It also allows students to customize the organization of their personal learning course (Jeong et al., 2012; Bhuasiri et al., 2012).

E-learning platforms are applications used for delivery of learning content and facilitation of learning process. They are developed for administration and teaching in tertiary education. This software enables the administrators and lecturers to treat enrolment data electronically, offer electronic access to course materials and carry out assessments (OECD, 2005).

E-learning system has launched to incorporate in developing countries and is believed to have huge potential to meet growing demand for education. E-learning can be seen as a tool for raising the number of students who have access to higher education. In spite of e-learning advantages and goals, challenges are plentiful; in many developing countries there is a lack of vital e-learning components such as computers, skills; and the active, participative student that is required for interactive learning is also very rare in countries where the tradition is to teach in a more traditional. For those concerned with implementing e-learning in developing countries it is important to understand all challenges, benefits and the importance of using an e-learning system in learning process.

Macgregor et al. (2009) stated that the advantages of e-learning are frequently purported in the literature and are generally manifest in the Web. Such benefits include (a) the ability to engage students in non-linear information access and synthesis; (b) the availability of learning environments from any location and at any time; (c) the ability for students to influence the level and pace of engagement with the learning process; and (d) increased opportunities for deploying disparate learning strategies, such as group discussion and problem-based or collaborative learning, as well as delivering interactive learning materials or learning objects.

Other benefits have been documented by Zhang et al. (2010) they argued that the implementation of e-learning showed some benefits for both university student and educational institutions, these benefits are: (a) provides time and location flexibility; (b) results in cost and time savings for educational institutions; (c) fosters self-directed and self-paced learning by enabling learner-centered activities; (d) creates a collaborative learning environment by linking each learner with physically dispersed experts and peers; (e) allows unlimited access to electronic learning material; and (f) allows knowledge to be updated and maintained in a more timely and efficient manner.

Universities can achieve numerous benefits from implementing e-learning programs, including personalized instruction, content standardization, accountability, on-demand availability, reduced cycle time, increased convenience for students, improved tracking capabilities, and reduced cost. Universities in developing countries face unique challenges compared to developed countries and suffer from congested classrooms, e-learning can compensate the weakness of their traditional education methods and enables higher-education instructors to transfer their knowledge for a relatively large number of students without limitation of space, time or facilities (e.g. Bhuasiri et al., 2012; Maldonado et al., 2011).

Although the benefits and advantages of e-learning are obvious, it could be argued that it still has some weaknesses. For example, since users are not bound by time, the course is available 24/7 and does not require physical attendance which could reduce the social and cultural interaction. The learners may also feel isolated and unsupported

while learning since the instructors and instructions are not always available. They may become bored with no interaction. Technology issues required for e-learning could also become potential problems for the learning process. The learners need to have access to resources such as computers, internet, and software. They also need to have computer skills with programs such as word processing, Internet browsers, and e-mail (Welsh et al, 2003; Collins, Buhalis and Peters , 2003).

3. Research objectives

Like in most developing countries, the use of ICTs and the implementation of e-learning in Macedonia are still in an early stage. While some Macedonia universities have implemented e-learning system in their learning process, but the State University of Tetovo still don't have such system, still use the "traditional" model of education; this model is based on face-to-face interactions in, and outside of, classroom between students and teachers, and learning activities that are only available on campus.

State university of Tetovo is one of the universities with large number of students and also has a large number of study programs. Student studying not only from Macedonia, but also from other countries such as Kosovo, Presevo, Montenegro, Albania. Also, given that in addition to regular studies, SUT also offers part-time studies. Given these issues and also review the literature regarding the development of teaching and learning process in developed countries, therefore, these are some of the main reasons that make significant to use e-learning system in learning process.

The main objective of this paper is to see the importance, benefits and challenges to use one e-learning system in SUT.

4. Research Methodology

This study was conducted in one public university in Macedonia, in the State University of Macedonia. The data collection was based on interviews to students and academic staff and secondary information. Questions covered in the interview guide were laid out in two sections. The first section targeted general and historical background information on e-learning in the higher education. The second section sought to identify advantages and the benefits to use one e-learning system in SUT.

Secondary information has been collected from various documents such as books, newsletters, reports, magazines, journals, WWW, as well as from existing literature to understand the important to use e-learning systems in higher education. So, the main aim of the study is to collect opinion from the respondents to examine the state of the role of e-learning system in the higher education in the context of SUT.

5. Importance and benefits of e-learning system for higher education - SUT

By literature review and also from the data collected from interviews conducted by academic staff and students of SUT will give some conclusions about the importance and benefits of using e-learning system in the learning process. Reviewing the literature on e-learning practices shows common agreement on the importance of information and communication technology (ICT) in today's learning environment (Lytras, Pouloudi and Poulymenakou, 2002). Most organizations have understood that e-learning has to be integrated as part of daily tasks of students and employees (academics and managers), not to be seen as a separate tool or technique for learning and training. Therefore, e-learning has become a strategic advantage that participates in the realization of the organizational strategic plan (Magalhães, 2004).

E-learning system offers the opportunity for information to be presented in various forms – text, sound, pictures, etc. More than that, it affords the opportunity for the information to be stored in various mediums and formats over long periods of time and accessible over long distances. Compared to face-to-face learning, these mediums can provide means of revision several times over in a day and over a period in a manner more accurate and convenient to students who are at the centre of the teaching and learning activity.

E-learning offers great flexibility in learning (Kocur & Kosci, 2009). This flexibility provided by the various forms in which the learning material can be presented, allows the students a variety of options to learn from at their own pace and time. So, as we said SUT has a significant number of part-time students, they can more easily access the course and this in turn supports the objectives of wider participation, removing the traditional barriers to higher education study. Writers such as Hemsley (2002) express the view that full time and part time students can now partake in their chosen degree courses from any location, giving people who travel or who are relocated, a transferable and easily accessible learning resource and experience. Through the use of advanced technology, students who have previously not had access to

higher education now have the opportunity to study at the location that best suits their needs (Sadler-Smith 2000).

Another benefit of using e-learning system is that this system gives the opportunity to students with disabilities can study from their homes. Seeing conditions and opportunities offered by developing countries, highlighting Macedonia, namely SUT, are impossible studies of students with disabilities, therefore, from this we can say that the use of an e-learning system in the SUT will be a good opportunity to study these students.

Also, E-learning system offers lower cost to both students and implementers. These are some of importance and benefits to use on e-learning system in SUT in the learning process.

6. Conclusion

E-learning has grown significantly over the last decade to become a significant mode of instruction in higher education. For students, e- Learning system can provide an educationally-superior alternative to traditional lectures, in which learning can take place outside the lecture hall. Can also provide a model for students how to become independent from lecturer, therefore, to become self managing their studies.

Noting the importance of using an e-learning system and the opportunities offered by such system can conclude that the application of e-learning system in learning process in the State University of Tetovo will impact on improving and increasing the efficiency of learning, and also to encourage the students in their study. Also, the importance and benefits of e-learning system are believed to be great enough to allow the governments and universities of developing countries to meet the growing need of education effectively.

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Phraseological Irreversible Binomials in Albanian

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Abstract

In the group of the set phraseological multi-word sequences of the Albanian language we include even those structures with a transferred meaning for which they are studied in phraseology, eg *shëndoshë e mirë* (safe and sound, lit. sound and good), *herët ose vonë* (sooner or later), *pak a shumë* (more or less), *natë e ditë* (night and day), *kokë e këmbë* (completely, lit. head and legs), etc. Those structures will be called phraseological irreversible binomials. In the phraseological irreversible binomials we will include only the literal phraseological ones, whereas the so-called "figurative phraseological binomials", such as *flakë për flakë* (immediately, lit. flame to flame), *mish e thua* (very related to each-other, lit. flesh and nail), etc., will be included in the category of idioms, because they are characterized by the figurativeness which is more important than the structure and which constitutes one of the basic features of idioms. Consequently, "the figurative phraseological binomials" will be called idioms with a binary structure. Then, we will focus on the phraseological nature of the literal binomials whose main phraseological condition is the meaning transfer of the lexical structure. Finally, we will make a distinction between literal phraseological binomials and non-phraseological binomials which are characterized only by the one-level content, such as *sot e tutje* (from today onwards, lit. today and away), *lerë e rritur* (born and grown-up), etc. A special case of non-phraseological binomials in Albanian are also some binary structures, e.g. *javë për javë* (week by week), *muaj për muaj* (month by month), *vit për vit* (year by year), *shtëpi më shtëpi* (in every house, lit. house by house), *fshat më fshat* (in every village, lit. village by village), *rrugë më rrugë* (in every street, lit. street by street), etc., in which there is no meaning transfer and which, structurally, constitute a "type of sequence formation" that is not characteristic of the phraseology.

Keywords: Phraseology, phraseme, idiom, phraseological binomials, irreversable order, meaning transfer, semantically related words.

Introduction

Although phraseological expressions are very useful tools in any (natural) language, the interest of linguists in them came too late. The first who developed Albanian phraseology from the point of view of the linguistic discipline is J. Thomai, in 1981. As far as "phraseological units" of the Albanian language are concerned, in "the phraseological dictionary of the Albanian language" (1999) J. Thomai states that "the general features of phraseological units which are recognized in Albanian are two-content-word-combination structure, semantic unit, stability, figurativeness, neutralization of internal syntactic relations, word equivalence from the view of categorial meaning and function in discourse". It is true that most phrasemes¹ are figurative, but figurativeness is not sufficient to determine or identify phrasemes, because there are also phrasemes that are not figurative, e.g. *rreth e rrotull* (lit. round and around, for from all sides), *fund e krye* (lit. bottom and top for everywhere over the whole body), *ditë për ditë* (day by day, continuously), etc.

The determining criterion that we propose for phraseology is non-literal referentiality or meaning transfer, which means that phrasemes have lost their literal meanings or say more than their literal meanings. They are studied for their (new) transferred meaning, obtained only within stable syntactic word combinations. The essence of phrasemes lies in

¹ Phraseme is the general term we use for any phraseological set word combination and it corresponds to the terms phraseological fixed expressions, phraseological unit, set phrases, etc., used by different researchers.

their semantic nature and, as a result of that, they have been studied in the framework of lexicology. Otherwise, stable word combinations should have been studied by syntax as syntactic combinations. Through non-literal referentiality we can identify all phraseological sequences. Consequently, we will expand the phraseology of the Albanian language by also adding non-figurative phrasemes, e.g. *rreth e rrotull*, *fund e krye*, *ditë për ditë*, etc., which are not figurative and which we include in another phraseological category, the phraseological irreversible binomials.

Definition and history of phraseological irreversible binomials

Phraseological irreversible binomials are phraseological stable multi-word combinations or phrasemes consisting of two words which are semantically related and which generally belong to the same word class, are placed at the same level of the syntactic hierarchy, are connected by coordinate conjunctions and have an irreversible order, e.g. *urtë e butë* (lit. quietly and gently, for without being noticed), *shëndoshë e mirë* (lit. soundly and well, for safe and sound), *mirë e bukur* (lit. well and beautifully, for fully, completely), *rreth e rrotull* (lit. round and around, for from all sides), *natë e ditë* (night and day, continuously), *ditë e natë* (night and day, continuously), *fund e krye* (lit. bottom and top for completely, over the whole body), *anë e kënd* (lit. side and corner, for everywhere at an wide area), *lart e poshtë* (up and down, everywhere), *poshtë e lart* (lit. down and up, for up and down, everywhere), *brenda e jashtë* (lit. inside and outside, for everywhere), *jashtë e brenda* (lit. outside and inside, for everywhere), *herët ose vonë* (soon or later, surely at an indefinite moment), *pak a shumë* (lit. less or more, for more or less, almost), *bardhë e zi* (lit. white and black, for black and white # in colour), *me sot e me nesër* (lit. with today and with tomorrow, for soon), *me sot me nesër* (lit. with today with tomorrow, for soon), *gjallë e vdekur* (lit. alive or dead, for without fail), *rallë e tek* (lit. rarely and alone, for very rarely), *orë e pa kohë* (lit. time and without time, for untimely), *rallë e për mall* (lit. rarely and for longing, for very rarely), *kokë e këmbë* (lit. head and leg, for everywhere all over the body), *poshtë e përjetë* (lit. downwards and upwards, for everywhere), *këmbë e duar* (lit. legs and hands, for completely), *kockë e lëkurë* (lit. bone and skin, for very thin), *sot a nesër* (today or tomorrow, for soon), *mirë a keq* (lit. well or badly, for to the best of one's possibility), *krah për krah* (lit. arm next to arm, for together), *sot për sot* (lit. today for today, for having nothing sure for the future), *tani për tani* (lit. now for now, for temporarily), *një për një* (lit. one by one, for in great detail), *fjalë për fjalë* (lit. word by word, for in great detail; without any change), *fije për fije* (lit. a bit by a bit, for in great detail), *nga çasti në cast* (lit. from a moment to another moment, for very soon), *ditë për ditë* (day by day, continuously), *gjysh pas gjyshi* (lit. grandfather after grandfather, for from ancient times), *brez pas brezi* (generation after generation, for from ancient times), *dita ditës* (lit. the day from the day, for day by day, continuously), *dita ditën* (lit. the day the day, for day by day, continuously), *gjerë e gjatë* (lit. widthways and lengthways, for completely), *gjatë e gjerë* (lit. lengthways and widthways, for completely), *rrugë pa rrugë* (lit. road without road, for through inappropriate or undesirable pathways), *rugë e pa rrugë* (lit. road and without road, for through inappropriate or undesirable pathways), *kohë pa kohë* (lit. time without time, for at inappropriate time), *kohë e pa kohë* (lit. time and without time, for at inappropriate time), etc.

The term irreversible binomials was established in 1959 by Yakov Malkiel. In his work "Studies in Irreversible binomials", Malkiel particularly describes semantic relations between the two constituents of binomials, but also the semantic relations between the constituents of the binomials and the meaning of the whole sequence. He states that binomials often have syntactic and semantic features not predicted on the basis of their forms.

The term binomial is a mathematics term (where it refers to an expression consisting of two elements connected by plus or minus signs), which is used more and more in linguistics as well. Consequently, in linguistic binomials there are two words connected between them by word connection means. The main connection means are the conjunctions, e.g. *e* (and), *a* (or), etc.

Nature of the constituent words of phraseological binomials

The first model of phraseological binomials in the Albanian language is the combination of (quasi-) synonymous words, e.g. *shëndoshë e mirë*, *urtë e butë*, *rreth e rrotull*, etc.

Another model of phraseological binomials includes combination of (quasi-) antonymous words, e.g. *lart e poshtë*, *rallë e tek*, *pak a shumë*, etc.

Another model of phraseological binomials includes the combination of words that complete each-other, e.g. *këmbë e duar*, *kockë e lëkurë*, *fund e krye*, *ditë e natë*, etc.

A frequent model of phraseological binomials are the word sequences made up by the repetition of the same word, e.g. *krah për krah*, *sot për sot*, *tani për tani*, *një për një*, *ditë për ditë*, *fjalë për fjalë*, *kokë për kokë*, *gjysh pas gjyshi*, *brez pas brezi*, *dita ditës*, *dita ditën*, *këmba këmbës*, *kot më kot*, etc.

Types of phraseological binomials according to their meaning

On the basis of the literal meaning or the figurative meaning that phraseological binomials may have, we will single out two types of phraseological binomials: literal phraseological binomials, e.g. *shëndoshë e mirë*, *bardhë e zi*, *mirë e bukur*, *lart e poshtë*, *rreth e rrotull*, *poshtë e përjetë*, *urtë e butë*, *rrallë e tek*, *pak a shumë*, *rrallë e për mall*, etc., and figurative phraseological binomials, e.g. *flakë për flakë* (lit. *flame to flame*, for *immediately*), *mish e thua* (lit., *flesh and nail*, for *very related to each-other*), *me kuç e me maç* (lit. *with dogs and cats*, for *all the family members and house things*), *hiq e mos këput* (lit. *pull it and don't cut it*, for *to never finish a job*), *kodra pas bregut* (the *hill after the bank*, for *nonsense*), etc.

Figurative phraseological binomials are binomials for their special binary structure, but they are idioms for the figurative meaning they have. As Gabrovsek (2003) notes, most existing phraseological typologies recognize that there is partial overlapping between phraseological categories and that there are few clearly distinct categories. As figurativeness is a more important phraseological feature than the structure of phrasemes, because it constitutes the highest level of meaning transfer for which set phrases are studied by phraseology, and as it constitutes one of the basic criteria of idioms, the so-called figurative phraseological binomials can be included in the phraseological category of idioms. For the proper phraseological category of phraseological irreversible binomials we propose to include only the literal phraseological irreversible binomials, also mentioned in our study as literal phraseological binomials, or phraseological binomials, or literal binomials, which differ only in their special binary structure, whereas the so-called figurative phraseological binomials will be called idioms with a binary structure.

The category of literal phraseological binomials is relatively small and, as far as their structure is concerned, this category is simpler than the other phraseological categories. The general feature of this category is its structure with the use of two semantically related words (synonyms, antonyms, etc.) or with the repetition of the same word. Structurally, they constitute the simplest group of adverbial phraseology, even the first degree in the field of phraseology.

Phraseological fixedness of literal binomials

Not only figurative binomials (or idioms with binary structure), but also literal binomials are phraseological. Unlike literal binomials, figurative binomials are also phraseological for their figurativeness as well as idioms.

In the course of our study we will focus on arguing the phraseological nature of phraseological binomials, because they present some very interesting points about their phraseological fixedness:

Meaning transfer of phraseological binomials

As far as their meaning is concerned, literal phraseological binomials have a broader meaning than the sum of the meanings of their constituent words. Thus, the meaning of the literal phraseological binomial *bardhë e zi* (in *black and white*) in the example "*film/ fotografi bardhë e zi*" (*film/photo in black and white*), is more than the sum of the meanings of the constituent words *black* and *white*, which is "*having only the combination of black and white*" as it happens in the example "*këmishë bardhë e zi*" (a *black and white shirt*), where the binomial *black and white* is not a phraseological binomial, but constitutes a non-phraseological binomial. In the example "*film/ fotografi bardhë e zi*" the basic (literal) meanings of these lexical elements have a role in the meaning, but they form only part of this meaning. The expressions also has the semantic feature of the lack of colors "*without colours*", which can not be inferred from the specific meanings of the constituent words. As a result of this added (or new) meaning "*without colours*", which might be more or less dominant, the literal phraseological binomials have a non-compositional meaning.

The same can be said for the literal phraseological binomial *ditë për ditë* (*day by day, continuously*), which obtains the added idea of continuity, or the literal phraseological binomial *kokë e këmbë* (*everywhere, all over the body*), which acquires and the idea of all-over-spreading and, therefore, the above sequences obtain an added meaning, such as continuously, anytime, anywhere, very much, etc., which makes their meaning non-compositional.

Regarding literal phraseological binomials we can add that the phraseological relationship is weak, because, besides the meaning transfer that is expressed through the added meaning, the constituents preserve their literal meanings too.

Syntactic restrictions

Literal phraseological binomials are two-syntactic-member expressions with strong syntactic relations (Thomai, 1981) and in most cases they appear to have an irreversible order, e.g. *bardhë e zi*, *shëndoshë e mirë*, etc. Even those literal

phraseological binomials that are not irreversible, show a clear tendency to a preferred order, e.g. *gjerë e gjatë* vs *gjatë e gjerë*.

Syntactic restrictions are also expressed by not allowing the modification of the constituents of phraseological binomials. Consequently, we can not say **shëndoshë e shumë mirë* (lit. *soundly and very well*), **mirë e shumë bukur* (lit. *well and very beautifully*), **shumë mirë e bukur* (lit. *very well and beautifully*), **mirë e më bukur* (lit. *well and more beautifully*), etc.

Morphological restrictions

Morphological restrictions concern the phraseological binomials consisting of variable parts of speech. Thus, the noun constituents of phraseological binomials tend to be used in a fixed form (regardless of the form fixedness tends to happen), e.g. *fund e krye*, *anë e kënd*, etc.

Lexical restriction

Lexical restriction is expressed through the tendency of the constituents of phraseological binomials to be used only in the company of each-other, e.g. *shëndoshë e mirë* (lit. *soundly and well*) and not **shëndoshë e shkëlqyer* (lit. *soundly and excellently*); *mirë e bukur* (lit. *well and beautifully*) and not **përkryer e bukur* (lit. *perfectly and beautifully*); *mirë e bukur* and not **mirë e këndshëm* (lit. *well and kindly*); *gjallë e vdekur* (lit. *alive or dead*) and not **gjallë a vvarë/ plagosur* (lit. *alive or killed/wounded*), etc.

Phraseological features of literal phraseological irreversible binomials

Based on the above defining criteria of literal phraseological irreversible binomials we can now single out their phraseological features which are as follows:

Polylexicality

The first criterion that allows us to talk about the fixedness of literal phraseological irreversible binomials is the criterion of polylexicality, which implies the existence of more than one word having autonomous existence in the language, e.g. *shëndoshë e mirë*, *mirë e bukur*, *fund e krye*, *rreth e rrotull*, *ditë për ditë*, etc., where each of the constituents is a word with autonomous existence in the language (in the dictionary).

Lexical restriction

The lexical restriction criterion means the impossibility to replace a word with another (quasi-) synonymous word in the paradigmatic axis, e.g., in the binomial *shëndoshë e mirë* the constituent *mirë* (*well*) can not be replaced with its synonyms *shkëlqyer* (*excellently*), *përkryer* (*perfectly*) or *mbarë* (*auspiciously*).

Meaning transfer or non-literal referentiality

One of the main criteria of phraseological fixedness is non-literal referentiality or meaning transfer of the constituents or the structure of phrasemes. Meaning transfer is the term used to describe the fact that phrasemes have a transferred meaning which is different from the sum of their original literal meanings, e.g. the binomial *kokë e këmbë*, besides its original literal meaning, has also obtained the added meaning of *all-over-spreading*, i.e. "*completely, all over the body*".

Semantic non-compositionality.

According to the principle of non-compositionality, the meaning of a sequence can not be derived from the sum of the literal meanings of its constituents, because the expression is not coded on the basis of the literal meanings of the constituents, and, therefore, can not be decoded on their base. The meaning of phraseological binomials is different from the sum of the meanings of the constituents, e.g. the binomial *kokë e këmbë* = *completely, all over the body*.

Morpho-syntactic restrictions

Unlike free word combinations, literal phraseological irreversible binomials are characterized by morphology and syntax restrictions which are related to the impossibility to change the forms of the constituents or the construction of the expression, such as the number and the forms of nouns, the number of the constituents, etc. Thus, the binomial *kokë e këmbë* (lit. *head and legs*) can not be transformed into **koka e këmba* (the head and the leg) or **koka e këmbët* (the head and the legs) without losing the phraseological meaning of *all-over-spreading*. The same can be said about the binomial *shëndoshë e mirë* which can not be changed into **mirë e shëndoshë* (lit. *well and soundly*) or **shëndoshë e shumë mirë* (lit. *soundly and very well*).

Word equivalence and their lexicalization

Word equivalence is another feature of literal phraseological irreversible binomials. As a result of semantic non-compositionality, they enter the sentence as a single lexical unit like words, i.e. they are word equivalents, e.g. *mirë e bukur* = *fully, completely*. In this case we say that the structure is lexicalized and literal phraseological irreversible binomials constitute lexical units.

Prefabrication of the sequence and its reproduction as a ready-made unit

In literal phraseological irreversible binomials the combination of words is not made on the spot, at the moment of speaking, but it is done with the passing of time, historically. They are not produced at the moment of speaking from the beginning, but are reproduced in the discourse as ready-made, inseparable units.

Memorization of the sequence

Literal phraseological irreversible binomials constitute language ready-made units and, as such, they are memorized in the mental lexicon of the speakers of the language. Their constituents are determined only by use, unlike free phrases whose composition is determined by the meaning of the constituents and which, therefore, are not memorized, but are constructed in discourse. They are stored as a whole by the users of the language and are not produced from the beginning at the moment of speaking, but are reproduced in discourse as ready-made, inseparable units.

Non-productivity of the sequence

Non-productivity is due to lexical restriction. Literal phraseological irreversible binomials do not constitute productive models in the language, because their constituents are determined only by use and not the meaning. Consequently, phraseological binomials can not be built unrestrictedly on the basis of a given model. Thus, according to the model *mirë e bukur* we can not construct other phraseological sequences having a transferred meaning, e.g. **mirë e urtë* (lit. *well and quietly*), **shpejt e bukur* (lit. *quickly and beautifully*), etc.

The structure of literal phraseological irreversible binomials

Most literal phraseological binomials are structures built with two words of the same part of speech. But what are the parts of speech that enter the formation of binomials and which parts of speech contribute most to their formation? Word classes entering the construction of literal phraseological binomials are as follows:

- -Most of the constituent elements of phraseological binomials are nouns, e.g. *brez pas brezi, natë e ditë, fund e krye, krah për krah*, etc.
- -A lot of the constituent elements of literal phraseological binomials are adverbs, e.g. *shëndoshë e mirë, bardhë e zi, mirë e bukur, mbarë e prapë, rreth e rrotull, poshtë e përjetë*, etc.
- -Finally, we have a group of literal phraseological binomials with a different structure where the second part is not equivalent to the first part, e.g. *orë e pa kohë, rrallë e për mall*.

Cases of literal phraseological binomials according to their structure

The most difficult categorization of literal phraseological binomials is the one based on their structure where a lot of

elements are involved, such as the lexico-grammatical nature of the constituent parts, their syntactic relations, their order and their connection means.

We will single out two cases of literal phraseological binomials: the typical case and the limit cases.

-The typical case of literal phraseological binomials

By the typical case of literal phraseological binomials we understand the binomials that are constructed by coordinate conjunctions, belong to the same part of speech and are placed at the same level of the syntactic hierarchy, as provided in the definition of phraseological binomials.

As a typical case of phraseological binomials in the Albanian language we find binomials having as constituents synonymous or antonymous words, e.g. *shëndoshë e mirë, bardhë e zi, mirë e bukur, mbarë e prapë, çikë e thërrime, etc.*, or words that complete each-other, e.g. *kokë e këmbë, etc.*

-Limit cases of literal phraseological binomials

Limit case through the use of prepositions

The first and most important limit case for the Albanian language is the one where the constituent words are connected by prepositions, e.g. *krah për krah, sot për sot, brez pas brezi, rrugë pa rrugë, kohë pa kohë, etc.* The most important prepositions are *për* (lit. for), *pas* (after) and *pa* (without). Sometimes, the construction with the preposition *pa* is built by coordination through the conjunction *e*, e.g. *rrugë e pa rrugë, kohë e pa kohë etc.*

Limit case through asyndetic connection

Another limit case are the binomials through asyndetic connection, e.g. *me sot me nesër, dita ditën, dita ditës, etc.*

Limit case through syntactic anomaly

Another limit case are binomials constructed through syntactic anomalies, e.g. *dita ditës, dita ditën, etc.* in which the rules of syntactic connection are broken. It is about "*phrases with a subordinated relation, without any preposition, but with a noun in the nominative case and one in the dative-consecutive definitive cases, or as a more old form, in the accusative definitive case, e.g. dita ditës/ dita ditën, këmba këmbës, etc.*" (Thomai, 1981).

Limit case of binomials with an non-irreversible order

Another limit case are the binomials that don't have an irreversible order, e.g. *lart e poshtë* and *poshtë e lart, gjerë e gjatë* and *gjatë e gjerë*.

Limit case of binomials with phrase structure constituents

The case with phrase structure constituents constitute another limit case of binomials, e.g. *me sot e me nesër, etc.*

Limit case of binomials with non-equivalent constituent parts

Finally, there is a group of binomials with a different structure where the second part is not equivalent to the first part lexico-grammatically speaking, e.g. *orë e pa kohë, rrallë e për mall, etc.*

Functions of literal phraseological binomials

From the functional point of view literal phraseological irreversible binomials are adverbial phrasemes that denote manner, time or place.

Most phraseological irreversible binomials denote manner in an intensifying meaning like the adverbs *very, too, completely, etc.*, e.g. *Pas ndërhyrjes fëmija është shëndoshë e mirë* (After the operation the child is safe and sound) = "very good"; *E tregoi historinë fjalë për fjalë* (He/she told the story word by word) = "in very great details", or without any

connotation, e.g. *Film i xhiruar bardhë e zi* (A film in black and white) = “not in colour”.

Another part of them denote time in the meaning of frequency or continuity like the adverbs *frequently, always, continuously*. Thus, *ditë për ditë* has the meaning “*frequently, always, continuously*”, e.g. *Ditë për ditë po kjo punë është me ty* (We have the same old story with you day by day) = “*always, continuously*”.

A few literal phraseological irreversible binomials denote place in the meaning of all-over-spreading like the adverb *everywhere*, e.g. *Uji i ftohtë e drodhi fund e krye dhe e pruri në vete* (lit. The cold water shook him/her bottom and top and revived him/her) = “*everywhere over the whole body*”.

Boundaries and identification of literal phraseological irreversible binomials

To determine the boundaries of literal phraseological irreversible binomials, we will start from the reason that leads to their creation, which is semantic cohesion or opaque relation between the meaning of the specific words and the meaning of the whole sequence (Libben, 1998).

The role of semantic cohesion in literal phraseological irreversible binomials can be seen when they are compared with non-phraseological binomials that, although they consist of semantically related words which are frequently used with each-other, are not phraseological, because the frequency of their use has not led to the meaning transfer of the sequence or to semantic cohesion, which is the object of study phraseology is interested in, e.g. *lerë e rritur* (born and grown-up), *sot e tutje* (today and on), *tani e tutje* (now and on), *babë e bir* (father and son), *nënë e bijë* (mother and daughter), *zonja e zotërinj* (ladies and gentlemen), *bukë me djathë* (bread and cheese), etc. Referring to the examples *sot e tutje, tani e tutje, etc.*, Thomai (1981) points out that they “*generally have one-level content, without idiomaticity and without any obvious semantic development, that is why we think that they should not be considered as phraseological units*”, but as non-phraseological binomials. “*Some of them form relatively open word groups, within a lexical field*”. The last case includes non-phraseological binomials with words that repeat themselves, e.g. *rrugë më rrugë* (street by street), *fshat më fshat* (village by village), *shtëpi më shtëpi* (house by house), *derë më derë* (door by door), *javë për javë* (week by week), *muaj për muaj* (month by month), *vit për vit* (year by year), etc. Even in these binomials there is no semantic development and the word group remains a sequence with a simple repetition of the first constituent, such as the sequence *vit për vit* in the example *Vit për vit këtë tokë e kemi mbjellë me grurë* (We have planted this land with wheat year by year), which has not won any added meaning, but simply marks the meaning of distribution “*every*” expressed by the preposition *për* (by). “*Structurally, we have here, as it were, ‘a type of formation’, which is not characteristic of linguistic phraseology in general*” (Thomai, (1981). As a conclusion, phraseological binomials should be sequences with an associative connection between the constituent elements, with semantic cohesion and with an order generally irreversible. These are the cases phraseology is interested in.

The role of semantic cohesion in literal phraseological irreversible binomials is more obvious when they are compared with free binary word combinations. Although free binary combinations may be frequent, they can not be phraseological if their constituent elements don't have semantic cohesion and if they are not memorized as language sequences. For example, although the expression “*bora dhe e ftohta*” (*snow and cold*) is frequent, it has nothing unchangeable. The speakers are free to overturn the order of the constituents *snow* and *cold* and replace them with semantically related words, e.g. *snow and winter, rain and cold, etc.*, which can not happen in phraseological binomials, e.g. **shëndoshë e shkëlqyer* instead of *shëndoshë e mirë*, **përkryer e bukur* instead of *mirë e bukur*, **gjallë a vranë* instead of *gjallë a vdekur, etc.* Thus, although the words *snow* and *cold* are contextual synonymous words, the sequence *snow and cold* is not a phraseological binomial. Their frequency of use have not led to semantic cohesion.

A special role in phraseological binomials of the Albanian language is played by conjunctions. “*As regards the adding coordinate conjunction, this is the conjunction e (and). It can not be replaced with another adding coordinate conjunction (dhe (and) or edhe (and)), which shows how far the formal fixedness of these phraseological units has gone*” (Thomai, 1981).

The importance of studying literal phraseological irreversible binomials

The study of literal phraseological irreversible binomials is important:

- to specify the nature of these items and their place in Albanian phraseology.
- to determine their volume as well as the volume of Albanian phraseology.
- to expand the volume of phraseology even by stable, non-figurative multi-word units.
- to separate stable phraseological word combinations as the object of phraseological studies from other, free or stable, word combinations which are not the object of phraseological studies.

Conclusions

The phraseological meaning of literal binomial is not inferred from the sum of the meanings of the constituent words of the sequence, but it is built on the sum of these meanings, to which is added another extra meaning, although the direct semantic value of the constituent words is still very clear.

Most literal phraseological irreversible binomials are two-syntactic-member expressions with strong syntactic relations (Thomai, 1981), which have irreversible order. Even those literal phraseological binomials that are not irreversible, show a clear tendency to a preferred order.

The category of literal phraseological irreversible binomials is relatively small and, according to their structure, it is simpler than the other phraseological categories.

From their functional point of view literal phraseological irreversible binomials are adverbial phrasemes that denote manner, time or place.

The typical case of literal phraseological irreversible binomials includes binomials that are constructed through coordinate conjunctions, belong to the same word classes and are placed at the same level of the syntactic hierarchy, as provided in the definition of phraseological binomials.

The delimitation of literal phraseological irreversible binomials starts with the fixedness of the sequence and ends with its semantic cohesion by leaving outside the phraseological volume not only the non-stable binary sequences, but also the stable binomials without meaning transfer.

The difficult problem of classifying the so-called figurative phraseological binomials is related to the fact that among different phraseological categories there is partial overlapping and that there are few clearly distinct categories.

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Phraseological Conversation Formulae In Albanian Language

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Abstract

Within the framework of phraseology in the broad sense, according to which the value of phraseological sequences goes up to the sentence level, we will study the Albanian phraseological conversation formulae, such as *Tundu vendit!* (Touch wood!, lit. Move from your place!) *Punë e madhe!* (It doesn't matter!, lit. Great work!) *Me fund!* (Bottoms up!, lit. With the end!) *Si në shtëpinë tënde!* (Make yourself at home!, lit. As at your home!), etc. Phraseological conversation formulae constitute a separate group because they are characteristic of the spoken language and because they are characterized by their use in various kinds of social encounters. From the point of view of phraseological fixedness they are phraseologically fixed structures due to idiomaticity, viz. their meaning is not the simple arithmetical sum of the literal meanings of their constituents, for which fixed structures are studied by phraseology. Afterwards, we make a distinction between phraseological conversation formulae and their corresponding free structures, a distinction that lies both in the semantic plan as well as the syntactic plan. Finally, we make a distinction between phraseological conversation formulae and other kinds of formulae, such as inscription formulae, the formulae of different rituals, etc., which are not of phraseological nature because of lack of meaning transfer.

Keywords: Phraseology, phraseological fixedness, phraseological formulae, meaning transfer, lexical restriction.

Introduction

Besides phraseology in the narrow sense which deals with the study of word equivalence units or units under the level of the sentence, there is also phraseology in the broad sense which we accept and which we propose for the Albanian language too. By phraseology in the broad sense we understand the phraseology that studies phrasemes¹ up to the sentence level, such as proverbs and phraseological conversation formulae, e.g. *Ujë të fle, hasmi s'fle!* (lit. Water sleeps, enemies don't, for One has always to be vigilant against one's enemies!), *Peshku në det, tigani në zjarr!* (lit. The fish in the sea, the frying pan at fire, for First catch the fish then fry it!), *Edhe njëqind (vjeç)!* (lit. Another hundred (years), for Live to be a hundred!), *Ditën e mirë!* (Good day!), *Mirë se erdhe!* (lit. Good that you came, for Welcome!), *Të lumtë goja!* (lit. Bravo to your mouth, for You sang very well!), *Ju lumshin këmbët!* (lit. Bravo to your legs, for Welcome!) *Tundu vendit!* (lit. Move from your place, for Touch wood!), *Zoti na ruaj!* (May God save us!) and in which are included even word equivalence phrasemes. Consequently, the distinctive condition of phraseology in the broad sense from phraseology in the narrow sense is sentence equivalence, "a conception that most European phraseology researchers agree on today" (Piirainen, 2007). As Burger et al. (2007) point out "it can no longer be denied that proverbs possess important phraseological characteristics". But phraseology in the broad sense doesn't exclude phraseology in the narrow sense, but it includes phraseology in the narrow sense as one of its main categories.

¹ Phraseme is the general term we use for any phraseological set word combination and it corresponds to the terms phraseological fixed expressions, phraseological unit, set phrases, etc., used by different researchers.

Definition and content of conversation phraseological formulae

Phraseological conversation formulae, briefly phraseological formulae, are phrasemes or phraseological stable multi-word combinations that are used regularly and alike in a particular situation of communication, such as in congratulations, in wishes, in greetings, etc., e.g., *Të lumtë goja!*, a way of congratulation used for someone who sings beautifully, *Edhe njëqind (vjet/vjeç)!*, a way of wish used at someone's birthday, *Mirë se erdhe!* a way of greeting when people meet, or *Ditën e mirë!* a way of greeting when people leave each-other, or *Zoti na ruaj!* as an interjection to express surprise.

They are called by different names, such as "joint utterances" (Fonagy, 1982), "situation formulas" (Yorio, 1980), "discoursal expressions" (Alexander, 1984), "pragmatic idioms" (Roos, 2001), "functional idioms" (Cowie et al, 1983), "routine formulae" (Gläser, 1986a, Fiedler, 2007), "speech act idioms" (Sadock 1972, Burger 1973), "speech act formulae" (Granger & Paquot, 2008) or "conversational routines" (Coulmas, 1981a).

Traditional phraseology has paid special attention to phraseological conversation formulae which constitute a separate group, because they present discourse as an interaction (Granger & Paquot, 2008). According to Cowie (1988) phraseological conversation formulae "constitute a broad description of the way they function in discourse (as greetings, questions, invitations, etc." They are the most fixed formulae in discourse (Granger & Paquot, 2008), are characteristic of spoken discourse (Aijmer, 1996) and are used in various types of social encounters (Cowie, 2001). Besides, they can be seen as an expression of phatic communication (Fiedler, 2007).

Fixedness of phraseological conversation formulae

Before talking about the fixedness of phraseological conversation formulae, we must emphasize that, based on the figurative meanings or not of the constituent words, we can divide them into literal phraseological formulae and figurative phraseological formulae. A good part of the phraseological conversation formulae are figurative, e.g. *Punë e madhe!* (lit. Great work, for It doesn't matter!). *S'prish punë!*(lit. It doesn't ruin the work, for for It doesn't matter!). *Më shtrifsh!* (lit. Lie me, for I beg you!). *Më qafsh!* (lit. Mourn for me, for I beg you!). *Më vraftë buka!*(lit. Let bread kill me, for I swear!). *Në djall (kjo punë)!* (lit. To hell (this job), for It's not morth mentioning or talking about!). *Të lumtë goja. Ju lumshin këmbët. Tundu vendit!*. (Gjak e dhjamë! (lit. Blood and fat, for Be blessed what you eat or drink!). *Mos ia pafsha bojën!* (lit. Let me not see his/her colour, for May he/she get lost!). *Vrafsh veten!* (lit. Kill yourself, for Act as you like because we are not helping you any more!). *Me krahë të lehtë!* (lit. With light arms, for Be successful!). *Me këmbë të mbarë!* (lit. With good leg, for Be good luck for us!). *Në kokën tuaj!* (lit. To your head, as a toast to sb's wedding.). *Për kokën e (dikujt)!* (lit. To sb's head, for As someone liqes!). *Si ia çon?* (lit. How do you send it to sb, for How are you?), etc. The rest of the phraseological conversation formulae are literal and it is precisely for the latter that will try to argue they are phraseological, e.g. *Me shëndet (xhaketen, pantallonat etj.)!* (lit. (Have your coat, trousers, etc.) With health, for Enjoy it!). *Me fund (gotën me pije)!* (With end (your glass, your drink, for Bottoms up!). *Si në shtëpinë tënde!* (lit. As at your home, for Make yourself at home!). *Në dasmë!* (lit. To marriage, for To your wedding.). *Edhe njëqind (vjet/vjeç)!* (Qoftë) *me jetë!* (lit. (Be) with life, for Long live!). *Për të mira!* (lit. For good things, for To joyful events!). *Natën e mirë!* (Good night!) *Ditën e mirë!* (Good day!) *Të rini me shëndet (në shtëpinë e re)!* (lit. Stay with health (at your new home), for Enjoy your new home!) *Mbetsh me shëndet!* (lit. Remain with halth, for Be in good halth!). *T'u bëftë mirë!* (lit. May it be good for you, for Be blessed what you eat or drink!). *Mirë se vini!* (lit. Good you come, for Welcome!). *Mirë ardhsh!* (lit. Good you come, for Be in good health until our coming back!). *Mirë se ju gjejmë!* (lit. Good we find you, for It's good to see you!), *Si urdhëron!* (lit. As you order, for Certainly!). *Më vjen keq (=jo)!* (lit. I am sorry, for No!, etc., because meaning transfer is more noticeable in figurative phraseological formulae.

Literal phraseological formulae are characterized by phraseological criteria, such as meaning transfer, lexical restriction and restricted grammatical forms.

Meaning transfer

Literal phraseological formulae, as well as other formulae, are associated with a given situation of use, .i.e. an expression of greeting will be chosen on the basis of the period of the day, whether it is morning, noon or evening.

In literal phraseological formulae, the literal referential meaning does not disappear, but it is accompanied with an added meaning that might be more or less dominant. As a result of the association of literal phraseological formulae with a given situation of use, phraseological formulae, although literally they are 100% compositional, they are non-compositional through their pragmatic function. Thus, the sequence *Edhe njëqind!* used during a visit to the house of a friend who has his birthday is associated with the sanctioned model of wish and obtains the added meaning of wish.

But the same sequence can be found in the following dialogue between two architects:

- *Sa vjet mendoni se do të rezistojë akoma kjo urë?* (How many years do you think will this bridge still resist?)

- *Edhe njëqind.* (Another hundred.)

In this case the sequence *Edhe njëqind!* is not associated with the sanctioned model of wish. This situation is also accompanied with the change of the value of the sequence from the sentence equivalence of the formula into the equivalence to a sentence member as a free word combination.

Even in the sequence *Mirë se vjen!* or *Mirë ardhsh!* the meaning of the word *mirë* presents some deviation obtained only inside these word combinations, which, ultimately, are not derived from free word combinations, because there are no word combinations used with this meaning, such as **vij mirë* (lit. *come good*), **mbetem mirë* (lit. *remain good*), i.e. their meanings are not derived from the simple arithmetic sum of the meanings of the constituents.

Meaning deviation is more obvious in the figurative phraseological formulae in which we notice a deviation from the meaning of the corresponding free word combination, e.g. *Vrafsh veten!*, which is a figurative phraseological formula meaning "Act as you like because we are not helping you any more", is different from the corresponding free word combination *vras veten* (kill oneself), and especially in some figurative phraseological formulae where there is a deviation even from the meaning of the corresponding idiom, e.g., *I pafsh hairin!* (lit. *See its profit*) which is a figurative phraseological formula whose meaning "You deserve the bad thing that happened to you!" is different from the meaning of the corresponding idiom *Nuk ia pa hairin* (lit. *He/she didn't see the profit of it*) which means "He/she experienced a bad thing instead of winning".

Lexical restriction

Besides meaning transfer, what makes those expressions phraseological are lexical restriction and grammatical restriction.

To justify the lexical restriction of the literal phraseological formulae we will analyze the well-known formula of greeting *Natën e mirë*.

Thus, we say *Natën e mirë!* (Good night!), but not **Natën e mbarë!* (lit. *Auspicious night!*) or **Natën e shkëlqyer!* (lit. *Excellent night!*) as synonymous formulae, or **Natën e keqe!* (lit. *Bad night!*) as an antonymous formula. Even for the formula of toast *Me fund!* (lit. *With end for Bottoms up!*), we can not say **Me mbarim!* (lit. **With ending!*) or **Me përfundim!* (lit. **With termination!*) as synonymous formulae, or **Pa fund!* (lit. **Without end!*) or **Me fillim!* (lit. **With beginning!*) as antonymous formulae, because there is no formula-equivalent antonymous meaning.

Morpho-syntactic restrictions

Even to justify the syntactic restriction of literal phraseological formulae, we'll analyze well-known formulae, such as *Natën e mirë!* and *Mirë se erdhe!*

If we attempt to modify these formulae, the meaning of the formulae will be corrupted and we will pass to free word combinations. Thus, if we modify the formula *Natën e mirë!* into **Natën shumë të mirë!* (lit. *Very good night!*), the formula *Mirë se erdhe!* into **Shumë mirë se erdhe!* (lit. **Very good that you came!*), the meaning of the formula will be corrupted. If we substitute the conjunction *se* (that) with its synonym *që* (that), we will obtain a completely different meaning: *"mirë që erdhe* (p.sh., *sepse fëmijën nuk e zinte gjumi pa ty*" (It is good that you came (e.g. because the child could not sleep without you). This also shows the deviation of the meaning of the conjunction *që* obtained only inside the above word combination. When the meaning of the formula *Edhe njëqind!* becomes a constituent of a broader sequence, such as *Edhe njëqind (vjet) të tjera mund të jetojmë me këto të mira që kemi sot* (Another hundred (years) we may live with the prosperity we have today), it is also accompanied with the change of the value of the sequence from the sentence equivalence of the formula into the equivalence to a sentence member as a free word combination.

Concerning morphological restriction we can say that we can't change the forms of the formula *Natën e mirë!* (Good night! in the objective case) and say good night **Nata e mirë!* (Good night! in the nominative case). Morphological restriction constitutes a particular characteristic of the Albanian language as an inflexion language, a form which immediately separates us from the formula and leads us to the literal referential meaning of the free word combination.

Prosodic restriction of phraseological formulae versus corresponding free word combinations

A special general feature of phraseological formulae is also prosodic restriction which is not characteristic of free word combinations. One of the first linguists who has paid attention even to the prosodic fixedness of phraseological formulae

is Jespersen (1968). Speaking of the English formula "How do you do?" he says that in it "...everything is fixed: we can not change the stress, nor make any pause between the whole...". The same can be said for Albanian formulae. Fixed prosody means that the stress can not be shifted from its normal position to any other element of the formula and that there may not be a pause between the elements of the formula, otherwise we would simply have the referential meaning of the free word combination, e.g. in *Ne do të presim edhe njëqind vjet po të jetë nevoja për të gjetur një prijës si ai* (We'll wait another hundred years if necessary to find a leader like him), where the conjunction *edhe* (and) is stressed. Even intonation is always fixed, generally ascending. Changing a word sequence from being a formula to a free word combination is associated with the change of intonation, e.g. in *Si në shtëpinë tënde!* (lit. As at your home!) vs *Kërkoj të më ndërtosh një shkallë druri për katin e dytë si në shtëpinë tënde* (I want you to build for me a wooden staircase to the second floor as at your home (when a customer addresses the carpenter), or *Në dasmë!* (To (your) wedding!) vs *Kishte ardhur në dasmë i paftuar* (He/she had come to the wedding uninvited). This is also accompanied with the change of the value of the sequence from the sentence equivalence of the formula into the equivalence to a sentence member as a free word combination.

Phraseological features of the phraseological conversation formulae

Based on the above defining criteria of phraseological conversation formulae we can now single out their phraseological features which are:

Polylexicality

The first criterion that allows us to talk about the fixedness of the sequence of phraseological conversation formulae is the polylexicality criterion which implies the existence of more than one word having autonomous existence in the language, e.g. *Punë e madhe! Në djall (kjo punë). Me shëndet (xhakëtën, pantallonat etj.)! Me fund (gotën me pije)! Si në shtëpinë tënde! Në dasmë! Më qafsh!*, etc., where each of the constituents is a word with autonomous existence in the language (in the dictionary).

Lexical restriction

The lexical restriction criteria means the impossibility to replace a word with another (quasi-) synonymous word in the paradigmatic axis, e.g., in the formula *Me fund!* (lit. With end!) the constituent *end* can not be replaced with its synonyms *mbarim* (ending) or *përfundim* termination.

Meaning transfer or non-literal referentiality

One of the main criteria of phraseological fixedness is non-literal referentiality or meaning transfer of the constituents or of the sequence of phrasemes. Meaning transfer is the term used to describe the fact that in phrasemes we have the transferred meaning of the constituents, which is different from their original literal meaning, e.g. in the formula *Edhe njëqind!*, the sequence, besides its original literal meaning, has also obtained the added meaning of wish.

Figurativeness for part of them

Only part of phraseological formulae are figurative. Figurativeness is the source through which the meanings of words change from their original literal ones and this creates a discrepancy between the original meanings and the new ones, e.g. in the formula *Punë e madhe!* (lit. great work for *It doesn't matter!*), we don't have the original literal meaning of the word *work*, nor the original literal meaning of the word *great*, but through the impossibility of literal referentiality or through the meaning transfer, the new figurative meaning "*It doesn't matter*" is created.

Semantic non-compositionality.

According to the principle of non-compositionality, the meaning of a sequence can not be derived from the sum of the literal meanings of its constituents, because the expression is not coded on the basis of the literal meanings of the constituents, and, therefore, can not be decoded on their base. The meaning of phraseological formulae is different from the sum of the meanings of the constituents, e.g. the formula *Më vraftë buka!* (lit. Let bread kill me!) = *I swear!*

Morpho-syntactic restrictions

Unlike free word combinations, phraseological conversation formulae are characterized by morphology and syntax restrictions which are related to the impossibility to change the forms of the constituents or the construction of the expression, such as the number and the forms of nouns, the number of the constituents, etc. Thus, the formula *Natën e mirë!* (*Good night!*) can not be transformed into **Natën shumë të mirë!* (**Very good night!*) without losing the phraseological meaning of wish.

Prefabrication of the sequence and its reproduction as a ready-made unit

In phraseological conversation formulae the combination of words is not made on the spot, at the moment of speaking, but it is done with the passing of time, historically. They are not produced at the moment of speaking from the beginning, but are reproduced in the discourse as ready-made, inseparable units.

Memorization of the sequence

Phraseological conversation formulae constitute language ready-made units and, as such, they are memorized in the mental lexicon of the speakers of the language. Their constituents are determined only by use, unlike free phrases whose composition is determined by the meaning of the constituents and which, therefore, are not memorized, but are constructed in discourse. They are stored as a whole by the users of the language and are not produced from the beginning at the moment of speaking, but are reproduced in discourse as ready-made, inseparable units.

Non-productivity of the sequence

Non-productivity is due to lexical restriction. Phraseological conversation formulae do not constitute productive models in the language, because their constituents are determined only by use and not the meaning. Consequently, phraseological formulae can not be built unrestrictedly on the basis of a given model. Thus, according to the model *Me fund!* we can not construct other phraseological sequences having a transferred meaning, e.g. **Me mbarim!*, **Me përfundim!*, etc.

Types of phraseological conversation formulae

Various linguists include in their phraseological formulae different groups or types of formulae.

Thus, according to Aijmer (1996), conversation routines or discourse expressions include a variety of phrases that are common in spoken language, e.g. swearing (bloody hell), interjections (oh dear), greetings (good morning), polite responses (thank you, I am sorry), different formulae of organizing the discourse (Frankly speaking, to brief) and “small talks” (what a nice day).

Roos's (2001) “pragmatic idioms” can be divided into :

1. Social formulae, i.e. expressions that perform phatic functions in communication (e.g. How are you? You are welcome.).
2. Gambit, i.e. expressions that are used to structure the discourse (e.g. It was nice talking to you. Believe it or not.).
3. Expressive formulae (e.g. Dear me. What the hell.).

Glasser's (1986a) “routine formulae” include among others greeting and leaving formulae (e.g. How do you do? Take care.), congratulation and condolence formulae (e.g. Merry Christmas. May I express my sympathy), question formulae (e.g. May I ask who is calling?/Who come?), forgiveness formulae (e.g. Excuse me. No hard feelings), encouragement formulae (e.g. Never mind. Keep smiling), response formulae (e.g. You're welcome. Touch wood), warning formulae (e.g. Wet paint. Beware of the dog!), and rhetorical formulae (e.g. so to speak, to the best of my knowledge).

In our classification will be limited to phraseological formulae whose interaction is most stressed and we'll single out as main types:

Phraseological formulae of **wish and curse**, e.g. *Me këmbë të mbarë! Në kokën tuaj! Në dasmë! Me krahë të lehta! (T'u bëftë) gjak e dhjamë! Për hajër! Me shëndet (xhakëtën, pantallonat etj.)! Me këmbë të mbarë! Si në shtëpinë tënde! Mos ia pafsha bojën!*, etc., of which we will single out the formulae used in the following cases :

-after the birth of a child, e.g. *Me këmbë të mbarë! (Qoftë) me jetë!*, etc.

- at a birthday, e.g., *Edhe njëqind (vjet/vjeç)!*, etc.
- at a wedding, e.g., *Në kokën tuaj! Në dasmë!*, etc.
- at meal time, e.g., *Gjak e dhjamë!*, etc.
- before or during work, e.g. *Me krahë të lehta!*, etc.

Phraseological formulae of **congratulation and condolence**, e.g. *Ju lumshin krahët! Të lumtë dora! Të lumtë goja! Ju lumshin këmbët!* used to appreciate an exceptional job, action, behavior, etc. and *Për të mira!* used mainly in cases of mourning.

Phraseological formulae of **greeting**, e.g. *Natën e mirë! Ditën e mirë! Mirë se erdhe! Mirë se vjen! Mirë se të gjeta! Mirë ardhsh! Mirë mbetsh! Të lumshin këmbët! Si ia çon?*, etc.

Phraseological formulae of **oath**, e.g. *Për kokën e (dikujt)! Më vraftë buka!*, etc.

Phraseological formulae of **toast**, e.g. *Me fund!*, etc.

Phraseological formulae of **begging**, e.g. *Më shtrifsh! Më qafsh!*, etc.

Phraseological formulae of **response**, e.g. *Si urdhëron (=Certainly!). Më vjen keq (=No!).*

Phraseological formulae to prevent **evil**, e.g. *Tundu vendit!*

Interjection phraseological formulae of **swearing**, e.g. *Në djall (kjo punë)!*

Interjection phraseological formulae of **encouragement**, e.g. *Punë e madhe! S'prish punë!*

Interjection phraseological formulae of **surprise**, e.g. *Zoti na ruaj! Zot i mdh!*, etc.

Delimitation of phraseological conversation formulae and their identification as a separate group

Not all types of formulae are phraseological, such as the formulae of inscription, e.g. *Rrezik zjarri! (Fire danger!). Ndalohet kalimi!(No passing!) Ndalohet duhani! (No smoking!)*, etc., the formulae used in various rituals (such as religious ones), e.g. *Në emër të atit, të birit e të shpirtit të shenjtë!* (*In the name of the father, the son and the holy spirit!*), etc., or in different documents (such as legal ones), etc. The formulae of inscription, of different rituals and documents are not of phraseological nature, because they don't present meaning deviation, but are used in their literal meanings, unlike phraseological conversation formulae that present a transferred meaning for which they are studied by phraseology. The types of formulae mentioned above are mainly characterized by their information content, unlike phraseological conversation formulae that are used in social meetings and are mainly characterized by their phatic function.

Nor all conversation formulae are phraseological, such as *Qofsh i mbarë!* (*Be auspicious!*). *Qofsh me shokë!* (*Be with friends!*). *Mos mbetsh i vetëm!* (*Don't be alone!*) *Të rroni vetë!* (*May you be alive!*) *Të pastë lënë bekimin!* (*May he/she have blessed you!*) *Kalofsh mirë!* (*Have a good time*), etc., or (*Ju uroj*) *udhë të mbarë!* (*(I wish you) a good journey!*); (*Ju uroj*) *lexim të mbarë!* (*(I wish you) good reading!*); (*Ju uroj*) *gjueti të mbarë!* (*(I wish you) good hunting!*), etc., or *Gëzuar ditëlindjen!* (*Happy birthday!*) *Gëzuar festat!* (*Happy holidays!*), because they don't denote meaning transfer, but are simply used in their literal meanings. In the first group of the above formulae the meaning of wish is shown by the meaning of the verb tense (optative tense, in Albanian), e.g., *qofsh (be), mbetsh (be), etc.*, whereas in the second group it is shown by the meaning of the word "i mbarë" (*auspicious*) and by the meaning of the introductive verb "uroj" (*wish*), in the third group it is shown by the meaning of the word "gëzuar..." (*happy...*).

The same can be said for the formulae (*Ju uroj*) *një natë të mirë/të mbarë!* (*(I wish you) good night!*) or *Kalofshi një natë të mirë/të mbarë!* (*Have a good night!*) where we are away from the meaning of greeting and we approach the meaning of wish which is expressed by the introductive verb *uroj* (*to wish*), the meaning of the words *i mbarë/ i mirë* (*auspicious/good*) and the meaning of the verb tense *kalofsh* (*have a ...*)

As far as their structure is concerned, phraseological conversation formulae consist of many words, e.g. *Natën e mirë! Ditën e mirë! Mirë se erdhe! Me shëndet...!, Si në shtëpinë tuaj! Të lumshin duart!*, etc., unlike other conversation formulae that consist of a single word –primary or derivative ones-, e.g. *alo!* (*hello!*), *gëzuar!* (*cheers!*), *mirëdita!* (*good morning!*), *faleminderit!* (*Thank you!*), etc. In both cases, i.e. phraseological conversation formulae as well as the one-word conversation formulae, they both have a sentence structure and are sentence equivalents, but because of the multi-word structure of the phraseological conversation formulae, we'll exclude from our study the one-word conversation formulae.

Since conversation is an everyday discourse phenomenon, phraseological conversation formulae are of frequent use, and, by being used very often, they occur more frequently as formulae than as free word combinations.

Now, it is time to mention that a lot of phraseological conversation formulae are elliptical and they are used more in this version than in the version of a full sentence, but they continue to be sentence equivalents, e.g. *Për të mira!* vs *Ju ardhshim për të mira!* (*May we come for joyul events!*), *Gjak e dhjamë!* vs *T'u bëftë gjak e dhjamë!* (*Be blessed what you eat or drink!*).

The importance of studying phraseological conversation formulae

The study of phraseological conversation formulae is important:

- to specify the nature of these items and their place in Albanian phraseology.
- to determine their volume as well as the volume of Albanian phraseology.
- to expand the volume of phraseology even by stable, non-figurative multi-word units.
- to separate stable phraseological word combinations as the object of phraseological studies from other, free or stable, word combinations which are not the object of phraseological studies.

Conclusions

From the point of view of phraseological fixedness, phraseological conversation formulae are phraseologically fixed sequences, not only because of morpho-syntactic and lexical restrictions, but mainly because of their meaning transfer for which set phrases are studied by phraseology.

Phraseological conversation formulae are not all figurative. Part of them are literal phraseological conversation formulae. Consequently, phraseology doesn't study them only for their figurativeness, but mainly for their meaning transfer.

Phraseological conversation formulae are sentence equivalents unlike homonymous free word combinations which are equivalents to sentence members.

Phraseological conversation formulae should be singled out from the other types formulae which are not phraseological because of their non-literal referentiality. Even some conversation formulae should not be considered as phraseological because their meaning is not different from the sum of the literal meanings of their constituents.

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A Thematic Overview of the Proceedings of ICES 2014 – A Multidisciplinary Approach

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Abstract

The paper is a thematic review of the contributions to the 3rd International Conference in Educational Sciences, organized by Hëna e Plotë Bedër University on 24-25 April 2014¹. The International Conference on Educational Sciences is an Interdisciplinary Conference which aims to bring together scholars, researchers and graduate students to exchange and share their experiences and research work and discuss the practical challenges encountered and the solutions adopted in this field. Topics of interest include Pedagogical Innovations in Education, International Projects, General Issues, Pedagogy, curriculum and instruction, Higher Education, Information and Communication Technology, Arts & Culture, Social Sciences, Philology and Research. The contributions fall into thematic sessions and in their overall they show of the complexity and the multidisciplinary of research in the domains of education sciences, social sciences and philology and call for exchange and dissemination of scholarly contributions in the name of sustainability, interregional and international research and interuniversity cooperation.

Keywords: Educational Sciences, Research, Multidisciplinary, Overview, ICES Conference

Introduction

The International Conference on Educational Sciences brings together scholars academicians, teachers, administrators, professional development designers, teacher educators, science consultants, researchers, curriculum developers, policy experts, authors, representatives of state departments of education, and professionals.

The goals of the conference are

- to provide an opportunity for contributors in the field to explore critical issues facing the field of education, social science studies, language and literature studies, and ICT in education research;
- to discuss and share work about classrooms and other settings, in research on teaching and learning, and in professional development for teachers;
- to serve as a platform for knowledge sharing on best practices in promoting effective learning, to achieve excellent outcomes in higher education.
- to create awareness in effective use of technology for effective teaching and learning.
- to set a culture for the discussion of teaching/learning issues and conceptual understanding of theories in education that can promote excellent pedagogical practices in pre university education and higher education.
- to become an important platform for intellectual information-sharing among academicians, researchers, policy makers, educators and other professional practitioners in the education industry, social science corpus of research and language and literature studies
- to set an agenda for moving the fields of research forward.

Pre-University Education/ Pedagogy and Innovation in Education

Methodical aspects and activities for pre-university education, challenging educational situations and settings, approaches to foreign language learning and impact of curriculum on student's learning as well as student motivation

¹ Tirana, ISBN 978 99956 51 66 4

incentives and performance assessment, all form the scenery of the sessions on education pedagogy and innovation in education. Pre-university teachers, specialists, educators and scholars are invited to attend these sessions so as to get a wider and updated glimpse of the status of education in the pre-university educational institutions in Albania and in Europe and welcomes for benefiting from the contributions of some of the most renowned scholars in Finland, Turkey, America etc.

In this section the topics mainly discussed include: Preschool activities and attachment styles, teenage psychological development and in school motivational incentives, teaching English as a foreign language, communicative grammar and making use of collaborative activities, the status of the teaching profession, pre service and in service trainings, interdependence of reading attitudes, reading skills and self-esteem, school curriculum content, reform and school performance indicators

From the distinguished scholars of the Ohio State University Jason A. Hedrick, Mark Light, Greg Homan, and Jeff Dick comes the contribution on the way demographic factors and community perceptions impact young adult retention trends in rural areas. The researchers in this study explore the influences that lead to why this subset chose to stay or return in rural communities spread throughout Northwest Ohio. Their report summarizes the responses given in a young adult retention survey that was written and distributed by an Extension research team from The Ohio State University and Wright State University to participants within rural Northwest Ohio.

Immanuel Kant's conceptualization of good will versus duty come again as a reference for the authors Wycliffe Amukowa and Moses Kariuki Nderitu of the School of Education Mount Kenya University, as a way of understanding and making better use of the status of the teaching profession.

The performance of Turkish students in PISA 2012 mathematics, science and reading literacy, as compared to the international performance of the other countries in this exam is at the focus of the paper of Ebru BOZPOLAT, H. Gonca USTA with special attention being dedicated to variables such as learning activities, sense of belonging to school, index of economic, social and cultural status, home educational resources, highest educational level of parents etc.

A review of previous research/literature concentrating specifically on attachment styles of mothers in the effectiveness of preschool teaching, is at the focus of the attention of Seda Ata and Berrin Akman, Hacettepe University Faculty of Education, Department of Early Childhood Education. Through a thorough analysis of behaviors of secure mothers and concerned mothers, the paper comes to the conclusion that secure mothers, are able to be consistent, reliable, and available to their infants and children, effectively attuning to and regulating both negative and positive states of arousal, while mothers with a preoccupied state of mind relative to attachment are inconsistent and unreliable, sometimes over attuning and hyper activating in response to their infants' negative arousal.

From the University of Turku, Finland, Department of Teacher Education, Rauma Unit comes the scholarly contribution of Tuula Merisuo-Storm & Marjaana Soininen. Their study on the interdependence between young students' reading attitudes, reading skills, and self-esteem, aims to find out what kind of self-esteem, reading skills and attitudes towards reading and studying children have during their first two school years. The results show that students' self-esteem has a strong effect on their learning and attitudes. However, when we know how important it is for the first and second graders to acquire good reading skills, it is also possible that learning to read has a positive effect on young students' self-esteem. Therefore, it is essential that the teachers support the positive development of each student's self-esteem as well as reading skills and attitudes.

The necessity of an education for gifted students starting from the preschool age, comes through Cetinlaya, Caglar and Cosar, Gizem's contribution. The authors claim that As the education of preschool aged gifted students has currently appeared in legislation of Science and Art Centers, upcoming studies could be performed and focused regard to define the principles (mainly; curriculum, educational materials etc) of such kind of training.

The lecturer of " Aleksandër Xhuvani " University, Faculty of Education Sciences, Ardian Shingjergji, addresses teaching motoric activities during the physical education classes as an important methodical aspect of the teacher's work, relying on the didactic principle of adjusting the teaching materials and means as well as the standards of the physical, intellectual and motoric abilities in children of different ages and genders, thereby bringing forth a new perspective on the methodology of teaching physical education.

The contribution of Prof. As. Dr. Daniela Tamo casts a glance at the barriers coming in front of teachers during their teaching and learning process for then concretely proving examples of how collaborative learning can efficiently contribute to the overcoming of these barriers.

A similar idea of promoting creative and interactive teaching through the use of drama in English Teaching Classes is brought forth by Dr. Adriana Dervishaj and Dr. Rudina Xhillari of the University of Tirana who find out that that participation in meaningful conversations in the drama classroom helps students develop their conceptual understandings of the subject matter and further develop their creative thinking and learning.

Prof. Assoc. Dr. Bahtije Gerbeshi Zyfliu's contribution on the way how Kosovo's schools are becoming a serious effort to educate young people about the rights and responsibilities of different groups in society, develops the consideration of students as agents of change and extend the invitation to them to expand this change in the district they are living in.

Nazyktere Hasan, Fatmir Agaj's study on the organization of the learning process and the motivation of students involvement in this process, also attempts to study and to reflect the attitudes of students and some of their opinions toward the organization of the learning process and toward the ability of teachers of motivating them to be active and interested throughout the learning process, and to compare estimates of the attitudes of high school students in two different municipalities. The data obtained from this study will probably urge scholars to increase the awareness of teachers to make efforts to encourage students to independent work skills, develop critical thinking and sense of self-confidence by creating cooperation, respect, and stimulation.

In Brunilda Osmovi-Bibe's paper, education is regarded as the best way to the integration of these children in the socio cultural context of Tirana. Thus, what Osmovi concludes is that progress in education affects the growth of the level of emancipation of society, contributes to the perfection of the powers of the active population, reduction of morbidity, mortality, and in fertility reduction coefficient.

The challenges to media education come through Bogdan Zeler's contribution. By focusing on the way the traditional understanding of teaching has changed its value from transferring knowledge from generation to generation to the fact that youth have better understanding of social processes even if they can't put them into the correct axiology, the contribution raises up the need to educate new competency in media users.

Going through a thorough study of the alter texts and demonstrating the difficulties encountered by the students during the laboratory classes of the chemistry class, the paper of Frederik Cane, Belinda Hoxha, and Anxhela Andoni calls for a standardization in the application of the laboratory works in the Chemistry classes in pre-university education.

Ebru A. Damar's paper "Task-based video use: the improvement of English stress and intonation in a stress-free environment" aims at examining the effects of videos on the development of English stress and intonation of first grade EFL learners in an ELT Department at a public university in Turkey. With 44 EFL learners participating in the study, the contribution indicates that videos were effective in improving the EFL learners' ability to produce and perceive different stress and intonation patterns in words, phrases and sentences than through the online tutoring programs.

Foreign language teaching is also at the center of Irena Papa Sevdaraj's contribution on foreign language and culture. By delving deeper into the specificities of communicative language teaching, the author concludes that teachers who perceive the objectives of foreign language education also in terms of teaching intercultural competence will be more willing to interculturalise foreign language education than teachers who perceive the objectives in terms of the acquisition of communicative competence only.

A similar approach is adopted by Drita Kadriu, PhD Cand.Ministry of Education, Science and Technology of Kosovo and Tom Gougeon, PhD, Emeritus Associate Professor, University of Calgary, Canada who addresses the new curriculum approved, one shifting the emphasis of education from a subject-based or objectives-based system to a competencies or outcomes-based system, in which teachers must conceptualize the curriculum through strategic learning activities that scaffold learning for students and critically looks at the way the new national curriculum in Kosovo sets the wheels in motion to re-construct the entire educational system.

Preschool education is at the center of the presentations of Zarife Seçer, Harun Şimşek. They approach the child performance in preschool education by relating it to the obese state of health of the children and also to the degree to which they fall victims of peer victimization in the kindergarten settings. According to the results of the study, it is recommended that programs aimed at preventing peer victimization primarily in preschool institutions should be organized and measurements should be undertaken in dealing with obese children.

High School Teaching and High School Leadership is brought forth in the contribution of Ulku Tosun, Assistant Professor, Fatih University, Turkey; and Bilal Aygun, Education Management Specialist, Turkey. In their paper on "The awareness of high school teachers on their instructional leadership roles". The aim of this study is to examine the level of high school teachers' awareness on instructional leadership roles according to their perceptions. The sample of this study was composed of high school teachers in Beylikduzu and Buyukcekmece districts in Istanbul. The results shows that high school teachers' awareness on instructional leadership roles were high level in all sub dimensions.

The research carried out by Esim Gürsoy and Pınar Sallı Uludağ University aims at investigating ELT teacher trainees' expectations from a GILE-based course (Global Issues in Language Education) conducted in a large state university in Turkey. The preliminary data analysis indicates that the participants in general have positive attitudes towards the inclusion of environmental issues in foreign language learning and teaching. However, only a minority of teacher trainees considered GILE as essential for language teacher training.

Perspectives from public and private education come from Girne American University in Cyprus, and Mrs. Olga Pili. Considering that the success of a school is dependent on how a principal manages the curriculum, the purpose of this study is to compare the private and public secondary school principals' behaviors on curriculum management.

Information and Communication Technology and Education

The development of Information and Communication technology, its impact in the education system and in the traditional ways of conceiving and organizing education, the impact of the social media in the learning process and in the teaching methodologies adopted by educators, the expansion of platforms like MOODLE and cloud , all give you a clue on the way how pre-university education pedagogy and higher education pedagogy come together through technology and social media, and no medium can find a faster way of influencing student performance that technology can.

This section's contribution mainly discuss the topics such as educational technology in school settings, the development of a web-based homework system, technological innovation in higher education systems, achievement analysis of students using MOODLE through data mining, pre-service teacher praxis or practicums and movie critiques.

Information society and the evolution of habits as they are transferred from generation to generation with the advancement of new communication technologies, are treated in the scholarly contribution of Associate Professor Mustafa Akdağ, and Lecturer Mustafa Cingi, Erciyes University, Faculty of Communication. People get into communication, share ideas and information via internet and social media instruments, and get active via play games on the cyber space.

The use of educational technology in school settings, with special focus on the Khyber Pakhtunkhwa Pakistan context, is brought forth by Dr.Sajjad Hayat Akhtar and Lecturer Abdul Wali from Pakistan, who come to the conclusion that teachers do not make effective use of educational technology in rural areas, while educational technology is not available for technical subject both in rural as well as urban areas.

Ahmad Kamal bin Ariffin, et.al. address the development of a web-based homework system (WBH) via TC exam. The pilot study has been done to study the perception, i.e usability, user friendly, accessibility and suitability with the syllabus, of the users. The result shows that the users have a positive perception on the system and authors have an anticipation that they can contribute to the schools and students by presenting them with quality educational materials (WBH) based on our school curriculum and syllabus. The incorporation of technology in education, is also addressed through the paper of Wan Zul Adli bin Wan Mokhtar et. al who focus on the usage of pc sound card in teaching physics: enriched teaching tools in Malaysian context.

From the Department of Educational Science- Roma Tre University, Evelina De Nardis, comes the contribution "Technological innovation in higher education systems". While technologies are considered to facilitate various forms of collaboration which provide people to share knowledge and opportunities useful for the development of new social skills: different forms of activities in online communities can prompt processes of knowledge construction based on social and situated learning approach,the diffusion emergence of non linear Web-based text has fostered shared new forms of document generation.

Yavuz Ünal, Recep Çakir bring a new perspective in this conference while dealing with the achievement analysis of students using MOODLE through data mining. The authors introduce in front of the audience the idea how extracting meaningful results from educational data and using these results in reorganizing education is called educational data mining. In this study, students who study at Amasya University, Faculty of Education, Department of Computer and Educational Technologies, a portion of whose undergraduate courses are instructed in accordance with the moodle system, have been analyzed by means of data mining.

Agon Memeti, Betim Çiço of the South East European University - Tetovo, Macedonia, present a decentralized e-Learning environment using Cloud Computing Models. Their contribution presents a cloud computing based solution for building a decentralized learning environment for Universities with their existing infrastructure, or not by providing better: Mobile, decentralized and just in time learning; cost effective; speed of implementation and updating; virtualization; easy to monitor data access; latest dependency on IT department.

Special attention is dedicated to pre-service teacher praxis or practicums through the contribution of Aysegül Salli and Ülker Vancı Osam. This presentation aims share the results of a case study which sought to discover how pre-service teachers negotiate their identities and reflect their teacher selves and possible future selves through movie critiques in a blog environment. The preliminary findings indicate that pre-service teachers have various possible selves. They perceived personal features of teachers in the movies as aspects of their future professional identities. They attempted to adapt these qualities as their positive possible selves. Also, they reported gaining awareness of other teacher qualities they would like to avoid to exhibit as future teachers.

Media education, cyber-libertarianism, and cyber-paternalism are at the focus of the paper presented by Tadeusz Miczka, Instytut Nauk o Kulturze i Studiów Interdyscyplinarnych, Uniwersytet Śląski w Katowicach. In this contribution the author claims that the new media have become both constant elements of contemporary man's everyday life and signs of civilization progress. Therefore, they have to play more and more important role in the processes of learning, school education and extracurricular education, the role, which significantly exceeds the meaning of didactic help known in these processes so far. The author proves that the dominating direction of media education is indicated by communicational practice, which shows that the new media, more than traditional ones, limit freedom of an individual and they broaden the range and possibility of authority influence (mainly political and economic) in every aspect of private and social life.

Higher Education Research

Quality assurance as a national and an international challenge and target, lecturer and student motivational factors as influencing on student performance, provision of quality research and service in both public and private higher education institutions, all of these comprise the scholarly contributions by the renowned speakers in the session of higher education. In this section the papers deal mainly with differences between what was expected and what was achieved in higher education, hopelessness as a predictor variable of resiliency for university students and whether the levels of hopelessness and resiliency differ based on gender, class level and department variables, need for a multidimensional reform in quality assurance mechanisms, the effectiveness of teachers' evaluation on performance and as a consequence in their professional improvement, investigating the most relevant dimensions of the workplace motivation in Albanian public universities.

From the National Council of Scientific Research (conicet) Argentina, Dr. Miriam Aparicio comes the study on Postgraduate Level and its Impact on Academic Studies and Professional Careers, Social and Job Mobility and Identity. Through a quantitative research and with a sample of postgraduate students the authors of the study attempt to acquire knowledge on the central issues concerning each course of study in particular (contextualized scenarios), the relation to the labor market (share representations) and the differences between what was expected and what was achieved, i.e. between the prescriptive world and the real world of the actors

Sevgi Sezer Fatih Kezer of the Ankara University, Faculty of Educational Sciences, present a paper on the relationship between resiliency and hopelessness of university students in terms of some variables. The purpose of this study is to set forth whether hopelessness is a predictor variable of resiliency for university students and whether the levels of hopelessness and resiliency differ based on gender, class level and department variables. In this study correlational research model was used. Data of the research was obtained from 513 first and fourth-year undergraduate students studying in seven different departments of Ankara University, Faculty of Educational Sciences. Resiliency Scale and Beck Hopelessness Scale were used as data collection tools. After the research, it was found out that hopelessness scores were a significant predictor of resiliency scores, and the research results were generally in conformity with the literature.

From the Peoples' Friendship University of Russia comes the contribution of Irina A. Novikova, PhD Alexey L. Novikov, PhD on ethnic stereotypes and personality traits in multinational university students. The purpose of this study is to consider personality traits as the factors of social perception determining the characteristics of ethnic stereotypes and prejudices in multinational university students. The authors come up to the conclusion that the characteristics of the ethnic stereotypes and prejudices of the Russian students are more associated with the degree of self-confidence they have, rather than aggressiveness.

Higher Education issue are especially addressed through the contributions of Alba Gerdecı. In her "Quality assurance in higher education: The case of Albania", Mrs. Gerdecı argues that there is a need for a multidimensional reform in this context, involving all levels and stakeholders, establishing efficient and transparent quality assurance mechanisms, linked with the country specific higher education priorities and labor market and societal needs, and comes up with recommendations on how to use the potential of quality assurance to support and succeed in the reform at system and institutional level and enhance trust across systems.

A closer look at the reality of the HEI in Albania is brought forth by Dr. Ema Kristo who focuses on different types of written scientific assignments that the students have to prepare within respective disciplines/courses and on the role that they play for students' academic formation, and who brings a new perspective of seeing the student papers through the eyes of the lecturers rather than through the eyes of the students themselves.

Another look into the assessment process in second level diploma for teaching at Tirana university, is provided through the scholarly contribution of Dr. Ledia Kashahu, who through the study of a sample of 237 students attempts to discover the effect of evaluation practice in the final mark of students in the subject of teaching methodology, in the

Teacher Training MND at the University of Tirana Faculty of Foreign Language for the branches of English and Italian.

A similar topic, but approached from the point of view of teacher performance assessment, is addressed even by Klodiana Ieka & Assoc. Prof. Kseanela Sotirofski "Aleksander Moisiu" University, Durrës, who try to assess the effectiveness of teachers' evaluation on performance and as a consequence in their professional improvement. According to this research there is evidence that a quality classroom-observation-based evaluation and performance measures can improve teacher performance both during the period of evaluation, consistent with the traditional predictions; and in subsequent years, consistent with human capital investment.

The experiences and the motivation of lecturers in the Higher Education arena are brought forth by the contribution of PhD. Nada Krypa and Matilda Lopari whose contribution aims at investigating the most relevant dimensions of the workplace motivation in Albanian public universities, and identifying the most prevalent motivation areas that necessitate improvement for enhancing public universities' professors performance.

Social Science Research

The role of social assistants, social counselors and schools psychologists in the schools performance and standard achievement, the demographic and the social factors impacting on education, peer victimization, psychological violence and its impact on the school settings and the teacher anxiety scale, all bring together the social and psychological approaches to both pre-university and higher education. The professional expertise of sociologists, psychologists, educators and academicians brings a multidimensional and functional approach to the sociological and psychological variables of education nowadays and calls for a multidisciplinary collaboration in between the higher education faculties forming qualifying and training these professionals. This section's articles include social assistants and mediators and school psychologists efficiency, interest and motivation for physical activity and healthy life style, social disparities caused by poverty, reliability and validity of flirting styles inventory among Turkish adults, exclusivism, inclusivism and pluralism in approaching theology of religion, exclusion and authoritarian role of teachers, links between such behaviors in adolescence and psychosocial stress.

A European perspective on social sciences and social services is brought forth by the contribution of Ana Maria Costa e Silva, PhD, whose work is centered on the dynamics of identity and professional development of two socio-professional groups; namely, Social Assistants and Mediators. The phenomenological and ethno-methodological research strategies allowed to the author access to the socio-historical processes and subjective experiences of the participants with respect to their dynamics of professionalization, thereby leading to the realization of the singularity of each one of these socio-professional groups taking into account their origins, their socio-historical processes and the theoretical and ethical assumptions that have structured their identities.

Through a qualitative study on the lifestyle of young Albanians in the republic of Macedonia, Abdylnaser Sinani, PhD lecturer of the State University of Tetovo, Department of Sociology, brings in front of us the idea that Albanian young show high scale of interest and motivation for physical activity and healthy life style.

Social disparities caused by poverty in the Albanian context are considered in the paper of Alma Spaho, Faculty of Economy, University of Tirana, Albania, and her scholarly contribution comes as a recommendation for the governmental structures to shift the attention to the manufacturing sector, the promotion of agriculture and tourism.

The study carried out and presented in this conference by Mediha Omur-Barhana and Ayda Buyuksahin-Sunal, of Ankara University undertakes to evaluate the associations between preferences about which strategy (e.g. direct, indirect or passive strategies) should be used by women and men in order to initiate relationship, attitudes toward stereotypes related to romantic relationships, rejection sensitivity and relationship anxiety. Based on a sample of 372 participants it comes to reveal that relationship anxiety, attitudes toward stereotypes related to romantic relationships and rejection sensitivity were found to be differed in the basis of different strategy preferences for female and male initiators. Almost the same methodology is then used by the author Barhana in the examination of reliability and validity of flirting styles inventory among Turkish adults.

From the Faculty of Management, University of Technology, Malaysia, comes the contribution of Najwa Abd Ghafar, on "Reflection on doing qualitative research: interviewing silent women". This paper describes the researcher's experience in collecting data for her doctoral dissertation on work-family balance experience of professional Omani women, in the Sultanate of Oman. The author borrows ethnographic strategy and chose interview as primary data collection tool considering cultural influence of the experience.

Youth's attitudes towards other religions in Turkey are brought forth by Assist. Prof. Dr. Abdulkadir Çekin. Within the theological literature, especially in the field known as theology of religions, three such views or models are commonly distinguished: exclusivism, inclusivism and pluralism. The author handles each of these models and attempts to analyze

the university students' attitudes towards other religions with special reference to Kastamonu University.

A Youth Risk Behavior Survey, risk behaviors, and violence in adolescents is at the focus of the study of PhD Cand. Ana Uka. The aim of this paper is to contribute towards the knowledge and findings about the relationships between adolescent risk behaviors and violent behaviors among adolescents in an educational setting. From a developmental perspective, links between such behaviors in adolescence are discussed and investigated in light of a psychosocial stress model.

The effectiveness of the counselling services in schools both in the Albanian pre-university and higher education system and in the Anglo Saxon school system are brought forth in two separate contributions of Dr. Rregjina Gokaj, and Sara von Sommaruga MSc. Director of Counselling Services and Clinical Supervisor, Sussex England . What both papers conclude is that pressure and stress has grown and as a way of trying to manage in this difficult situation, teachers have taken up an authoritarian role that has generated a more punishing culture. The result is that students in trouble receive negative attention instead of understanding and support resulting in many of them being excluded.

Numerous empirical studies suggest that psychological difficulties of children and adolescents are negatively correlated with academic achievement. The main purpose of the study of Nerxhivane Krasniqi (PhD Cand.) of the European University in Tirana, is the recognition level of emotional problems-anxiety and depression to a teenage sample in Prishtina and their relation with academic achievement. A sample of the school population(219 children aged from 10 years to 18),38.8% boys and 61.2% girls have completed additional instruments: Revised Children Manifest Anxiety Scale(RCMAS) and Depression Self-Rating Scale for children.15% of cases have resulted in anxiety and 22.1% with depression. Results showed that anxiety and depression have no significant correlation with success at school while having significant positive correlation between them($r=.56, p<.00$) with great force report.

Linguistic Studies

From the idiomaticity of the Albanian language and the English language to the challenges and the cultural considerations that a translator has to be faced with, to the discourse markers in political discourse to the common Indo European origin of Albanian and German, this selection of papers will present you with the most generic and at the same time more domain specific challenges and most ardent debates on linguistic studies by also enabling you to come into conclusions regarding the methodological approaches to teaching language and carrying out linguistic research. This section mainly deals with the topics such as politicians use of language as a way of achieving socio-political goals, dilemma of being uncompromisingly loyal to the original in translation or betraying a little for the sake of beauty in reading, affinity between linguistic features in different languages as a facilitation of translation from one language into the other, chronological overview of Islamic vocabulary in the dictionaries of Albanian language

In her contribution Dr. Albana Deda (Ndoja) delves into the structures of the comparative degrees unspecified in Grammar I of Albanian Academy of Sciences, and by exploring the gaps in the pragmatic and semantic studies of this grammatical structure ,provides a scholarly contribution to the field of Albanian language studies.

In her "The function and importance of discourse markers in political discourse". Ardita Dylgjeri, takes a close look at the way through any political text, discourse markers play an important role as a cohesive device in conveying the intended message. Focusing on the Albanian context of political discourse, the author highlights the politician's use of language as a way of achieving socio-political goals.

The impact of Bilingualism in the Child psychology, and the advantages of making use of this approach since early childhood are addressed in the paper of Alma Vögeli, and a special call is extended to teachers, parents and educators for taking advantage of this approach.

A contribution centering on two Indo – European languages such as German and Albanian, Brunilda Vërçani's paper looks at the way the Participle I of the German Language is approached in the Albanian language, and tracks down the similarities and the differences in between the two linguistic systems that enable a more successful application of this form in one language or in the other.

Regarding the translation task and the translator's status as that of a servant serving two masters at the same time, the scholarly contribution of Diana Kastrati , poses the question whether the translation should aim at serving the source language in all of its aspects or rather committing yourself to the de-provincialization of the native language. The author of this paper also addresses the dilemma of being uncompromisingly loyal to the original or betraying a little for the sake of beauty in reading. Based on the theories of authors like Ricoeur, Berman, Détienné, Eco, etc., and the personal experience gained in the process of translating writers like Umberto Eco, Nicolò Machiavelli, Andrea Camilleri, the wellknown lecturer of the University of Tirana, sheds light from a multidimensional point of view on the translation task.

The idiomaticity of the English language, and the contribution of the utilization of such a feature in the TEFL is

brought forth through the paper of Lorena Robo candidate who aims at dealing with the history of the proverbs, analyzing them, pointing out the differences between proverbs and sayings and even researching the structural type of English and Albanian proverbs.

Leonard Rapi And Harallamb Miçoni. Analyzing the use of similes in Tess D'Urbervilles they present the way it has often been stated in translation theory that affinity between linguistic features in different languages may facilitate their translation from one into the other. Similes are one of these features. Apart from the fact that they usually comprise a tripartite structure, the comparison markers establishing the relationship between the other two constituents happen to be quite close semantically.

The contributions in the field of philology and translation studies continue with the paper of Olsa Xhina (PhD cand.). This paper treats problems that occur during the translation process in the derived words formed by means of prefixation from English into the Albanian language. The study focuses on the literary relativity occurrences in terms of prefixation in both languages, as well as the Albanian linguistic tools which the translator uses to transmit the source language text into the target language text as far as words formed by prefixes are concerned.

The relationship between linguistic studies and literature studies is bridged in the contributions of Doc. Dr. Lindita Xhanari (Latifi)/ Doc. Dr. Kledi Satka (Shegani) present their contribution on the chronological overview of Islamic vocabulary in the dictionaries of Albanian language. The Islamic terminology in the Albanian language has its origins very early, since about 500 years ago, a time that coincides with the start of the process of Islamization of the Balkans. Islam, Islamic culture and traditions brought by the Ottomans, brought a new style of living and were accepted by most of the Albanians, in all their lands (today: Albania, Kosovo, Macedonia and Montenegro). This process was accompanied by borrowing the Islamic terminology, which since five centuries returned to a natural ingredient of the Albanian language. In this paper, the authors attempt to give a complete picture of the use and misuse of this terminology in a chronological sequence.

Literature Studies

From the isotropy of Martin Camaj's fiction to the paradoxes of the Albanian writer Kasem trebeshina, to the feminist movement in literature and the female autograph in autobiography, to the renegades of war literature and fiction and truth in Nabokov, this session brings a patchwork of Albanian, English and Turkish Literature to show that literary expression and creativity go beyond national borders and literary trends and penetrate canonical, mainstream and local literature writings. The topics of this section include feminisms' relation to literature, renegades have existed since the antiquity up to postmodern times, imagination is a form of memory a constructive perspective of memory.

In *Renegades of War Literature: From Homer To Heller* Anita NEZIRI will be focused on the war principles and its consequences from Homer up to Heller. Concluding that a renegade is someone who rebels, a deserter, he or she betrays or deserts his or her cause, faith or political party, Neziri states that a renegade can be a rebel who breaks the conventional rules, a coward, a recreant that quits from a cause or a principle and that renegades have existed since the antiquity up to postmodern times.

In her paper "Dreaming from the margins: feminist theory and its quilting of a common dream" Dr. Aleksandra Nikčević-Batričević University of Montenegro Faculty of Philosophy department of English Language and Literature, re-examines feminisms' relation to literature, as it provides an alternative view to the traditional interpretative possibilities of literary texts. The focus of her paper is on whispers and dreams – of poets, essayist, etc. who were publishing their texts in different genres from XV to XVIII century, focusing in them, though implicitly, on their rights as women and on repressions that as women authors they felt on their way to publication possibilities and critical acclaim.

In her contribution *Fiction And Truth In "Speak, Memory"* Dr. Griselda Abazaj (Danglli) focuses on the merging of imagination and truth in Vladimir Nabokov's "Speak, Memory". As an aristocrat of imagination, Nabokov finds genuine art in the ordinary. For this writer, imagination is a form of memory and he uses a constructive perspective of memory. At first sight, his autobiography seems to follow a chronological flow of events but in fact every now and then we find references from previous and following events, which make possible the moves backwards and forward in time.

In *Kökleri Mâzide Olan Bir Âti "Yahya Kemal"* Semra Nur ÇELİK* Ahmet ÇOLAK**, write about Yahya Kemal, who used the rules and principles of the old poetry, as one of the most important representatives of Turkish poetry and he placed the metaphor of Divan literature in his verses. Based on his poems, a poetic evaluation about him is the idea that he is a "Yahya Kemal bridge between the old and the new poetry" and it is accepted by all the researchers.

Arts, History And Culture

From the meeting of cultures and the introduction of the intercultural competence in education and upbringing to the consideration of the Western education as a historical injustice in Africa and the call for compensation, to the Albanian history and cultural heritage, and to the idealization of discourse on Albania history, in this session you will enjoy the multi-perspective, multinational scholarly contributions of historians, renowned linguists and cultural heritage specialists who emphasize the fact that the more global our society becomes, the more global and nationalistic its arts and cultural heritage is likely to become.

- calling for the education of the new generation and the human resources with a respect for tourism as a means of long term enhancing regional economic cooperation
- the link between education and socio-economic factors, particularly where the language of instruction is concerned
- the relationship between historical discourse, historical facts and historical text and the way history is reflected in this relationship
- the contemporary teaching of history and the modernization of the methodology and methods of teaching history to students of unhistorical specialties

In her paper Aspirant Abbasova Aytac addresses the special place that the Novruz Holiday holds in the moral value system of Azerbaijan, and tracking its historical and cultural roots the author develops a case study of the Kelbajar region.

Phd Cand. Alket Dino in his paper regards education on tourism as a strategic promoter of the regional economic cooperation in the process of globalization, thereby calling for the education of the new generation and the human resources with a respect for tourism as a means of long term enhancing regional economic cooperation.

Mohamad Zaini Bin Abu Bakar of the Universiti Sains Malaysia, School of Social Sciences presents a contextual study of the educational policies adopted in Malaysia in his "Education policy and ethnic relations in Malaysia: the socio-economic perspectives". The objective of his paper is to determine and to analyze the link between education and socio-economic factors, particularly where the language of instruction is concerned, has made education an 'emotional and contentious' issue in ethnically divided Malaysian society.

The contribution of Prof. As. Dr. Mark Marku "The Ideologization of Discourse on Albania's History" considers the way historical events have a great symbolic weight and are part of the ideological and political identity of Albanian political organizations, and of certain social groups and individuals directly involved in the interpretation of historical events. The paper deals with the study of the relationship between historical discourse, historical facts and historical text and the way history is reflected in this relationship.

Dr. Wycliffe Amukowa, and Josephine Kirimi School of Education Mount Kenya University scholarly contribution delves into the idea of leveraging philosophical methods in educational research, arguing that the demands of the social sciences methodologies have dominated education research thereby putting philosophical methods on the periphery.

Urszula Żydek-Bednarczuk, University of Silesia in Katowice, approaches cultures from the point of view of education. Sociology and culture of everyday life in today education and upbringing complement didactics. That is why the author proposes that activities should aim at tolerance, but it does not mean resigning of diversity and distinctness. Another element to be included in the program of contemporary culture are contexts of everyday life. They are commonly used in programs and course books.

The values and the problems of the natural heritage of the region of Elbasan are brought forth by Dr. Vladimir Tavani Department of History and Geography, "Aleksandër Xhuvani" University. The paper has the object of study of Natural Heritage of the region of Elbasan, concentrating mostly on the natural monuments of this region. This article makes evident this valuable asset emphasizing in this way the scientific, ecological, cultural, spiritual and touristic values of its sites: in the many problems of the protected areas and it analyses and proposes the application of better models in the management with the purpose: the protection and regeneration of the values, their return in a source of scientific information, in didactic laboratories and ecological and patriotic education notably in attractive touristic objects with the intention of the stable development of the region.

The contemporary teaching of history and the modernization of the methodology and methods of teaching history to students of unhistorical specialties comes out through the Associate Professor's Irina Larionova contribution through the methodology and methods of teaching Russian history for future engineers. Through a thorough analysis of the approaches proposed to be adopted the author comes to the conclusion that the most constructive approach to history is a synthesis approach.

Multidisciplinary Research

From challenges to the implementation of the Albanian governmental policies, to factors impacting the performance of business studies students, to the efficiency of the social insurance system in Albania, and to the transoceanic experience of the American security scenarios and the gender politics in Nepal, the papers in this session aim at showing that education's roots lie deep in the social and economic context of a country, and one has to delve into each of these factors in order to find out the best ways of contributing in education. The research topics include, The Quadrennial Defense Review of 2014, The importance of 'Gender Role in Politics' The training element of civil servants, The interrelation between journalism reports and Albanian audience, Digital media networks

Khemis Mohamed, Assistant professor in future studies Université Kasdi Merbah Ouargla, Algérie comes with his scholarly contribution on "The American Environment Security Scenarios Of 2035: Content Analysis Of Quadrennial Defenses Review Of 2014" The Quadrennial Defense Review represents an important official document to draw the multiple scenarios of America's future security environment, and highlights the main shifts that rebalance the urgent demands of today and the most likely threats of the future. This study aims to analyze the Quadrennial Defense Review of 2014 by using the content analysis as a central methodological tool, and noting that scenario-based planning literature is the theoretical background of this study.

Kiran Paudel, Advisor, HCRDC comes with his paper on "Gender Politics And Discourses Initiatives For Enhancing Gender Role In Politics In Kalikot, Nepal" The presentation aims to highlight the importance of 'Gender Role in Politics' in remote hilly Kalikot district of Karnali Zone Nepal and the ways to make it vibrant. Himalayan Community Resource Development Centre (HCRDC) has been campaigning for women empowerment through inclusion, mainstreaming, participation and capacity development.

PhD candidate Merita Maille, and PhD Iris Petrela, bring forth a diachronic study of the "Legal and institutional framework on training of civil servants in Albania". The paper presents a historical overview of developments in civil service in Albania by focusing on the training element of civil servants, its achievements over the years, but also problematic issues observed. The authors also analyze the legal, sub legal and institutional framework in place and present their conclusions by making reference to regulation of training activities for civil servants in some European countries legislation with a longer legacy in civil service.

In his paper Roland Lami PH. D. presents the findings of a study on how social media has changed the interrelation between journalism reports and Albanian audience. Passing from the era of broadcasting media to the era of digital media networks has essentially transformed the flow of information. This reality has brought about the need to reassess the system which offers different meanings for collection, communication, dissemination of news and information from professional and non-professional sources. This paper explains this new context, where the nature of the news in terms of the development of digital media networks has changed the interrelation between journalism reports and Albanian audience.

Conclusions

The rationale for this conference may be summarized as follows

The meeting of the cultural, historical and civic discourse calls for new methodologies of teaching history and arts, and implies a need for regarding education as a means for long term enhancing of regional cooperation.

The increasing idiomaticity of the Albanian language, the English language and some of the languages of the Indo-European family of languages, calls for new methodological approaches to teaching native language and foreign languages to students and new techniques for getting involved in linguistic and literature research.

Literary expression and creativity go beyond national borders and literary trends and penetrate canonical, mainstream and local literature writings. By at the same time blurring differences in between genres and literary period.

Pre-university education is undergoing a period of thorough reforms regarding the status of the teaching profession, pre-service and in-service trainings, school curriculum content, and school performance assessment indicators, and a well-established system of accreditation and quality assurance mechanisms should be set in place for both public and private educational institutions.

School motivational incentives should be foreseen starting from early childhood to adolescence, to adulthood.

Education investment starts from early childhood and this is the most appropriate time for starting fostering inclusion rather than exclusion in education.

The Information and Communication Technology in Education in general and the social media in particular have paved a new way of approaching pedagogy and instruction in both pre-university education and higher education, and

they should be used to shape our way of assessing student performance as well.

The Bologna process set in motion a series of actions needed to make European higher education more competitive and more attractive for students and academics from other continents. More should be done to strengthen the European position in the global arena, continue attracting talent and connecting with the rest of the world. The strengthened intra EU cooperation, including in the area of quality assurance and mutual recognition of qualifications and diplomas is needed in order to increase attractiveness. It is easy to fasten in our habits. The outsiders' voice – both from other sectors than education and from other parts of the world than Europe, gives us new and perhaps unexpected perspectives on what we are doing, and contributes to the involvement of the stakeholders.

A multidimensional and functional approach to the sociological and psychological variables of education should be adopted and this calls for a multidisciplinary collaboration in between the higher education faculties forming qualifying and training professionals, the pre-university education institutions training them in service and the society expectant of their contributions.

The improvement of the quality of the education system starts from a more serious consideration of the factors impacting teacher performance, and student motivation.

Migrants are an important resource for a country. They contribute to demographic and economic growth. The healthier they are, and the more we contribute to their education, the easiest the intercultural dialogue, more feasible the integration and also the larger their contribution to economic growth.

Education's roots lie deep in the social and economic context of a country, and one has to delve into each of these factors in order to find out the best ways of contributing in education.

Italian Language Curriculum versus Labour Market Challenges

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Abstract

The purpose of this research is to emphasize the issues that arise from the actual application of Italian language curriculum versus nowadays labour market challenges that are met in Albania and abroad, and to offer possible solutions related to it. In this research we are going to present a summarized overview of the Italian language curriculum for both existing studies' cycles in the Faculty of Foreign Languages, of the development of this language in the Albanian framework, a summarized overview on the Italian or Italian-Albanian enterprises operating in our country and the employment needs they have. It is a well-known fact that the Italian language cannot be considered an instrumental language; therefore, there are encountered difficulties in studying, acknowledging and using it within this framework. From the surveys carried on with first year students in our faculty, there is noticed a lack of motivation from their part in studying Italian, a very significant indicator which emphasizes the difficulties this language faces while functioning as a labour language in a labour market. Of course, this will result in a drastic reduction in the number of students who want to study Italian, and a decrease in the quality of students who will apply in our faculty in the upcoming years. It is true that the average marks of students learning Italian has been that of a decreasing trend. Also, the employment index of graduated students according to the proper study profile is very low, and this highlights the low level of needs and requirements that labour market offers for this students' profile. Therefore, there arises the necessity of an urgent intervention in the curriculum of this language, to offer programmes which are suitable to the education of people who can find a job in their study field in the future. Also, this intervention is necessary not only in the employment framework, but also in handling the challenges that we face due to globalization; in order to make our faculty and especially the programs offered by the Italian department more attractive, so that they can serve to the requirements and needs of the future, in collaboration with local and foreign institutions. The ways and the forms of this intervention and the proposals will be a very important part of this research. This intervention will be vertical, as well as horizontal, for more efficiency and productivity in the education of people capable to manage future challenges.

Keywords: curriculum, Italian language, labour market, student

Teaching Italian language at the faculty of Foreign Languages, Tirana, is facing more and more problems that are directly connected to its usage as a language able to be used in practice in the labour market in Albania and abroad. This is greatly noticed in those generations which have finished both study cycles in this faculty and who are now facing difficulties finding a job in their specific profile. Not only this, but the majority of them are either employed with no relation to their studies, or, in the best case, in positions that require knowledge of Italian language, such as call centres, but this does not justify long years of studies, cost, efforts and their education. Without any doubts, this depends on many factors: First of all, Italian language, different from the English one, is not and cannot be considered an instrumental language, and, as Balboni claims, it is considered a "useless" language (Balboni, E. P. 1994) with regards to its instrumental usage, and can be such only in those cases where it can be applied in countries, where political, economic, social and cultural relations and geographical proximity allows it. In fact, the Albanian environment favours such a thing. The relations between Italy and Albania have been and continue to be of mutual collaborative nature, which favours a positive atmosphere with regards to a multitude of relations between them.

As far as the way Italian is taught in Albania is concerned, let's refer to statistics. Teaching Italian in high school or elementary is ranked third, after English and French. Recent statistics (M.A.SH) of 2013 show that the number of pupils who study Italian before going to university, as a first or second language, is 65000 (M.A.SH).

Different projects of the Italian government, which are managed and followed up from Italian institutions present in Albania, such as: Italian Embassy through the Education office, Italian Institute of Culture, etc., try to invest, preserve and spread Italian language and culture in Albania. Therefore, projects such as Iliria, initiated years ago and which is present in 19 regions of the country (Alla, 2012), not only has assisted this spreading, but has also offered continuous training of Italian language teachers on the recent developments of global glottodidactics, through a close collaboration with famous local and foreign professors. Initiatives, enterprises and different cultural activities that accompany this process are often done from these institutions, in order not to lose what Italian language used to mean to Albanians: the language of music, movies, of love and future. Actually, in some aspects the Italian language has lost ground, although it has gained in other aspects, but despite this, it has suffered continuous downfall. In a country where 60 % of the population understood and 50% spoke Italian (Italian Embassy, 2014), this number has decreased due to some factors:

1. Italian television is not the only access Albanians have to the rest of the world
2. The need for knowing other languages much more necessary than Italian with regards to studies, employment and emigration, despite the fact that in Italy the presence of regular Albanian immigrants is around 482.627 (ISTAT, 2012) equal to 13,7% of the number of foreigners living in Italy, and which ranks it as the second largest foreign community in Italy (Husha A., 2013). Let's add to this the number of 11.802 Albanian students in Italian universities, ranking them as the first foreign students' community in Italy.

Still, requests to study and use this language for employment purposes are declining. This can be noticed from the decreasing number of students that attend studies in this faculty and the declining quotas offered for studying Italian in the same faculty. This number varies from 80-120 students a year, but the number of those who are registered as final students of this language is always decreasing. There are further drops in the upcoming years due to internal factors, such as:

- Lack of will and lack of motivation to study Italian
- Small knowledge of the perspectives this language has to offer
- Difficulties in deeper studies of this language
- Large number of failed exams
- Other study or employment perspectives
- Dropping the studies with no convincing reason
- External factors

Motivation to learn this language in its entire complexity and using it in the future is low and this is clearly shown in the applications of high school students in the acceptance forms, where they have the right to choose ten study fields and then, based on the gained points, the Ministry of Education defines which field they will study. Italian language is ranked nearly at the end of the selections. Actually, from the surveys we have done with freshmen of Italian language on why they chose this language, it results that:

- 75 % of them chose Italian just to fulfil the number of preferred studies and they attended because the Ministry of Education defined it based on their points
- 5.5 % of them, because they like Italian language and have a fair knowledge of it
- 3.5% of them, because they want to attend master studies in Italy
- 3% of them, because they like Italy and what it represents
- 2.5 of them, because they have attended the bilingual lyceum, where Italian has been their primary language
- 1.5 % of them do not know why.
- 0,5% of them, because they want to find a job in Italy.

Definitely, this shows clearly the lack of motivation our students have. Also, the fact that the selected field is ranked at the end, means that these students have fewer points, and as a consequence, it means that the level of students is not good, and if we take into consideration their lack of motivation, we can imagine that their future education in the application of this language will be poor and shallow. Therefore, even if they graduate, are they going to be able to use Italian with the quality the existing labour market demands?

The Faculty of Foreign Languages, especially the Department of Italian language, actually offers three study cycles (F.G.J.H, 2014), based on the Bologna Card System:

- **The first three-year Bachelor cycle in three profiles:**
 - a) Italian Language, Literature and Civilization, where the below subjects are taught in Italian language GjB, while part of the subjects are done in Albanian language GjA (Albanian language and syntax) or Gj C and Gj D:
 - First year: Practical Language (it), Phonetics (it), Introduction to Linguistics (it), Text Typology 1(it).
 - Second year: Theory of literature (it), Italian Language Morphology, Text Typology 2/3 (it), Medieval / Modern / Contemporary History (it), Italian Literature 1/2, Italian Syntax, Stylistics (it), Lexicology (it), Research Methodology (it), Sociolinguistics (it)
 - Third year: Italian civilisation, Glottodidactics (it), Italian Literature 3 /4, Text Typology 4, Text linguistics (it), Translation (it), Didactics (it), Language History (it), Philology (it), Introduction to Communication theory (it). Thesis (it)
 - b) Language and communication, first and second year coincide with the profile of Italian Language, Literature and Civilisation, whereas distinct changes in this profile are noticed in the third year,
 - Third year: Italian civilisation 1/2, Introduction to Semiology (it), Basis of Anthropology (it), Italian Literature 3/4, Text Typology 4, Introduction to pragmatics, Text linguistics (it), Translation (it), Didactics (it), Language history(it), Philology (it), Introduction to Communication Theory (it). Thesis (it)
 - c) Translation and Interpretation, first and second year coincide with the above-mentioned profiles, whereas distinct changes in this profile are noticed in the third year,
 - Third year: Theory of Translation (it), Consecutive Interpretation (A-B, B-A), Text Typology 4 (it), Practice of Translation (A-B, B-A) 1/2, Simultaneous Translation, Comparison of Translation, Thesis (it)
- **Second two-year cycle, Scientific Master, which profiles in:**
 - a) Teaching – as follows:
 - First year: Teaching Methods and Critical Thinking (Alb), Development Psychology (Alb), Curriculum Development (Alb), Psycholinguistics and Foreign Language Methodology (It), Foreign Language, Learning and Class Management (Alb), Evaluation (Alb), Applied Linguistics and Intercultural Communication (it), Sources of Information for Teaching a Foreign Language (it)
 - Second year: Foreign Language for specific Purposes (it), Methodology of Scientific Research and Research in the Pedagogic Context of Foreign Language (it), Practical Laboratory for writing the final exam thesis (it). Practice. Thesis (it).
 - b) Intercultural and tourist communication
 - First year: Literature Culture B (it), Applied economics (alb), Tourist communication (it), Translation, Interpretation, Literature Culture A (alb), Public relations (alb), Literature Culture C.
 - Second year: Communication strategy (it), Archaeology and Ethnography / tourist enterprise (it), Methodology of scientific research (it), Translation (C-A), Practice, Thesis (it)
 - c) Translation
 - First year: Translation, Translation methodology and didactics, foreign language C, Interpretation, Terminology translation, Translation C-A, and a subject of choice
 - Second year: Translation C-A, Methodology of scientific research, Interpretation, Practice, Thesis (it).
- Third cycle, Doctorate School which has the below profiles:
 - Linguistics
 - Didactics and methods
 - Literature
 - Communication
 - History and civilisation

We will deal more with the presentation of subjects that are done during only the first two study cycles, as they include nearly 98 % of the students in our faculty.

The first three-year Bachelor cycle aims at a general education of the students with regards to the language, the country of origin with whom it is closely related. These three years serve to make the student understand what he is capable of, for a further profiling and what will be his speciality in the second and third study cycle.

But, analysing the curriculum and based on the continuous feedback from our students, we verify that besides the above-mentioned gaps, the stated subjects are in need of a review with regards to the improvement of, first, learning the Italian language as a communication language in every form, and then, in deepening other aspects related to it.

- What does this mean?

Our students face difficulties in learning the language, especially that of university. Despite the fact that they spend 160 hours learning the language, that is 6 hours/week for 30 weeks during the first year, for the majority of them the level of language remains in mediocre levels. Without any doubts, this brings frustration, emotional and affective barriers, and as a consequence, lack of motivation and no knowledge. This is later accompanied by incapability of understanding theoretical subjects and consequently, leads to low levels of education.

- What can be done?

Of course, there is area for improving the subjects and also the content of specific subjects in order to improve the situation. We have to admit that the blame is ours first, and then we can blame the student. We need to check where our gaps lie and not take for granted the fact that the students must know the language, because we know it. What we can suggest with regards to this issue is:

- Review of content and number of hours in subjects that deal specifically with language learning, such as: practical language, morphology, syntax and lexicology and the way they are presented, in order to make possible an effective and productive language learning for the student, making it possible for them to absorb enough knowledge that will enable them to deepen the learning of this language with the necessary will and passion to achieve a complete education that will serve in the future.

Also, in subjects of choice, students are offered subjects in the Albanian language, such as: Physical training, Human geography, Albanian literature, Economics, International relations, etc. It seems inappropriate for a foreign language student to participate in subjects that are not related to his profile, and especially in Albanian, with no aim to damage the general education of the student, who manages a complete background from high school, or to deteriorate the use of Albanian language. If Albanian subjects have to be organized, let's increase the hours in Albanian morphology and syntax which are reduced in a semester, while our specifics require from the student to be a good acknowledger of his native language first, and then of a foreign one. And actually, our students lack even in this aspect, which is important in knowing and then approaching two languages.

How can a student learn a foreign language when the reference points in the native language are weak and lacking? Even this is an issue that needs to be solved, but actually this needs to find a solution in the high school system, so that when the student studies at the university, he will not have to start learning the native language from the beginning. He must deepen and develop his critical, analytical, and approaching aspect in the university. This needs to be solved.

What can we do? We provided a solution previously: increase the number of hours in the classes of Albanian morphology and syntax. Another suggestion would be to include new subjects that aim at the improvement and development of writing in Albanian and acknowledging different typologies of Albanian text.

The second cycle aims at a true specific acknowledgment, specialization in the respective profile. But if we could look more carefully, we could see that there are issues, such as:

- In the teaching profile, the majority of the subjects are done in Albanian, especially during the first year, which is normally reflected in the linguistic education of the student, who stops at the effective use of the respective foreign language he is studying, despite the fact that the content and the teaching of these subjects are good ones, as they are prepared and taught from specialists, who have few or no knowledge of the Italian language. Still, this does not deny the fact that teaching Albanian from professors of Social Sciences represents a weakness for the Faculty of Foreign Languages. And this is verified not only from us, but also from the students themselves, who often complain on the lack of usage of Italian or for a seldom use in subjects which occupy less hours than the Albanian subjects.
- Another fact that can be verified is that the teaching plans between the three profiles do not respect a fair share of subjects. Hours and credits are the same, but there is noticed that, while the teaching profile has a great number of subjects, the profile of communication and translation has a decreasing trend.

- Also, in the approach between the two cycles, there are noticed repetitions of subject titles. It is clear that the subjects are aligned to a deepening from one cycle to the other, but there should definitely be a specification to distinguish one module from the other.

However, we should accept the fact that these teaching plans are continuously improving, due to the fact that the Bologna process has been recently implemented and, of course, there will be issues and difficulties during the road, and it is important to identify and work for their improvement.

Still, we should accept the real fact that even with five long years of study, the Italian language students do not find a job in the majority of the cases, or, as we mentioned above, they find a job that has no relation to their education. This arises some questions that require an answer, as our students' development and the development of our department, as well, depends on them.

1. Has the labour market ever been tested in order to verify the specific needs it represents with regards to the usage of Italian language in terms of employment?
2. How many Italian language students have been employed in their specific profile after graduating?
3. Are our students capable to face the requirements of this market?
4. How valuable and practical has been the knowledge acquired during the study years in the workplace?
5. Is it necessary to review the curriculum of both study cycles, in order to approach more closely to the market requirements and students' needs for the future?
6. What proposals and suggestions can we offer in order to solve these issues?

Of course, before we start thinking about changing the curriculum and bringing forth other proposals and suggestions from other departments, it is necessary to carry on a more general research, in order to understand what truly is needed in the actual labour market, and not make assumptions based on those design curriculum, subjects and programs, which will not serve to the real employment of students in the future.

If we can make an overview of the Italian presence in Albania, we could verify a large number of investments, enterprises, schools, hospitals, medical labs, institutions: the embassy, the Italian Institute of Culture, The Italian Chamber of Commerce, which, as we explained previously, comes as a result of bilateral relations between our countries, which have been in place for a very long time. All these close collaborative relations in different areas and sections not only of economic, industrial, social and cultural nature, but of political, military and juridical, as well, are a very important indicator that there really exists the need for people with good knowledge and use of the Italian language. Let's take a closer look in the areas where the need is stronger and what their nature is.

With reference to data provided from different sources on the Italian presence in Albania, there is noticed that (ICE, 2013):

- ✚ Import from Italy: food, beverage, minerals, fuel, energy, chemical and plastic products, leather and similar products, wood and paper products, textile and shoes, building materials and metals, machinery, tools and exchange parts, etc., make a total of 1.211 million Euro = 32% of Albanian import
- ✚ Export to Italy: 748 million Euro = 51% of Albanian export.
- ✚ Italian and Italian-Albanian enterprises – 1460 active enterprises with different nature and forms, starting from commerce, light and heavy industry, telecommunication, agriculture, livestock, education, medical services, banking, television, etc.

Therefore, we can say that there are job positions in every area; it is only needed to find and apply. But that is not so simple:

- The fact that the majority of employees in key positions or the respective administration of these enterprises is Italian and only simple employees are Albanian, because they are paid less than what is paid in Italy.
- What Italian entrepreneurs present as an issue is the fact that, if they accept employing Italian graduates, only a few of them possess enough knowledge of the Italian language needed for a specific position or a few of them are able to use it properly.

So, what is required from us is not only the creation of professionals with linguistics capability, but also to know what kind of professionals we need to form. Therefore, the labour market requires specifics, such as: language users with good knowledge in the economic & industrial, health, administrative, communication and education section. Therefore, the purpose of our job is not to create invalid, theoretical and impractical education, but to make it practical and vital, so that it can serve to our students to achieve what they aspire in the future.

Due to all the above-mentioned reasons, the purpose of this research is to identify what we need to do to change the actual reality.

The required intervention must be deep, vertical, as well as horizontal. What we can do is face the need of the market, so that our students will not be employed in positions that do not justify five years of study.

That's why, our faculty, and more concretely, our department, besides the review of the existing curriculum of the Italian language, has proposed the opening of professional short-term master studies, whose purpose will be the creation and forming of new professionals that will adapt to the labour market specifics. These proposals, designed from workgroups in our department, are linked to different areas, such as communication, knowing and using Italian for specific reasons, creating multimedia translators. They are presented below:

- a) Professional master in translation – profile audio-visual, with the objective of : Preparing qualified professionals in the translation of audio-visual texts.

- Subjects: History and theory of audio-visual translation, cinema and translation, theory of translation, characteristics of the audio-visual language, subtitles' translation, translation via dubbing, translation of cartoons, C language translation, translation for dubbing language C, Practice, Thesis.

Possible employment areas

- ✓ Televisions
- ✓ Different agencies that deal with translation and movie dubbing

- b) Professional master in translation – technical profile, with the objective of: Preparing translators for different specific areas.

- Subjects: Theory of specialized translation, Terminological aspects of specialized translation, Text editing, Linguistic and informatics sources of specialized translation, Characteristics of terminology and translation of economic texts, Characteristics of terminology and translation of medical texts, Characteristics of terminology and translation of administrative texts (language C), Characteristics of terminology and translation of economic texts (language C), Practice, Thesis.

Possible employment areas

- ✓ Freelance translators
- ✓ Employed translators (in translation societies, enterprises, organs, institutions of public and private research, national and international organizations)
- ✓ Translators in press offices
- ✓ Translators and linguistics consultants for information portals

- c) Professional master in Communication – operative profile with the objective of: forming a professional general image with regards to the public relation area. It aims at enabling the student to intermediate and facilitate the communication between different institutions, between public and private institutions, between institutions and the public or even within the institution he is employed.

- Subjects: Ethnology of public speech, institutional communication, public speaking, research and analysis of the material used in public communication, organizing and promoting public events, communication through art: music, cinema, pictures, techniques and strategies of online communication (language and culture C), practice, and thesis.

Possible employment areas

- ✓ In different public or private institutions, as spokesperson in the public relation section
- ✓ As a translator in the public relation section
- ✓ In the administration
- ✓ In different NGOs
- ✓ In newsroom
- ✓ Any kind of administrative assistance
- ✓ Any other institution that deals with public information

As we have noticed, the offered proposals highlight the preparation and formation of professionals in different areas in the use of Italian language, with the sole purpose of enabling our students not only to compete, but also aim a qualitative and adequate employment, which gives them the opportunity for a further development in their career and their future in the respective specific areas of their professional education.

We do not pretend that, through these proposals, we are going to solve everything at once, which cannot be reached, because, in order to achieve this, there is required for both educational policies to play their role in the enforcement and preservation of the Italian language and culture. Also, with regards to the employment policies, it is essential to design and implement the agreement with effective Italian and Italian-Albanian enterprises which are present in Albania, with the purpose of mandatory employment of Albanian professionals.

Besides this, as the institution which prepares these generations of students, we think that it would be very effective if a common agenda should be prepared together with the private Italian enterprises of every sector that are operating in Albania. Such a step would require preliminary meetings in the beginning of the academic year with representatives of such enterprises, where they would present real needs they have for students with the appropriate profile for such job positions. Such a structured and long term (3-5 year) agenda would highlight the areas of improvement in the existing curricula or even introducing new elements in the existing ones. But, normally, this would be most effective in the labour market. In the light of such an organization, we have to add that we need to thoroughly consult the legislation with regards to the design of a common agreement with these foreign private sectors operating in the Albanian territory. This legal "precaution" would avoid any kind of future dissatisfaction or disagreements from both parts.

There is still a lot to be done and more difficult challenges await us in the future, but we will try hard to make it possible for our students to gain enough knowledge and make them ready to handle with success the challenges they will face after graduation.

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Pedagogjia si Instrument i Parandalimit të Braktisjes së Shkollës

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Abstract

School abandonment has become now days a phenomenon that affects education, school and public opinion. A large number of children in Albania do not frequent school; it is not registered in it and doesn't have a permanent place of work. Especially these children's doesn't have opportunities for an assured future and professional integration since they don't fit with today market requirements. This study offers some recommendations to organizations or institutions which contribute in education field or social developments, to compile intervention politics and to be more focused in the process of compiling and reviewing projects in function of actual necessities

Fjalët kyçe : braktisje, punë sociale, parandalim, ndërhyrje, rehabilitim.

Dukuria e mungesës së dëshirës për të shkuar në shkollë apo për të mos e vijuar mësimin, që e kanë shumë fëmijë dhe të rinj, është po kaq e hershme sa edhe shkolla vetë. Cilat janë shkaqet e një sjelljeje të tillë? Vërtet nuk kanë fëmijët dëshirë të shkojnë në shkollë? A duhen kërkuar shkaqet e këtij refuzimi tek organizimi i mësimi apo tek vetë institucioni shkollë? Apo nxënësit i përcjellin problemet e tyre nga familja në shkollë? Si mund të reagohet në mënyrë të përshtatshme kundër këtyre shkaqeve? A duhet reformuar institucioni i shkollës? A mjafton funksionimi i punës sociale në shkollë?

Sot kushtet e jetës së të rinjve kanë ndryshuar ndjeshëm. Për të kuptuar ashtu siç duhet problemet e të rinjve në shkollë, është e rëndësishme të shpjegojmë fillimisht pozicionin e tyre në shoqëri. Struktura shoqërore ndryshon edhe e kushtëzuar nga zhvillimi i ngadalshëm i shoqërisë, nga një shoqëri e orientuar drejt kapitalit dhe parasë, në një shoqëri moderne që interesohet për dije dhe arsimim. Sot kërkohen individë fleksibël me njohuri në fusha të ndryshme, të gatshëm për të mësuar, për të zhvilluar aftësitë kritike, të punës në grup, kompetenca shoqërore, kulturore dhe kreative.

Strategji dhe masa parandaluese

Është e domosdoshme që të reagohet në mënyrë të përshtatshme ndaj shqetësimeve të nxënësve dhe të veprohet në kohën e duhur, duke marrë masa parandaluese ndaj fenomenit të braktisjes së shkollës. Shumë nxënës e braktisin përfundimisht shkollën, pasi ata nuk marrin mbështetjen e duhur në kohën e duhur dhe nuk përjetojnë asnjë lloj nxitjeje prej saj.

Një përkushtim pozitiv i mësuesve ndaj nxënësve, një klimë e kënaqshme mësimi, një organizim fleksibël i hapave në orën mësimore si dhe një mënyrë transparente e vlerësimit të arritjeve të nxënësve luajnë një rol mjaft të rëndësishëm në rrjedhën shkollë.

Dështimi dhe braktisja në shkollë mund të jenë shpesh rrjedhojë e mosnxitjes së nxënësve për të arritur rezultate, për të shpalosur personalitetin e tyre në mjedisin rrethues. Strategjitë që duhen hartuar si dhe masat që duhet të ndërmerren për të parandaluar braktisjen e shkollës duhet të jenë afatgjata dhe të përhershme, të zbatohen gjatë gjithë periudhës shkollë, përndryshe ato nuk arrijnë efektin e kërkuar.

Përbërësit kryesorë të strategjive për shmangien e dukurisë së braktisjes janë:

- **parashikimi:** procesi për identifikimin e hershëm të nxënësve të cilët janë në rrezik për braktisje;
- **ndërhyrja:** programe dhe nisma për të ndihmuar nxënësit në rrezik, që të kthehen në rrugë të mbarë;
- **parandalimi:** përfshin mënyrat për organizimin e programeve shkollë, të cilat do të minimizojnë mundësitë që një nxënës të bëhet një kontingjent për braktisje;
- **rehabilitimi:** përfshin mundësi për trajtimin e nxënësve në rrezik në rastet kur ndërhyrjet dhe parandalimet janë të pamjaftueshme.

a) **Parashikimi** përfshin mënyrat e identifikimit të nxënësve të cilët kanë gjasa për braktisje. Shumica e nxënësve braktisës e lënë shkollën për arsye të përvojave jo të mira në shkollë. Braktisësit theksojnë faktin se ata e lënë shkollën

për arsye të ndryshme që lidhen me shkollën ose për arsye familjare apo vetjake. Kjo është e vërtetë për të gjitha nëngrupet demografike. Për të identifikuar nxënësit në rrezik për braktisje, shkollat duhet të marrin në shqyrtim ata nxënës që kanë nota të ulëta në lëndët kryesore, që kanë frekuentim të ulët dhe që nuk përfshihen në mënyrë aktive në shkollë.

Shefer-i, (Schäfer)¹ mendon se mësuesit mund të identifikojnë me siguri në kohën e duhur fenomenin e braktisjes. Prindërit, mësuesit dhe punonjësit socialë mund të parandalojnë prirjet e hershme të braktisjes së shkollës. Shkolla duhet të evidentojë nëse nxënësit kanë aftësinë për t'iu përshtatur grupit shoqëror. Në rast të kundërt ajo duhet të zhvillojë strategji përshtatjeje për këta nxënës.

Nxënësit që janë me të vërtetë në rrezik karakterizohen nga një listë e gjatë veçorish, që lidhen me:

- **Faktorë demografike** (nxënës të varfër, nxënës që migrojnë bashkë me familjet e tyre, nxënës që jetojnë në periferi të zonave urbane dhe në zonat rurale. Janë pikërisht këta nxënës që mbartin rrezikun për braktisje.
- **Faktorë familjarë** (nxënës që vijnë nga familje me një prind, që kanë prindër me nivel të ulët arsimimi, prindër që nuk mbështesin të nxënësit dhe që kanë vëllezër apo motra që nuk e kanë përfunduar shkollën).
- **Përgjegjësitë e të rriturve** (adoleshentë të cilët marrin rolin e të rriturit: të bërit prind në moshë të hershme, martesë ose mbajtja e një pune tjetër përveç shkollës).
- **Përvojat arsimore** (braktisës ka më tepër të ngjarë që të kenë pasur arritje të ulëta, kanë qenë më të dobët në lëndë kryesore, si matematikë dhe gjuhë. Këta nxënës kanë më pak mundësi për t'u diplomuar. Braktisësit gjithashtu tregojnë shenja të mosangazhimit në shkollë, kanë nivele të larta të mungesave dhe frekuentimit, sjellje të keqe në klasë, pjesëmarrje më të pakët në veprimtari ekstrakurrikulare dhe marrëdhënie jo të mira me mësuesit dhe shokët. Të gjitha këto lidhen me mundësi të pakta për përfundimin e shkollës).

Disa studime² tregojnë se është e mundur të parashikohen braktisjet me një kujdes më të madh në qoftë se ndiqet ecuria e një grupi nxënësish të cilët e kanë filluar shkollimin në të njëjtën klasë dhe në të njëjtën kohë. Duke ndjekur këto raste, analistët mund të zbulojnë shembujt të cilët paraprijnë braktisjen dhe mund të identifikojnë faktorët në rrezik.

b) **Ndërhyrja.** Pas identifikimit të nxënësve në rrezik, është e domosdoshme të merren masa ndërhyrëse. Vëmendja e vazhdueshme dhe vetjake nga mësuesi mund të pakësojë nivelet e braktisjes, edhe për nxënësit që janë më tepër në rrezik. Lind, kështu, nevoja e një punonjësi social, i cili do të vëzhgojë vijueshmërinë e çdo nxënësi dhe performancën e tij, do të ndërhyjë në mënyrë të shpejtë që në shenjën e parë që shfaqen shqetësimet, për të ndihmuar nxënësit dhe familjet që të kapërcejnë pengesat për të arritur sukses, si dhe për t'u mësuar nxënësve si të zgjidhin problemet.

Në lidhje me masat ndërhyrëse, një rol shumë të rëndësishëm luan bashkëveprimi midis shkollës dhe familjes. Ky bashkëpunim konsiston në faktin që familja duhet të lajmërojë shkollën në rastet kur fëmija do të mungojë në shkollë. Ndërkohë që shkolla dhe mësuesit janë të detyruar të informojnë prindërit në kohën e duhur, kur vënë re raste të mungesës apo braktisjes së orëve të mësimi nga ana e nxënësve.

Masat ndërhyrëse mund të përfshijnë mjedisin shkollor, të klasës, atë familjar dhe vetë mjedisin e nxënësve, p.sh.:

- mjedisi shkollor - zhvillimi dhe hartimi i një koncepti dhe strukture në institucionin shkollë për të ofruar këshillim.
- mjedisi i klasës - hartimi i rregullave të përbashkëta, puna në projekte.
- mjedisi familjar - vizitat në familje.
- mjedisi i nxënësve - nxitja e lidhjeve dhe e kompetencave shoqërore.

Nga kërkimet dhe studimet e bëra në këtë fushë rezultojnë se në disa shkolla apo qendra arsimore janë hartuar apo zbatuar disa programe ndërhyrëse, të cilat kanë shfaqur rezultate shumë premtuese. Pika më e rëndësishme është që, përpara se të adaptohet një program ndërhyrës, drejtoritë arsimore rajonale duhet të pyesin, së pari, nëse programi ka qenë i vlerësuar nga jashtë (nëse programi është zbatuar në një vend tjetër) dhe, së dyti, nëse këto vlerësime kanë përdorur metoda solide kërkimore. Ndërhyrja të bëhet e targetuar, d.m.th. të përcaktohet një grup homogjen i veçantë, i njohur dhe i anketuar, ku do të bëhet zbatimi i programit.

c) **Parandalimi** përfshin mënyrat se si shkollat mund të minimizojnë faktorët e rrezikut.

- Një përgatitje sa më e mirë e nxënësve në klasat më të ulëta i ndihmon nxënësit të ecin në rrugë të mbarë edhe në klasat më të larta.
- Madhësia e klasave në numrin e nxënësve si dhe cilësia e kurrikulës mësimore në shkollë janë gjithashtu dy

¹ Schäfer, Hainer: *Präventive Jugendsozialarbeit mit schwierigen Schülern. Werkstattbericht. München 1998 fq.51.*

² *Early Intervention Strategies for Children and Young people 8 to 14 Years. NSW Department of Community Services, July 2008*

faktorë të rëndësishëm. Nxënësit që vazhdojnë shkollat e mesme në klasa më të vogla, që kanë marrëdhënie të mira ndërvetjake me të rriturit, që kanë mësues që i përkrahin dhe i mbështesin, si dhe një kurrikul më të veçantë dhe të dobishëm, kanë më pak gjasa të braktisin shkollën.

- Disa modele ose reforma shkollore në shkolla të mesme mund t'i ndihmojnë nxënësit për të qëndruar në shkollë.

d) **Rehabilitimi.** Çfarë duhet të bëhet kur ndërhyrjet dhe parandalimet nuk janë të mjaftueshme?

Strategjitë efektive të ndërhyrjes dhe parandalimit mund të reduktojnë në mënyrë të konsiderueshme numrin e nxënësve, të cilët bartin faktorë rreziku dhe bëhen braktisës. Programet rehabilituese mund të ofrojnë një shans të dytë për nxënësit të cilët braktisin, pavarësisht përpjekjeve që bëjnë shkolla. Shumica e braktisësve ndiejnë keqardhje dhe pendim për vendimin për të lënë shkollën dhe më vonë shumë prej tyre përipiqen për ta marrë një dëftesë.

Hapi i parë për të ndërhyrë me programe rehabilituese është marrja në konsideratë e analizave të të dhënave për të përcaktuar numrin dhe karakteristikat e atyre që do të përfitojnë nga programet rehabilituese.

Asnjë grup strategjisht nuk është provuar që të jetë 100% efektiv. Jo të gjithë braktisësit tregojnë shenja të hershme paralajmëruese të të qenit në rrezik. Për nxënësit të cilët janë të identifikuar asnjë ndërhyrje nuk ka treguar sukses perfekt.

Duke u bazuar në studimet bashkëkohore mbi dukurinë e braktisjes së shkollës, do të theksojmë pesë mësimet themelore, të cilat drejtoritë arsimore vendore duhet t'i marrin në konsideratë përpara se ata të investojnë në programet ndaluese, të ndërhyrjes dhe të parandalimit.

Së pari: përvojat mësimore (frekuentimi i shkollës) janë tregues më të mirë për braktisjet sesa raca, varfëria, mosha, gjinia dhe kushtet vetjake. Megjithatë shpesh mësuesit besojnë që braktisjet lidhen me kushtet familjare dhe vetjake dhe nuk lidhen me shkollimin, shumë braktisës manifestojnë shenja paralajmëruese gjatë periudhës së shkollimit.

Kjo gjetje mbështetet edhe nga rezultatet e studimit.

Së dyti: për shumë braktisës lënia e shkollës nuk është një ngjarje e papritur. Në të vërtetë shumica ndjek modelet e ecurisë shkollore, duke treguar shenja mjaft të qarta të vështirësive mësimore dhe mospërfshirjes përpara fillimit të shkollës së mesme dhe shpeshherë përpara fillimit të këtij cikli. Kjo do të thotë që shkollat dhe drejtoritë arsimore mund të identifikojnë shumicën e braktisjeve potenciale shumë më herët, me qëllim që të mund të ndërhyhet.

Së treti: kalimi nga një cikël shkollor në tjetrin përbën një pengesë kritike në rrugën e diplomimit dhe shumë nga braktisjet e pritshme, së pari, i shfaqin këto shenja paralajmëruese gjatë vitit kur hyjnë në ciklin tetëvjeçar apo të mesëm. Nxënësit në këtë periudhë zbulojnë që detyrat e kursit kanë vështirësi më të mëdha, ndërsa mësuesit janë më pak mbështetës sesa në ciklin fillor, marrëdhëniet me shokët janë më të ndërlikuara, nxënësit kanë më shumë autonomi dhe më pak mbikëqyrje. Problemet shfaqen herët dhe treguesit e besueshëm të braktisjes, si: rënia në mësim dhe frekuentimi, mund të vëzhgohen shumë herët me fillimin e vitit kalimtar.

Së katërti: frekuentimi dhe arritjet mësimore, të dyja këto çështje janë të rëndësishme për të treguar se cili është në rrezik për të mos u diplomuar. Kjo është një çështje rreth së cilës ka pasur pëshqjellime.

E vërteta duket se është se performanca mësimore dhe vijueshmëria në shkollë kanë të njëjtën rëndësi dhe ato janë shpesh, por jo gjithmonë, të ndërthurura. Kjo vërtetohet edhe nga Fini³, i cili në studimin e tij argumenton që mospërfshirja në formën e mungesave, sjelljes së keqe dhe pjesëmarrjes jo të mirë në mësim çon në marrjen e notave jokaluese. E thënë më thjesht, nxënësit të cilët nuk "marrin pjesë" mjaftueshëm në shkollë, që nuk duken në shkollë dhe nuk ndjekin rregullat kanë më tepër gjasa që të ngelin.

Nga ana tjetër, ngelja në klasë - e shkaktuar ose nga aftësitë e pamjaftueshme, ose nga përpjekjet e pakta - mund t'u shkaktojë nxënësve ndjenjën se ata janë të braktisur nga shkolla dhe kjo çon në një tërheqje më të madhe nga shkolla dhe në mungesën e pjesëmarrjes me kalimin e kohës.

Së pesti: është e rrezikshme të pranojmë që drejtoritë mund të hamendësojnë në mënyrë të saktë se cilat masa mund të jenë parashikuesit më të mirë për një performancë akademike dhe përfshirje mësimore. Kryerja e një studimi për faktorët e hershëm të braktisjes është tejet e ndërlikuar dhe mjaft e shtrenjtë. Drejtoritë arsimore mundet thjesht të studiojnë shifrat e regjistrimit të nxënësve në vite, vijueshmërinë, performancën, duke mbledhur informacion për ata nxënës që kanë përfunduar shkollën, pasi ky është një proces që kërkon më pak kohë dhe shpenzime.

Përveç masave të përmendura më lart, një rol mjaft të rëndësishëm për zbutjen apo mënjanimin e fenomenit të braktisjes së shkollës luan institucioni i punës sociale në shkollë. Qëllimi kryesor i punës sociale në shkollë është integrimi shoqëror, profesional dhe shkollor. Kjo thekson veçanërisht forcimin e funksionit integruar të shkollës. "Puna sociale në shkollë është e nevojshme në rastet kur janë të domosdoshme kompetencat pedagogjike si dhe ato sociale,

³ Finn, J. D. (1993). *School engagement and students at risk*. Washington, DC:U.S. Department of Education. Fq. 33

atëherë kur kushtet psiko-sociale dhe rëndesat shpirtërore e bëjnë të pamundur të mësuarin, atëherë kur diskriminimet shoqërore e kërcënojnë personin, atëherë kur duhet mbështetur zhvillimi i kompetencave shoqërore⁴

Puna sociale në shkollë

Të rinjtë e shohin përfundimin e shkollës jo vetëm si një kusht për profesion, por edhe si një mundësi për njohjen dhe integrimin social dhe përfitim e përvojave.

Koncepti i shkollës si “një hapësirë përfitimi përvojash” është një koncept pedagogjik që ofron perspektiva për ndryshimin e shkollës së sotme. Ky koncept postulon një organizim të ri të shkollës dhe thekson orientimin e saj ndaj jetës së të rinjve, duke u kthyer kështu në një institucion të rëndësishëm pedagogjik, që i ndihmon të rinjtë për të organizuar jetën e tyre të përditshme në mënyrë produktive dhe të dobishme, si dhe për të krijuar dhe zhvilluar kompetencat e domosdoshme për formimin e identitetit dhe personalitetit. “Në shkollë”, “pranë shkollës”, “me shkollën” dhe jashtë saj duhet të grumbullohen e fitohen njohuri, duhet të përftohen, të vlerësohen, të përpunohen e interpretohen përvoja.⁵

Shkolla nuk duhet parë vetëm si një institucion shoqëror për trajnimin dhe zhvillimin e aftësive dhe shprehive, të cilat janë të domosdoshme për të ardhmen e të rinjve, por ajo duhet të kontribuojë në zhvillimin vetjak të nxënësve, t’u ofrojë atyre ndihmë në përballjen me botën shoqërore, të mbështesë kërkesat ndaj jetës, si dhe të përbushë detyrat e edukimit dhe të zhvillimit. Vetëm në këtë mënyrë shkolla nuk shihet si një institucion “i huaj”, funksioni dhe detyrat e së cilës pranohen dhe zbatohen nga të rinjtë në mënyrë të distancuar dhe me disiplinë të detyruar.

Prandaj ne rekomandojmë si masë tjetër të domosdoshme ofrimin e punës dhe ndihmës shoqërore në institucionin shkollë. Që prej fillimit të shekullit të ri është diskutuar, menduar dhe shkruar shumë mbi temën “Puna dhe ndihma sociale në shkollë”. Në pjesën më të madhe këto botime u referohen përpjekjeve dhe përvojave të caktuara në këtë fushë.

Ne e shohim punën sociale në shkollë si një mundësi orientimi dhe strukturimi për të rinjtë, që i lidh parimet e punës së të rinjve me format e ndryshme të këshillimit. Qëllimi është të gjendet një mënyrë veprimi midis normave e rregullave të përcaktuara dhe sjelljes së përshtatshme të të rinjve.

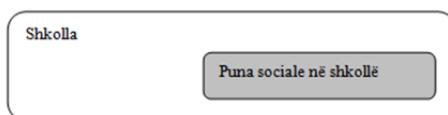
Arsyet për fillimin e punës dhe të ndihmës sociale në shkollë kanë të bëjnë me gjendjen deficitare të ofertave të organizimit të kohës së lirë si dhe të përkujdesjes së fëmijëve dhe të rinjve.

Puna sociale në shkolla nuk duhet të merret me problemet organizative në shkollë si dhe me mangësitë pedagogjike, por duhet të realizojë dhe të përbushë detyrat e ndihmës për të rinjtë. Të tilla janë p.sh. ofrim ndihme për kryerjen e detyrave të shtëpisë, biseda me prindërit etj. Pikësepari këto oferta duhet t’u ofrohen atyre nxënësve, të cilët nuk ndihmohen nga shkolla.

Detyra parësore e punës sociale është njohja në mënyrë profesionale e situatave të jetës, të cilat paraqesin vështirësi për fëmijët dhe të rinjtë, tematizimi i tyre, si dhe ofrimi i ndihmës për të kapërcyer këto situata. Puna sociale duhet t’u ofrojë, nga njëra anë, të gjithë të rinjve mënyra të organizimit të kohës së lirë, si dhe, nga ana tjetër, t’u ofrojë ndihmë, me anë të metodave specifike të punës sociale, të gjithë atyre të rinjve të cilët shfaqin sjellje problematike sociale për shkak të përvojave negative që kanë përjetuar.

Nuk është e lehtë të përcaktosh qartë veprimtarinë e institucionit të punës sociale. Në varësi të shkollës, ekzistojnë forma të ndryshme organizimi dhe financimi të punës sociale në shkollë. Duke u mbështetur në përvoja botërore si dhe në literaturën bashkëkohore, paraqesim më poshtë lloje modelesh organizimi, të cilat parashtrojnë koncepte të ndryshme të bashkëpunimit midis shkollës dhe punës sociale. Në mënyrë grafike dhe tabelare këto tri modele paraqiten në këtë formë:

Modeli integrues

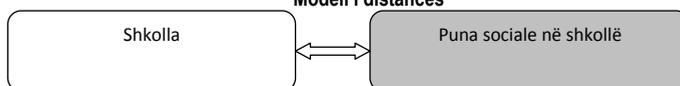


⁴ Engel, T. (2006) *Schulverweigerung: Schulsozialarbeit als pädagogische Intervention. Fq 26*

⁵ Engel, T. (2006) *Schulverweigerung: Schulsozialarbeit als pädagogische Intervention. Fq 27*

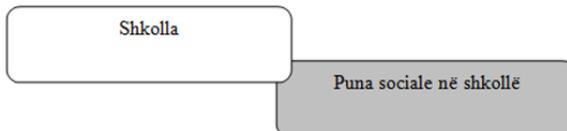
Mbartësi kryesor:	Shkolla (kontroll profesional mbi punën sociale)
Karakteristikat:	<ul style="list-style-type: none"> - Detyrat e punës sociale u drejtohen nevojave të shkollës. - Organizimi social për fëmijët dhe të rinjtë në kohën e lirë. - Puna sociale është e integruar ngushtë në mënyrë administrative me shkollën. - Puna sociale duhet të garantojë ecurinë pa probleme të organizimit të punës sociale në shkollë
Përparësitë:	<ul style="list-style-type: none"> - Puna sociale bëhet pjesë përbërëse e shkollës. - Mundësohet më lehtë bashkëpunimi i ngushtë me personelin mësimor.
Mangësitë:	<ul style="list-style-type: none"> - Kufizohet autonomia e punës sociale. - Shpesh luan vetëm funksion kontrollues e mbikqyrës. - Ngarkohet vetëm për organizimin e kohës së lirë. - Puna sociale del në plan të dytë.

Modeli i distancës



Mbartësi kryesor:	Shkolla ose puna sociale.
Karakteristikat:	<ul style="list-style-type: none"> - Mundësi këshillimi, përkujdesjeje për të rinjtë; - Puna sociale nuk është e lidhur drejtpërdrejt me shkollën - Detyrat janë të ndara qartë, por mund të ketë edhe pika takimi; - Kontakt i lirë midis personelit mësimor dhe punonjësve socialë.
Përparësitë:	- Masë e lartë autonomie për institucionin e punës sociale.
Mangësitë:	<ul style="list-style-type: none"> - Bashkëpunimi i qëllimshëm midis mësuesve dhe punonjësve socialë arrihet me vështirësi. - Ekzistojnë pak mundësi për të ndikuar në proceset e socializimit brenda institucionit shkollë.

Modeli i bashkëpunimit:



Mbartësi kryesor:	- Shkolla, puna sociale ose institucione të tjera
Karakteristikat:	<ul style="list-style-type: none"> - Bashkëpunim intensiv midis shkollës dhe punës sociale sipas një strukture të përcaktuar. - Detyra të ndara qartë me hapa të përcaktuara qartë.
Përparësitë:	<ul style="list-style-type: none"> - Puna sociale në shkollë mund të ruajë pavarësinë e saj, por ushtron edhe ndikimin e saj në shkollë, si dhe mund të ndryshojë pjesërisht diçka në sistemin shkollor. - Shkolla dhe puna sociale e njohin në mënyrë të ndërsjellë njëra-tjetrën, respektojnë detyrat e njëra-tjetrës, janë të dyja njëloj të rëndësishme. - Puna sociale mund të veprojë në mënyrë autonome me anë të metodave të saj në bazë të përvojës profesionale.

Për një funksionim sa më të mirë të bashkëpunimit midis shkollës dhe institucionit të punës sociale duhen marrë parasysh një sërë kushtesh dhe faktorësh që ndikojnë ndjeshëm këtë bashkëveprim.

Projekte dhe programe për të rinjtë

Jo pak nxënës e përjetojnë shkollën si një hapësirë përvojash negative shoqërore, ku nuk i gjejnë të pasqyruara interesat dhe nevojat e tyre. Në mësim nuk ka shumë kohë në dispozicion për secilin nxënës dhe aq më pak kur ai paraqet një sjellje devijuese nga sjelljet e tjera.

Shkolla në këtë rast ofron pak mundësi për të reaguar në mënyrë të përshtatshme. Të mësuarit sot bëhet sipas metodës klasike: të mësuarit frontal. Në të mungojnë situata konkrete dhe reale dhe kjo metodë i bën nxënësit shumë pasivë. Për të shmangur tendencat e braktisjes së shkollës, është e domosdoshme që të "zbuten" format tradicionale të të mësuarit dhe mësimi të drejtohet më shumë nga projekti dhe praktika.

Shumë ekspertë të arsimit janë të mendimit që ndërmjetësimi i dijeve nuk duhet bërë në mënyrë të izoluar. Njëherazi autorët theksojnë faktin që shkolla nuk mund të reduktohet vetëm si vend i organizimit të proceseve mësimore, por, para së gjithash, ajo është një urë drejt botës jashtëshkollore.

Për lidhjen e botës së shkollës me atë jashtëshkollore duhen ndërtuar struktura të përshtatshme ndërveprimi, duhen zhvilluar procese komunikimi e duhen gjetur partnerë për të bashkëvepruar.

Në kuadrin e konceptimit të ndihmës për fëmijët që braktisin shkollën, ndihmë e cila duhet të pengojë dështimin shkollor, ne ofrojmë ide për projekte të ndryshme, që marrin parasysh të rinjtë, në gjithë kompleksitetin e tyre. Ky koncept duhet të ketë si qëllim të risë shanset e të rinjve të lënë pas dore për integrimin e tyre shoqëror dhe profesional.

Detyra e shkollës është t'u pasqyrojë qartë të rinjve realitetin shoqëror me të gjitha mundësitë e tij. Si një hapësirë ku përftohen përvoja të rëndësishme për jetën shkolla ofron projekte të ndryshme të të vepruarit fleksibël dhe spontan. Për të realizuar këto projekte, duhen vënë në dispozicion, nga ana e shkollës, hapësira të përshtatshme ku mund të eksperimentohet, të ndërtohet, të organizohet dhe të planifikohet.

Të gjitha institucionet e tjera të lidhura me shkollën mund të ndihmojnë dhe të mbështesin programet e realizuara nga shkolla. Qëllimi është që të rinjve t'u ofrohet këshillim dhe t'u jepen nxitje për organizimin e së ardhmes. Këto projekte i ndihmojnë të rinjtë kur ata përballen me sfidat e jetës shoqërore.

Sidomos për nxënësit e dobët dhe ata që kanë probleme në arrijten e rezultateve shkollore këto projekte mund t'u ofrojnë atyre një përvojë të rëndësishme, që u jep forcë për të vazhduar dhe përfunduar me sukses shkollën. Një mundësi është këshillimi i të rinjve për arsimin dhe profesionin.

Përfundim

Të gjitha modelet praktike të paraqitura këtu përipiqen që me metoda dhe oferta të ndryshme të ndihmojnë të rinjtë të cilët kanë dështuar në periudhën e shkollimit dhe janë të përjashtuar (në kuptim të figurshëm, por dhe të drejtpërdrejtë) nga sistemi i rregullt shkollor. Me braktisjen e shkollës të rinjtë humbasin jo vetëm mundësinë për përfundimin e saj, por edhe një vend të rëndësishëm shoqëror: kontaktet ekzistuese shoqërore në shkollë dhe klasë humbasin. Në një sistem edukimi dhe mbështetjeje këto projekte kanë si qëllim të ofrojnë modele mësimore motivuese.

Braktisja e shkollës është jo vetëm një dështim individual, por para së gjithash një problem shoqëror i grupit shoqëror dhe më gjerë, i cili mund të zgjidhet me një bashkëpunim dhe bashkëveprim midis institucioneve të ndihmës për të rinjtë dhe shkollës.

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The Examination of Reliability and Validity of Flirting Styles Inventory Among Turkish Adults

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Abstract

The purpose of this study is to examine the validity and reliability of the Flirting Styles Inventory (FSI) among Turkish adults. 327 participants aged between 18-53 that responded to online questionnaires via links of which had been distributed through several social media ($X = 26.1$, $SD = 4.75$). Exploratory factor analysis revealed six factors whose eigenvalues were over 1. Principle component analysis with varimax rotation in which the factor number was set as five showed a similar structure of factors to the original inventory that was developed by Hall et al. (2010). 25 of the 26 items loaded on the expected factors. The remaining item was observed to load on the expected factor (traditional style) in the unrotated principle component analysis. Thus, this item was decided to be added to the traditional style subscale as in the original FSI. All the subscales of FSI (traditional, physical, sincere, playful, and polite) showed several significant correlations with Attitudes Toward Stereotypes Related to Romantic Relationships Scale, Future Time Orientation in Romantic Relationships Scale and Love Attitudes Scale ($p < .05$). Traditional and polite styles positively correlated with the attitudes toward stereotypes related to romantic relationships, future time orientation in romantic relationships, and "pragma" and "mania" love styles ($p < .01$). Polite style also positively correlated with "agape" and "eros" love styles ($p < .05$). Physical and playful styles negatively correlated with the attitudes toward stereotypes related to romantic relationships and future time orientation in romantic relationships and positively correlated with "ludus" love style ($p < .01$). Physical style also positively correlated with "eros" love style while playful style negatively correlated with "agape" love style ($p < .05$). Finally, sincere style positively correlated with future time orientation in romantic relationships, and "agape", "eros" and "mania" love styles ($p < .05$). Women scored higher on traditional and polite styles while men scored higher on playful style ($p < .01$). No significant difference in relation to gender was observed in physical and sincere styles.

Keywords: *Courtship, Flirting, Love, Love Styles, Relationship Initiation, Romantic Relationships, Turkish Adults*

ÖZ

Bu çalışmanın amacı, Flört Biçimleri Ölçeğinin (FBÖ) Türk yetişkinlerde geçerlilik ve güvenilirliğinin sınanmasıdır. Yaşları 18-53 arasında değişen 327 katılımcı, bir websitesinde sunulan online anketleri doldurmuşlardır. Faktör sayısının, 5 olarak belirlendiği varimaks döndürmeli temel bileşen analizi özgün ölçüğe oldukça benzer bir faktör yapısı sunmuştur. Yirmi altı maddenin 25'i beklenen faktör altında yer almıştır. Diğer maddenin, döndürme işleminin yapılmadığı temel bileşen analizinde beklenen faktöre yüklendiği görüldüğünden özgün FBÖ'de olduğu gibi geleneksel flört biçimi alt ölçeğinde bulundurulmasına karar verilmiştir. FBÖ'nün tüm alt ölçekleri (geleneksel, fiziksel, samimi, oyuncu ve nazik) Romantik İlişkilerle İlgili Kalıpyargılara Yönelik Tutumlar Ölçeği (RİİKYTÖ), Romantik İlişkilerde Gelecek Zaman Yönelimi Ölçeği (RİGZYÖ) ve Aşka İlişkin Tutumları Ölçeği ile çeşitli korelasyonlar göstermiştir. Geleneksel ve nazik flört biçimleri RİİKYTÖ, RİGZYÖ ve mantıklı ve sahiplenici aşk biçimleriyle olumlu yönde ilişkili bulunmuştur. Nazik biçim ayrıca özgeci ve tutkulu aşk biçimleriyle ilişkili bulunmuştur. Fiziksel ve oyuncu flört biçimleri RİİKYTÖ ve RİGZYÖ ile olumsuz, oyun gibi aşk ile olumlu ilişkilere sahip bulunmuştur. Fiziksel biçiminin tutkulu aşk ile olumlu, oyuncu aşk biçiminin özgeci aşk ile olumsuz bir ilişkiye sahip olduğu görülmüştür. Son olarak, samimi flört biçimi RİGZYÖ ve özgeci, tutkulu ve sahiplenici aşk biçimleriyle olumlu yönde ilişkili bulunmuştur. Kadınlar geleneksel ve nazik flört biçimlerinde, erkekler ise oyuncu flört biçiminde daha yüksek puanlar almışlardır. Fiziksel ve samimi flört biçimlerinde cinsiyete bağlı anlamlı bir fark saptanmamıştır.

Anahtar Sözcükler: *Kur Yapma, Flört, Aşk Biçimleri, İlişki Başlatma, Romantik İlişkiler, Türk Yetişkinler*

Flört Biçimleri Ölçeği Geçerlilik ve Güvenirlik Çalışması

İnsanlık tarihinin en eski dönemlerinden beri aşk ve romantik ilişkiler birçok insanın ilgisini çekmiş ve pek çok sanatsal eserin temel konusunu oluşturmuştur. Günümüz dünyasında da sanat ve eğlence sektörünün işlediği popüler konuların başlarında yer almaktadır. Romantik ilişkiler, 1980'lerden itibaren ise sosyal ve davranışsal bilimlerin odağında kendine yer bulmaya başlamıştır.

Romantik ilişkiler ile ilgili psikoloji literatüründeki çalışmalar içinde ilişkilerin başlangıcı süreci ve başlatma (*initiation*) stratejileri önemli bir yer tutmaktadır. İlişkilerin başlatılmasında önemli bir rolü olan flört etme davranışlarının cinsiyet, kültür ve bağlama göre değişkenlik gösterdiği bilinmektedir (McBain ve ark., 2013; Uskul, Lalonde ve Cheng, 2007). Yakın bir zamanda yapılan bir çalışmada ise flört davranışları kişinin kişiliği, niyeti ve iletişim biçimini yansıtan bir tipoloji olarak ele alınmıştır (Hall, Carter, Cody ve Albright, 2010). Bu tipolojiye göre bireyler beş farklı flört biçimi benimseyebilirler. Bunlar *geleneksel*, *fiziksel*, *samimi*, *oyuncu* ve *nazik* flört biçimleridir. Şimdiki çalışma, bireylerin bu flört biçimlerini ne ölçüde benimsediklerini değerlendiren Flört Biçimleri Ölçeğinin Türk yetişkin grubunda geçerlilik ve güvenilirliğinin sınanması amacıyla gerçekleştirilmiştir.

Kültürel istisnalar olmakla birlikte, çoğu romantik ilişki flört ile başlar. Flört bir bireyin olası bir partnere duyduğu romantik ilgiyi sözlü olarak ya da sözsüz davranışlar aracılığıyla ifade etmesi olarak tanımlanabilir (Moore, 2010). Romantik ilgiyi gösteren belirgin sözlü ifadeler, jestler ve diğer ipuçları romantik ilginin odağında olan kimse ile açık bir iletişim olanağı sağlar (Remland, 2009). Bununla birlikte mesajı daha belirsiz olan sözsüz davranışlar amaca daha dolaylı ulaşmayı hedeflemektedir. Bu yaklaşım bireye, kendini ilişkiye adanmadan önce eş adayını daha iyi tanıma imkanı sağlar (Buss ve Schmitt, 1993). Örtük davranışlar ayrıca sözel olarak kendini açma sonrasında gerçekleşebilecek reddedilme riskini azaltma amacı taşıyabilir (McDaniel, 2005).

Bireylerin ilgi duydukları olası bir partnerle flört etme ya da ilişkiyi başlatmada tercih ettikleri stratejiler son yıllarda oldukça ilgi çekmektedir. Romantik ilişkileri ve çıkma davranışlarını inceleyen pek çok çalışmada ilişkinin başlatılmasında geleneksel cinsiyet rollerinin hala etkili olduğu gösterilmiştir (Clark, Shaver ve Abrahams, 1999; Eaton ve Ross, 2011; Schleicher ve Gilbert, 2005). Bu çalışmaların bulgularına göre kadınlar ilişkinin başlatılmasında sürecinde daha dolaylı ve edilgen, erkekler ise daha doğrudan ve etkin bir rol üstlenmektedirler. Cinsiyet farklılıklarına ek olarak çeşitli flört davranışlarının (örn. dokunma) kültürler arası farklılık gösterdiği bilinmektedir (Fox, 2004).

Kişinin içinde yaşadığı kültür ve toplumsal cinsiyet rollerinin etkilerinin yanı sıra, bireylerin flört davranışlarını belirleyen daha bireysel etkenler de söz konusudur. Hall ve arkadaşlarına (2010) göre flört davranışları romantik ilgiyi gösteren iletişim biçimleridir. Bu yazarlar, bireylerin kişilik özellikleri ve güdülenmeleri ile ilişkili olduğunu düşündükleri bu romantik iletişim biçimlerini flört biçimleri olarak isimlendirmişlerdir. Yazarlar literatür incelemesi sonucunda beş farklı flört biçiminin (geleneksel, fiziksel, samimi, oyuncu ve nazik flört biçimleri) var olduğunu ileri sürmüşler ve geniş bir örneklem grubuyla yaptıkları çalışmada bu flört biçimlerinin varlığına ampirik kanıtlar sunmuşlardır.

Flört Biçimleri Ölçeğinde (Hall ve ark., 2010) değerlendirilen *geleneksel flört biçimi*, heteroseksüel ilişkilerde geleneksel cinsiyet rollerine vurgu yapar. Bu flört biçimini benimseyen bir kimseye göre erkekler ilişkinin başlatılmasında etkin rol oynamakla, örneğin ilk çıkma teklifini yapmakla sorumludurlar. Kadınların ise ilişkiyi başlatmada etkin bir rol üstlenmek yerine lider konumunda olan erkeği izlemeleri uygun olur. *Fiziksel flört biçimi* ise dokunma ve cinsel ilgiyi belli etmeyi içermektedir. Fiziksel flört biçimi alt ölçeğinden yüksek puan alan bir birey cinselliğe ve tek gecelik cinsel ilişkilere olumlu bakan bir kimse olarak görülebilir. Bu birey fiziksel flört biçimini kullanarak cinsel arzusunu gösterir. *Samimi flört biçimi* bir başkasıyla kurulacak gerçek bir iletişime ve duygusallığa vurgu yaparken, *oyuncu flört biçiminde* flört ciddi bir ilişkinin ilk adımından ziyade bir eğlence aracı olarak görülür. *Nazik flört biçiminde* ise davranışların cinsellik işaretlerinden uzak, özenli ve dikkatli olması gerekli görülür. Nazik flört biçiminden yüksek puan alan bir kimse, romantik ilgisini gösterirken cinsel imalar yapmaktan kaçınan ve sosyal açıdan kabul gören normlara uygun davranan "düzgün" bir birey olarak nitelendirilebilir.

Hall ve arkadaşlarının (2010) flört biçimleri modelini kullanan çeşitli çalışmalarda flört biçimlerine dair yeni bulgular elde edilmiştir. McBain ve arkadaşlarının (2013) çalışmasında flört biçimlerini tercih düzeylerinin sosyalleşme ortamına bağlı olarak farklılaştığı gösterilmiştir. Örneğin, süpermarket ve toplu taşıma ortamlarında erkeklerin samimi flört biçimini kadınlardan daha fazla benimsedikleri, bununla birlikte iş ve okul ortamlarında bu flört biçiminde cinsiyet farklılıklarının bulunmadığı görülmüştür. Ayrıca erkeklerin fiziksel flört biçimini toplu taşımada, geleneksel flört biçimini ise süpermarkette kadınlardan daha fazla benimsedikleri saptanmıştır. Cinsel yönelim ve flört biçimi arasındaki bağlantıları

değerlendiren bir çalışmada ise heteroseksüel bireylerin eşcinsel bireylere göre geleneksel flört biçimini daha fazla destekledikleri bulunmuştur (VanderMolen, 2013).

Türkiye’de romantik duygular ve romantik ilişkileri değerlendiren çalışmalara bakıldığında bireylerin genel olarak aşk ve ilişkiler hakkındaki inanış ve tutumları ile yaşamakta oldukları ilişkiler hakkındaki görüş, duygu ve deneyimlerini değerlendiren ölçeklerin sıklıkla kullanıldığı görülmektedir. İlişkilerin başlangıç aşamasındaki flört davranışlarını doğrudan değerlendiren bir ölçek bulunmamakla birlikte, bazı ölçekler ilişkiyi başlatmadaki girişkenlik, geleneksel romantik ilişki normlarına bağlılık, kısa ya da uzun süreli ilişki yönelimi ve karşı cinsle flört etmekten keyif alma gibi flört biçimleriyle ilişkili bazı bireysel özellikleri ele almaktadırlar (Büyükşahin ve Hovardaoğlu, 2004; Öner, 2000a, 200b; Sakallı ve Curun, 2002; Sakallı-Uğurlu, 2003). Şimdiki çalışmada ise flört davranışlarının Türk örneklemelerinde doğrudan değerlendirilmesine olanak sağlamak amacıyla Hall ve arkadaşları (2010) tarafından geliştirilen Flört Biçimleri Ölçeği’nin Türk yetişkin grubu için ne derece geçerli ve güvenilir olduğu araştırılmıştır.

Yöntem

Örneklem

Çalışmanın örneklemini yaşları 18-53 arasında değişen 327 kişi oluşturmaktadır. Katılımcıların 208’i (% 63,6) kadın ve 119’u (% 36,4) erkektir. Kadınların 197’si (%94,7) bugüne kadar romantik bir ilişkisi olduğunu; 10’u (% 4,8) ise olmadığını belirtmiştir. Erkeklerin ise 110’u (%92,4) bugüne kadar bu tür ilişkileri olduğunu; 9’u (%7,6) ise bugüne kadar böyle bir yaşantılarının olmadığını ifade etmişlerdir.

Şu anki ilişki durumları bakımından katılımcıların verdikleri cevaplar incelenmiş ve kadınların 67’sinin (% 32,2) şu anda romantik bir ilişkisinin olmadığı, 36’sinin (% 17,3) görüştüğü biri ya da birilerinin olduğu ama tam olarak birlikte olmadıkları, 71’inin (% 34,1) biriyle duygusal bir birlikteliğinin olduğu, 7’sinin (% 3,4) sözlü ya da nişanlı olduğu, 27’sinin (% 13,6) evli olduğu görülmüştür. Erkek katılımcıların ise 44’ü (% 37) şu anda bir ilişki içerisinde olmadığını, 21’i (% 17,6) görüştüğü biri ya da birilerinin olduğunu ama tam olarak birlikte olmadığını, 29’u (% 24,4) biriyle duygusal bir birlikteliğinin olduğunu, 10’u (%8,4) sözlü ya da nişanlı olduğunu, 15’i (%12,6) evli olduğunu bildirmiştir.

Veri Toplama Araçları

Flört Biçimleri Ölçeği

Flört Biçimleri Ölçeği, Hall ve arkadaşları (2010) tarafından, ilişkinin başlangıç aşamasındaki flört aşamasına ilişkin tercihleri değerlendirmek üzere geliştirilmiştir. İlişki başlatma ve flört davranışlarına yönelik alanyazını inceleyen çalışmacılar, romantik ilgiyi göstermede beş farklı iletişim tarzının sergilendiğini belirtmişlerdir (Hall, 2010). Geleneksel, fiziksel, samimi, oyuncu ve nazik iletişim tarzlarını yansıtan beş flört tarzının belirlenebileceği düşünülerek 130 maddelik ilk madde havuzu oluşturulmuş ve 111 lisans öğrencisine uygulanmıştır. Açımlayıcı faktör analizi ile maddelerin sayısı azaltılarak, yükleri .40’ın üzerinde olan maddeleri içeren beş faktörlü bir yapı oluşturulmuştur. Faktörlerin her biri için maddeler arası korelasyonlara bakılmış ve aralarında .30’dan daha az korelasyon olan maddeler çıkarılmıştır. Böylece, daha sonraki madde çıkarma aşaması için 51 maddelik bir havuz oluşturulmuştur.

Madde çıkarma çalışması için daha önceki çalışmadan elde edilen 5020 katılımcıya uygulanmıştır. Seçkisiz olarak iki eşit parçaya bölünen verilerin yarısı üzerinde doğrulayıcı faktör analizi yapılmıştır. Analizde, Promax eğik döndürme ve temel eksen faktörleme yöntemleri tercih edilmiştir. Özdeğer ve saçılma grafiği analizleri 5 faktörlü yapıyı desteklese de, bu aşamada en son analizde önemli olabilecek maddeleri atmamak için korumacı davranılmış ve altı faktöre yüklenen maddeler seçilmiştir. Bu altı faktöre yüklenmeyen sekiz madde çıkarılmıştır. Böylece son analiz için 43 madde elde edilmiştir.

En son yapılan açımlayıcı faktör analizinde elde edilen faktörlerden ilk beşinin varyansın %45’ini açıkladığı görülmüştür (özdeğerler 7.0 ile 1.9 arasında değişmiştir). Saçılma grafiği de bu faktörleri belirgin bir şekilde göstermiştir. Bu beş faktörde iyi alan ve yükleri .30’un üzerinde olup maddeler arası korelasyonları .35’in üzerinde bulunan, ek olarak diğer faktörlere düşük düzeyde yüklenen maddeler belirlenmiştir. Bu şekilde, ölçeğin son hali için toplam 26 madde belirlenmiştir. Açımlayıcı faktör analizlerini içeren bu sürecin ardından yapılan doğrulayıcı faktör analizi elde edilen beş faktörlü yapının uygunluğu onaylamıştır.

Aşka İlişkin Tutumlar Ölçeği-Kısa Form

Hendrick, Hendrick ve Dicke (1998) tarafından bireylerin aşka yönelik tutumlarını ölçmek amacıyla geliştirilen Aşka İlişkin Tutumlar Ölçeği-Kısa Form (AITÖ-KF), Hendrick ve Hendrick (1986) tarafından geliştirilen 42 maddelik Aşka İlişkin Tutumlar Ölçeğinin kısaltılmış formudur. 5 dereceli likert tipi 24 maddelik bir ölçektir. Bu ölçek, Lee’nin (1973) aşk sınıflandırmasını temel almakta ve tutkulu aşk (eros), özgeci aşk (agape), sahiplenici aşk (mania) oyun gibi aşk (ludus), arkadaşça aşk (storage), mantıklı aşk (pragma) olmak üzere altı farklı aşk biçimini içermektedir (bkz. Ek 2).

Ölçeğin kısa formunun geçerlik ve güvenilirlik çalışması Büyüksahin ve Hovardaoğlu (2004) tarafından yapılmıştır. Yürütülen faktör analizi sonucunda AİTÖ-KF'nin özgün formda olduğu gibi *tutkulu aşk, özgeci aşk, sahiplenici aşk, oyun gibi aşk, arkadaşça aşk, mantıklı aşk* olmak üzere altı faktörden oluştuğu bulunmuştur. Ölçeğin iç tutarlılık (Cronbach Alpha) ve iki yarım güvenilirlik katsayılarının her biri .70 olarak bulunmuştur. Ölçek 5 dereceli (1, kesinlikle yanlış; 5 kesinlikle doğru) likert tipi 24 maddeden oluşmaktadır.

Romantik İlişkilerle İlgili Kalıpyargılara İlişkin Tutumlar Ölçeği-Kısa Formu

İlk olarak Sakallı ve Curun (2002) tarafından geliştirilen 12 maddelik Romantik İlişkilerle İlgili Kalıpyargılara İlişkin Tutumlar Ölçeği (RİİKİTÖ), daha sonra Sakallı-Uğurlu (2003) tarafından 10 madde içerecek şekilde kısaltılmıştır. Romantik ilişkilerle ilgili Kalıpyargılara İlişkin Tutumlar Ölçeği-Kısa Formu (RİİKİTÖ-KF) için yapılan faktör analizi özdeğerleri 4.29 ve 1.64 olan iki faktörlü bir yapı vermiştir. Bu faktörler, uzun formda olduğu gibi, *romantik ilişkilerde erkeğin baskınlığı ve erkeğin girişkenliğini içeren kalıpyargılar* olarak isimlendirilmiştir. Ölçeğin maddeleri 1-7 arasında puanlanmaktadır. Bu çalışmada, ölçeğin ilişkide erkeğin baskınlığı ve ilişkide erkeğin girişkenliği kalıpyargılarına karşı tutumları değerlendiren iki alt-boyutu da kullanılmıştır. İç tutarlılık katsayısı (Cronbach Alpha) ilk faktör için .84, ikinci faktör için .80 bulunmuştur. Ölçek 1'den (Tamamen karsıyım) 7'ye (Tamamen katılıyorum) kadar derecelendirilmiş Likert tipi maddelerden oluşmaktadır (Bkz. Ek 3).

Romantik İlişkilerde Gelecek Zaman Yönelimi Ölçeği – Genişletilmiş Form

Romantik ilişkilerde Gelecek Zaman Yönelimi Ölçeği, daha önce Öner'in (2000a) yedi maddeden oluşan aynı isimli ölçeğinin genişletilmiş formudur. Genişletilmiş form, bireylerin romantik ilişkilerinin geleceğini nasıl planladıkları ve ilişkilerinin geleceğine ilişkin düşüncelerini ölçmek amacıyla Öner (2000b) tarafından geliştirilmiştir.

Genişletilmiş form için yapılan faktör analizi sonucunda, iki faktörlü bir yapı elde edilmiştir (Öner, 2000b). Bu faktörler devamlı ilişkiler arama ve ilişkinin geleceğine odaklanma olarak adlandırılmıştır. Birinci faktörün iç tutarlılık katsayısı (Cronbach Alpha) .85, ikinci faktörün iç tutarlılık katsayısı (Cronbach Alpha) ise .64 olarak bulunmuştur.

Romantik ilişkilerde Gelecek Zaman Yönelimi Ölçeği- Genişletilmiş Formu (RİGZYÖ-GF) 4 basamaklı Likert tipi 11 maddelik ölçektir. Bir uçta yer alan 1, benim için hiç doğru değil, 4 ise benim için çok doğru anlamına gelmektedir. Ölçekteki 1, 4, 8, 9 ve 11. maddelerin ters puanlanması gerekmektedir. Ölçekten tek bir toplam puan alınmakta ve yüksek puanlar ilişkilerde geleceğe yönelik yüksek düzeyde planların ve ilgilerin olduğunu, düşük puanlar ise ilişkilerde gününü gün etme ve ilişkinin geleceğine yönelik düşük düzeyde planların yapıldığını göstermektedir (bkz. Ek 4).

İşlem

Bu çalışmada, bu ölçeğin Türk yetişkinlerin flört biçimlerini ölçmek için yeterince geçerlilik ve güvenilirliğe sahip olmadığı araştırılmıştır. Bu amaçla öncelikle, farklı üniversitelerde çalışmakta olan, Psikoloji veya İngilizce eğitimi alanında en az yüksek lisans derecesine sahip 3 öğretim elemanı tarafından ölçeğin özgün maddeleri Türkçeye çevrilmiştir. Daha sonra önerilen tüm maddeler bir araya getirilerek, farklı üniversitelerde çalışmakta olan 3 Psikoloji Bölümü öğretim görevlisi ve 1 Türk Dili okutmanına sunulmuştur. Bu öğretim elemanlarının yaptıkları öneri ve görüşler dikkate alınarak ölçeğin ilk Türkçe formu oluşturulmuştur (bkz. Ek 1).

Katılımcılar Flört Biçimleri Ölçeği, AİTÖ-KF, RİİKİTÖ-KF ve RİGZYÖ-GF'den oluşan anketi, surveey.com isimli bir web sitesinde çevrim içi olarak doldurulmuşlardır. Ölçeklerin yer aldığı sayfanın bağlantısı facebook, twitter, ekşiduyuru vb. internet kanalları aracılığıyla dağıtılmıştır. Bir katılımcının anketi yalnızca bir kere yanıtlayabilmesi için, web sitesinin aynı IP adresinden yalnızca bir kez giriş yapmaya izin veren ayarları tercih edilmiştir.

Bulgular

Geçerlilik ve Güvenirliğe İlişkin Bulgular

Çalışmada, Flört Biçimleri Ölçeği'nin 5 faktörlü yapısının geçerliliğini sınamak amacıyla, açılımlı faktör analizleri yapılmıştır. İlk olarak temel bileşen analizi ile 6 faktörlü bir yapı elde edilmiştir. Elde edilen bu yapı varyansın %56'sını açıklamıştır. Daha sonra yapılan varimaks döndürmeli temel bileşenler analizi sonucunda özdeğeri 1'in üzerinde olan 6 faktörlü bir yapı elde edilmiştir. Altı faktörlü bu yapı, varyansın % 56'sını açıklamıştır.

Özgün formun 5 faktörlü bir yapıda olması ve saçılma grafiğinin 5 faktörlü yapıya izin verdiğinin görülmesi nedeniyle (bkz. Şekil 1), faktör yapısı 5 olarak belirlenerek, yeniden varimaks döndürmeli temel bileşen analizi yapılmıştır. Sonuç olarak, Flört Biçimleri Ölçeği'nin özgün yapısına oldukça yakın bir 5 faktörlü yapı elde edilmiştir (Tablo 1). Elde edilen bu beş faktörlü yapı, varyansın % 52'sini açıklamıştır. Özgün ölçekle ve yüklenen maddelerin yorumuyla tutarlı bir şekilde, 1. faktör *Genelksel Flört Biçimi*, 2. faktör *Fiziksel Flört Biçimi*, 3. faktör *Samimi Flört Biçimi*, 4. faktör *Nazık Flört Biçimi* ve 5. faktör *Oyuncu Flört Biçimi* olarak isimlendirilmiştir. Bu faktörlerin özdeğerleri ise sırasıyla 5.4, 3.1, 2.2, 1.6 ve 1.3 olarak bulunmuştur.

Tablo 1'de görülebileceği gibi, beş faktörlü yapıda, "geleneksel çıkma biçiminin toplumsal bir kural olduğu günlere dönebilmemizi dilerim" maddesi dışındaki tüm maddeler faktörlere özgün ölçekte belirlendiği gibi dağılımlardır (tabloda bu madde koyu karakterlerle gösterilmiştir). Bu maddenin, varimaks döndürme işlemi yapılmadan gerçekleştirilen temel bileşen analizinde özgün ölçekte ölçmesi amaçlanan faktöre (*Geleneksel*) yüklendiği görülmüştür (faktör yükü .48, madde test korelasyonu $r = .40$). Bu nedenle ölçeğin Türkçe formunda da bu faktör altında yer alması uygun görülmüştür. Bu şekilde, Flört Biçimleri Ölçeğinin Türkçe formunun özgün ölçekteki tüm maddeleri aynı faktörler altında içermesine karar verilmiştir.

Analiz sonucunda elde edilen bu faktörler arasındaki korelasyon katsayıları Tablo 2'de gösterilmektedir. Bu tabloda görülebileceği gibi, *Geleneksel Flört Biçimi*, *Fiziksel ve Oyuncu Flört Biçimleri* ile olumsuz ilişkilere sahiptir. Bununla birlikte, Nazik Flört Biçimi ile olumlu bir ilişkisi vardır. *Fiziksel Flört Biçimi Oyuncu ve Samimi Flört Biçimleri* ile olumlu ilişkilere sahipken, *Nazik Flört Biçimi* ile olumsuz bir ilişkiye sahiptir. *Oyuncu ve Nazik Flört Biçimleri* arasında olumlu bir ilişki bulunmaktayken, *Samimi ve Nazik Flört Biçimleri* arasında olumsuz bir ilişkinin varlığı söz konusudur. *Samimi Flört Biçimi, Geleneksel ve Oyuncu Flört Biçimleri* ile ilişkisiz bulunmuştur.

Ölçeğin ölçüt geçerliliğini belirlemek amacıyla, Büyüksahin ve Hovardaoğlu (2004) tarafından Türkçe'ye uyarlanan Aşka İlişkin Tutumlar Ölçeği, Sakallı (2003) tarafından geliştirilen Romantik İlişkilerle İlgili Kalıpyargılara Karşı Tutumlar Ölçeği ve Öner (200b) tarafından geliştirilen Romantik İlişkilerde Gelecek Zaman Yönelimi Ölçeği kullanılmıştır. Flört Biçimleri Ölçeği ile bu ölçeklerin alt ölçekleri arasındaki korelasyonlar Tablo 3'te gösterilmiştir.

Tablo 3'te görülebileceği gibi, Geleneksel Flört Biçimi ALTÖ'nün Mantıklı Aşk ve Sahiplenici Aşk alt ölçekleriyle olumlu ilişkilere sahiptir. Bu flört biçiminin ayrıca, hem RİİKKTÖ'nün ilişkide erkeğin baskınlığı ve ilişkide erkeğin girişkenliği alt ölçekleri ile hem de ilişkide Gelecek Yönelimi ile olumlu yönde ilişkili olduğu bulunmuştur.

Fiziksel Flört Biçimi, Tutkulu ve Oyun gibi Aşk Biçimleri ile olumlu ilişkiler göstermiştir. Fiziksel Flört Biçiminin, hem RİİKKTÖ'nün ilişkide erkeğin baskınlığını ve ilişkide erkeğin girişkenliği alt ölçekleri ile hem de ilişkide Gelecek Yönelimi ile olumsuz ilişkilere sahip olduğu görülmüştür.

Oyuncu Flört Biçimi, Özgeci ve Oyun Gibi Aşk Biçimleri ile olumlu ilişkilere sahipken, RİİKKTÖ'nün iki alt ölçeği ve ilişkide Gelecek Yönelimi ile olumsuz yönde ilişkili bulunmuştur. Samimi Flört Biçiminin ise hem Özgeci, Tutkulu ve Sahiplenici Aşk Biçimleri ile hem de ilişkide Gelecek Yönelimi ile olumlu ilişkilere sahip olduğu saptanmıştır.

Nazik Flört Biçimi, Özgeci, Tutkulu, Mantıklı ve Sahiplenici Aşk Biçimleri ile olumlu yönde ilişkiler göstermiştir. Bu flört biçiminin ayrıca, hem RİİKKTÖ'nün ilişkide erkeğin baskınlığı ve ilişkide erkeğin girişkenliği alt ölçekleri ile ve hem de ilişkide Gelecek Yönelimi ile olumlu yönde ilişkili olduğu görülmüştür.

Ölçeğin tümü için iç tutarlık katsayısı (Cronbach Alpha) .65 bulunmuştur. Ölçeğin beş faktörünün iç tutarlık katsayıları (Cronbach Alpha) ise, Geleneksel Flört Biçimi için .86, Fiziksel Flört Biçimi için .79, Samimi Flört Biçimi için .65, Nazik Flört Biçimi için .66 ve Oyuncu Flört Biçimi için .64 bulunmuştur.

Flört Biçimleri Ölçeğinin Alt Ölçeklerinin Cinsiyet Yönünden Karşılaştırılması

Tablo 4, Flört Biçimleri Ölçeğinin alt ölçeklerinin cinsiyet yönünden karşılaştırıldığı t testi sonuçlarını göstermektedir. Bu tabloda görülebileceği gibi, kadınlar, Geleneksel ve Nazik Flört Biçimleri bakımından erkeklerden anlamlı olarak daha yüksek puanlar almışlardır ($p < .01$). Erkekler ise, Oyuncu Flört Biçimi bakımından kadınlardan anlamlı olarak daha yüksek puanlara sahip bulunmuşlardır ($p < .01$). Samimi ve Fiziksel Flört Biçimleri bakımından ise cinsiyet açısından anlamlı farklılıklar saptanmamıştır ($p > .05$).

Tartışma

Hall ve arkadaşlarının (2010) geliştirdikleri Flört Biçimleri Ölçeğinin Türkiye'ye uyarlamasının amaçlandığı bu çalışmada, Türk yetişkinler grubunda bu ölçeğin anlamlı ölçüde güvenilir ve geçerli olduğu olup olmadığı incelenmiştir. Yapılan faktör analizi, ölçeğin faktör yapısının, Hall ve arkadaşlarının geliştirdikleri özgün çalışmada elde edilen faktör yapısına doğruladığı görülmüştür. Özgün form ile Türkiye'de uyarlanan bu formun aynı faktör yapısına sahip olması, ölçeğin her iki kültürde de benzer flört yaklaşımlarını ölçtüğünün kanıtı olarak görülebilir.

Ölçeğin alt ölçeklerinin birbirleriyle ilişkilerine bakıldığında, şimdiki çalışmanın sonuçlarının Hall ve arkadaşlarının (2010) yaptıkları ölçek geliştirme çalışmasının sonuçları ile tutarlı olduğu görülmektedir. Özgün çalışmada olduğu gibi, şimdiki çalışmada da geleneksel flört biçimi, nazik flört biçimi ile olumlu; fiziksel ve oyuncu flört biçimleri ile olumsuz ilişkilere sahip bulunmuştur. Yine özgün çalışmada olduğu gibi, fiziksel flört biçimi samimi ve oyuncu flört biçimleri ile olumlu ilişkilere sahip bulunurken, nazik flört biçimi ile olumlu bir ilişki göstermiştir. Oyuncu flört biçimi özgün çalışmadakine benzer şekilde nazik flört biçimi ile olumsuz bir ilişki sergilerken, yine önceki bulgularla tutarlı bir şekilde samimi ve nazik flört biçimleri arasında olumlu bir ilişkinin olduğu saptanmıştır.

Flört biçimleri ölçeğinin alt ölçeklerindeki cinsiyet farklılıklarının Hall ve arkadaşlarının (2010) bulgularından kısmen farklı olduğu görülmüştür. Flört biçimleri ölçeğinin geliştirildiği çalışmada oyuncu flört biçiminde erkekler, diğer tüm flört biçimlerinde ise kadınlar daha yüksek puanlar almışlardır. Şimdiki çalışmada ise önceki çalışmaya benzer şekilde erkeklerin yalnızca oyuncu flört biçiminde kadınlardan daha yüksek puanlar aldıkları bulunmuştur. Kadınlar ise geleneksel ve nazik flört biçimlerinde daha yüksek puanlar almışlardır. İlk çalışmadakinden farklı olarak, şimdiki çalışmada fiziksel ve samimi flört biçimlerinde cinsiyete bağlı anlamlı bir farklılık saptanmamıştır.

Flört biçimlerindeki cinsiyete bağlı farklılıklarda özgün ölçek geliştirme çalışması ile örtüşmeyen sonuçlar McBain ve arkadaşlarının (2013) çalışmasında da gözlenmiştir. Bu yazarların çalışmalarında fiziksel ve oyuncu flört biçimleri bakımından kadın ve erkek katılımcılar arasında anlamlı bir fark ortaya çıkmamıştır. Bağlamlar dikkate alınarak gerçekleştirilen analizlerde ise, erkeklerin bazı bağlamlarda (işyeri, okul, süpermarket ve toplu taşıma) kadınlardan daha yüksek düzeyde oyuncu flört biçimi puanları aldıkları görülmüştür. Samimi flört biçiminde ise, süper market ve toplu taşıma ortamları dışında cinsiyet bakımından anlamlı farklılıklar bulunmamıştır. Bu çalışmanın işaret ettiği gibi, flört biçimlerinde cinsiyete bağlı farklılıkların çalışmalarda farklı sonuçlar vermesi bağlamsal etkilerle açıklanabilir. Hall ve arkadaşlarının (2010) gerçekleştirdikleri çalışmada katılımcılar ölçekleri bir internet sitesi aracılığıyla yanıtlarken, McBain ve arkadaşlarının (2013) çalışması okul, bar, işyeri, toplu taşıma ve süpermarket gibi farklı çevreleri içermiştir. Şimdiki çalışmaya katılım, Hall ve arkadaşlarının (2010) çalışmasında olduğu gibi bir internet sitesi aracılığıyla sağlanmıştır. Bu nedenle bağlamsal etkileri ele almak güçleşmektedir. Bununla birlikte, fiziksel ve samimi flört biçimlerinde kadınlar lehine beklenen farklılığın ortaya çıkmaması kültürün ve çalışmada kontrol edilmeyen bağlamsal etkilerin bir sonucu olarak görülebilir.

Bu çalışmada ayrıca, Flört Biçimleri Ölçeğinin Türkçe formunun ölçüt geçerliliğini sınamak amacıyla, Aşka İlişkin Tutumlar Ölçeği, Romantik İlişkilerle İlgili Kalıpyargılara Karşı Tutumlar Ölçeği ve Romantik İlişkilerde Gelecek Yönelimi Ölçeği ile ilişkileri ele alınmıştır. Bu ilişkilere bakıldığında, geleneksel flört biçimini benimseyen kimselerin ilişkilerde erkeğin baskınlığı ve girişkenliğini destekledikleri, ilişkilerde gelecek yönelimli oldukları ve mantıklı ve sahiplenici aşk biçimlerini benimsedikleri söylenebilir. Fiziksel flört biçimini benimseyen bireylerin ise, ilişkilerde erkeğin girişken ve baskın olması kalıpyargısını desteklememeleri, ilişkilerinde gelecek yönelimli olmamaları, bununla birlikte aşk yaşantılarında tutkulu ve oyuncu bir tavır takınmaları beklenebilir.

Oyuncu flört biçimini benimseyen bireyler ilişkilerde erkeğin girişkenliği ve baskınlığı kalıp yargısını desteklememe, ilişkide gelecek yönelimli olmama ve aşka yaşantılarında özgeciliğinden uzak ve oyuncu bir tarzda davranma eğiliminde olabilirler. Samimi flört biçimine sahip olan kimseler ilişkilerinde gelecek yönelimli olmakla birlikte özgeci, tutkulu ve sahiplenici bir aşk yaklaşımı benimseyebilirler. Son olarak nazik flört biçimine sahip olan kimselerin ise geleneksel flört biçiminde olduğu gibi, ilişkilerde erkeğin baskınlığı ve girişkenliğini desteklemeleri, ilişkilerde gelecek yönelimli olmaları ve mantıklı ve sahiplenici aşk biçimlerini benimsemeleri ek olarak özgeci ve tutkulu aşk biçimlerine de olumlu yaklaşımları beklenebilir.

Ele alınan beş flört biçiminin bu çalışmada gösterdikleri ilişkiler, Hall ve arkadaşlarının (2010) oluşturdukları tipoloji ile büyük ölçüde uyumludur. Örneğin, erkeğin girişkenliği ve baskınlığını destekleyen kalıpyargılar geleneksel ve nazik flört biçimlerinin vurguladığı toplumsal cinsiyet rollerini barındırmaktadır. İlişkilerde gelecek zaman yönelimi ise fiziksel flört biçimindeki cinsellik ve oyuncu flört biçimindeki eğlence odaklı kısa süreli amaçlar ile çalışmakta; bununla birlikte geleneksel ve nazik flört biçimlerinde vurgulanan geleneksel/toplumsal yaklaşımlarca desteklenmektedir (Hall ve ark., 2010, Öner, 2000a, 2000b).

Beraber olduğu kimseyi kendinden önde tutan ve ilişkisinde fedakarlığı, destekleyiciliği ve bağımlılığını ön plana çıkaran birinin (özgeci aşk), flört sürecinden alınan keyif ve eğlenceden (oyuncu flört biçimi) çok partnerle samimi ve dürüstçe bir iletişime (samimi flört biçimi) değer vermesi beklenen bir durum olarak görülebilir. Ailelerin uyumsuzluğu, kariyere olumsuz etkide bulunma ve iyi bir ebeveyn olamama gibi uzun süreli ilişkilerde gündeme gelebilen ilişki sorunlarından kaçınmaya özen gösteren bir kişinin (mantıklı aşk biçimi), geleneksel ve nazik flört biçimlerini tercih etmesi, bu flört biçimlerinin ilişkilerde gelecek yönelimi ile bağlantısı bakımından anlaşılır bir sonuçtur. Ayrıca cinselliğin ve eğlencenin ön plana çıktığı oyun gibi aşkın, aynı motivasyonları ön plana çıkaran oyuncu flört biçimi ile; fiziksel çekicilik, iletişime açıklık, sevecenlik ve ilişkide güvende olmayı içeren tutkulu aşkın ise beden dilini kullanmayı seven fiziksel flört biçimi ve iletişime değer veren samimi flört biçimi ile ilişkili olması flört davranışlarının, ilişkilerle ilgili niyetlerin bir yansıması olmasından kaynaklanıyor olabilir (Büyüksahin ve Hovardaoğlu, 2004; Hall ve ark., 2010).

Sonuç olarak, Flört Biçimleri Ölçeğinin Türkiye'ye uyarlanmasının amaçlandığı bu çalışmada elde edilen sonuçlar, ölçeğin iç tutarlılık güvenilirliğinin tatmin edici olduğunu göstermektedir. Ayrıca faktör analizi sonuçları ile kullanılan diğer ölçekler ile gösterilen anlamlı korelasyonlar ölçeğin yapı ve ölçüt geçerliliklerinin de iyi düzeyde olduğuna işaret

emektedir. Bu çalışmada kullanılan örneklem göz önüne alındığında, ölçeğin Türk yetişkinlerde kullanılabilir bir ölçek olduğu söylenebilir.

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Tablolar

Tablo 1. Flört Biçimleri Ölçeği Faktör Yapısı ve Maddelerin Toplam Puanla Korelasyonu (r)*

Maddeler	1 % 14,1	2 % 11,2	3 % 9,9	4 % 8,6	5 % 8,5	r
3 Erkekler kadınların peşinden koşmalıdır, kadınlar erkeklerin değil	.86					.87
8 İlk adımı erkekler atmalıdır	.84					.86
13 Toplumumuz ne kadar değişirse değişsin, ilişkiyi başlatma hala erkeğin görevidir	.76					.82
18 Bir kadının kendine güvenerek bir erkeğin peşinden koşması benim için sorun değildir**	.72					.76
23 İlişki olduğu sürece, ilk adımı kimin attığı önemli değildir.**	.77					.80
2 Cinsel ilgimi göstermede iyiyimdir		.69				.74
7 Başkalarının cinsel ilgisini fark etmede iyiyimdir		.73				.73
12 Flört etmek için beden dilimi kullanmada iyiyimdir		.82				.81
17 Başkalarına onlarla ilgilendiğimi göstermek benim için sorun olmaz		.62				.71
22 Cinsel olarak ilgimi çektiklerinde, her zaman karşı cinsin bunu bilmesini sağlarım		.69				.71
1 Başkalarıyla gerçek bir bağ kurmak heyecan verici olabilir			.60			.63
6 Başka bir insanın ilgi alanlarını öğrenmekten gerçekten keyif alırım			.55			.64
11 İlgi duyduğum kimseyle duygusal bir bağ kurmayı gerçekten isterim			.70			.71
16 Karşı cinsten yerinde bir iltifat almayı severim			.66			.65
21 Samimi bir ilgi göstermek, birinin onunla ilgilendiğini bilmesini sağlamanın en iyi yoludur			.52			.61
5 Fiziksel olarak fazla cüretli olmak kaybettirici olabilir				.54		.56
10 İnsanlar ilgilendikleri kimsenin bunu bilmesini sağlarken dikkatli davranmalıdır				.63		.60
15 İlgi gösterirken, fazla cinsel içerikli şeyler söylememek önemlidir				.47		.56
20 Çıkarken, insanlar her zaman nazik olmalı ve düzgün bir tavır takınmalıdır				.40		.51
24 Erkek ve kadınların nasıl tavırlar sergileyeceklerini belirleyen kurallar vardır				.55		.58
25 Geleneksel çıkma biçiminin toplumsal bir kural olduğu günlere dönebilmemizi dilerim***				.52		.57
26 Günümüz toplumunda, insanlar flörtle ilgili konularda dikkatli olmalıdır				.55		.72
4 Flört sadece eğlence içindir; insanların bu kadar ciddi olmasına gerek yoktur					.74	.77
9 Flört zararsız bir eğlence olabilir					.72	.77
14 Flört etmemin ilk nedeni, flörtün kendimi iyi hissettirmesidir					.68	.70
19 Hiç ilgi duymadığım insanlarla flört ederim					.36	.51

* Beş Faktöre Zorlanan Varimaks Döndürmeli Temel Bileşen Analizi Sonucu

** Ters kodlanması gereken maddeler

*** Bu maddenin ilk faktör altında yer almasına karar verilmiştir.

Tablo 3. Flört Biçimleri Ölçeği, Aşka İlişkin Tutumlar Ölçeği (AITÖ), Romantik İlişkilerle İlgili Kalıpyargılara Karşı Tutumlar Ölçeği (RİİKKTÖ) ve Romantik İlişkilerde Gelecek Zaman Ölçeği (RİGZÖ) Toplam Puanları Arasındaki Korelasyonlar Yönelimi (N= 327).

	Erkeğin Baskınlığı Kalıpyargısı	Erkeğin Girişkenliği Kalıpyargısı	Gelecek Yönelimi	Arkadaşça Aşk	Özgeci Aşk	Tutkulu Aşk	Mantıklı Aşk	Oyun Gibi Aşk	Sahiplenici Aşk
Geleneksel Flört Biçimi	.42 **	.82 **	.30 **	-.02	-.05	-.01	.35**	-.04**	.25**
Fiziksel Flört Biçimi	-.12**	-.18**	-.28 **	-.02	-.005	.11	.002	.24 **	-.04
Oyuncu Flört Biçimi	-.29 **	-.29**	-.55**	-.09	-.11**	-.03	-.05	.36**	-.05*
Samimi Flört Biçimi	-.03	-.05	.12	.01	.14*	.13*	.01*	-.02 *	.24**
Nazik Flört Biçimi	.45**	.53**	.37**	.05	.17**	.12*	.35**	-.06	.26**

* Korelasyon 0.05 düzeyinde anlamlıdır.

** Korelasyon 0.01 düzeyinde anlamlıdır.

Tablo 4. Flört Biçimleri Ölçeğinin Alt Ölçeklerinin Ortalamaları, Standart Sapmaları ve t Değerleri (Kadınlar için n = 157, erkekler için n = 127).

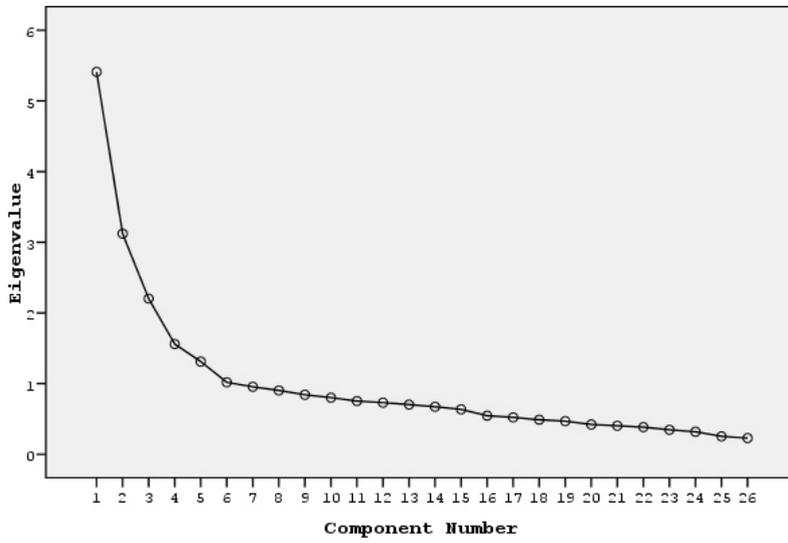
	Cinsiyet	X	s	t
Geleneksel Flört Biçimi	kadın	18.81	7.90	6.14**
	erkek	13.44	6.49	
Fiziksel Flört Biçimi	kadın	21.53	6.70	-1.14**
	erkek	22.35	5.96	
Oyuncu Flört Biçimi	kadın	13.23	4.81	-3.17**
	erkek	15.02	5.06	
Samimi Flört Biçimi	kadın	30.25	3.81	1.47
	erkek	29.60	3.95	
Nazik Flört Biçimi	kadın	31.63	7.35	2.68**
	erkek	29.57	6.28	

** Korelasyon 0.01 düzeyinde anlamlıdır.

Şekiller

Şekil 1. Varimaks Döndürmeli Temel Bileşen Analizi Saçılma Grafiği

Scree Plot



The Examination of Reliability and Validity of Flirting Styles Inventory Among Turkish Adults

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Abstract

The purpose of this study is to examine the validity and reliability of the Flirting Styles Inventory (FSI) among Turkish adults. 327 participants aged between 18-53 that responded to online questionnaires via links of which had been distributed through several social media ($X = 26.1$, $SD = 4.75$). Exploratory factor analysis revealed six factors whose eigenvalues were over 1. Principle component analysis with varimax rotation in which the factor number was set as five showed a similar structure of factors to the original inventory that was developed by Hall et al. (2010). 25 of the 26 items loaded on the expected factors. The remaining item was observed to load on the expected factor (traditional style) in the unrotated principle component analysis. Thus, this item was decided to be added to the traditional style subscale as in the original FSI. All the subscales of FSI (traditional, physical, sincere, playful, and polite) showed several significant correlations with Attitudes Toward Stereotypes Related to Romantic Relationships Scale, Future Time Orientation in Romantic Relationships Scale and Love Attitudes Scale ($p < .05$). Traditional and polite styles positively correlated with the attitudes toward stereotypes related to romantic relationships, future time orientation in romantic relationships, and "pragma" and "mania" love styles ($p < .01$). Polite style also positively correlated with "agape" and "eros" love styles ($p < .05$). Physical and playful styles negatively correlated with the attitudes toward stereotypes related to romantic relationships and future time orientation in romantic relationships and positively correlated with "ludus" love style ($p < .01$). Physical style also positively correlated with "eros" love style while playful style negatively correlated with "agape" love style ($p < .05$). Finally, sincere style positively correlated with future time orientation in romantic relationships, and "agape", "eros" and "mania" love styles ($p < .05$). Women scored higher on traditional and polite styles while men scored higher on playful style ($p < .01$). No significant difference in relation to gender was observed in physical and sincere styles.

Keywords: *Courtship, Flirting, Love, Love Styles, Relationship Initiation, Romantic Relationships, Turkish Adults*

ÖZ

Bu çalışmanın amacı, Flört Biçimleri Ölçeğinin (FBÖ) Türk yetişkinlerde geçerlilik ve güvenilirliğinin sınanmasıdır. Yaşları 18-53 arasında değişen 327 katılımcı, bir websitesinde sunulan online anketleri doldurmuşlardır. Faktör sayısının, 5 olarak belirlendiği varimaks döndürmeli temel bileşen analizi özgün ölçeğe oldukça benzer bir faktör yapısı sunmuştur. Yirmi altı maddenin 25'i beklenen faktör altında yer almıştır. Diğer maddenin, döndürme işleminin yapılmadığı temel bileşen analizinde beklenen faktöre yüklendiği görüldüğünden özgün FBÖ'de olduğu gibi geleneksel flört biçimi alt ölçeğinde bulundurulmasına karar verilmiştir. FBÖ'nün tüm alt ölçekleri (geleneksel, fiziksel, samimi, oyuncu ve nazik) Romantik İlişkilerle İlgili Kalıpyargılara Yönelik Tutumlar Ölçeği (RİİKTYÖ), Romantik İlişkilerde Gelecek Zaman Yönelimi Ölçeği (RİGZYÖ) ve Aşka İlişkin Tutumları Ölçeği ile çeşitli korelasyonlar göstermiştir. Geleneksel ve nazik flört biçimleri RİİKTYÖ, RİGZYÖ ve mantıklı ve sahiplenici aşk biçimleriyle olumlu yönde ilişkili bulunmuştur. Nazik biçim ayrıca özgeci ve tutkulu aşk biçimleriyle ilişkili bulunmuştur. Fiziksel ve oyuncu flört biçimleri RİİKTYÖ ve RİGZYÖ ile olumsuz, oyun gibi aşk ile olumlu ilişkilere sahip bulunmuştur. Fiziksel biçiminin tutkulu aşk ile olumlu, oyuncu aşk biçiminin özgeci aşk ile olumsuz bir ilişkiye sahip olduğu görülmüştür. Son olarak, samimi flört biçimi RİGZYÖ ve özgeci, tutkulu ve sahiplenici aşk biçimleriyle olumlu yönde ilişkili bulunmuştur. Kadınlar geleneksel ve nazik flört biçimlerinde, erkekler ise oyuncu flört biçiminde daha yüksek puanlar almışlardır. Fiziksel ve samimi flört biçimlerinde cinsiyete bağlı anlamlı bir fark saptanmamıştır.

Anahtar Sözcükler: *Kur Yapma, Flört, Aşk Biçimleri, İlişki Başlatma, Romantik İlişkiler, Türk Yetişkinler*

Flört Biçimleri Ölçeği Geçerlilik ve Güvenirlik Çalışması

İnsanlık tarihinin en eski dönemlerinden beri aşk ve romantik ilişkiler birçok insanın ilgisini çekmiş ve pek çok sanatsal eserin temel konusunu oluşturmuştur. Günümüz dünyasında da sanat ve eğlence sektörünün işlediği popüler konuların başlarında yer almaktadır. Romantik ilişkiler, 1980'lerden itibaren ise sosyal ve davranışsal bilimlerin odağında kendine yer bulmaya başlamıştır.

Romantik ilişkiler ile ilgili psikoloji literatüründeki çalışmalar içinde ilişkilerin başlangıcı süreci ve başlatma (*initiation*) stratejileri önemli bir yer tutmaktadır. İlişkilerin başlatılmasında önemli bir rolü olan flört etme davranışlarının cinsiyet, kültür ve bağlama göre değişkenlik gösterdiği bilinmektedir (McBain ve ark., 2013; Uskul, Lalonde ve Cheng, 2007). Yakın bir zamanda yapılan bir çalışmada ise flört davranışları kişinin kişiliği, niyeti ve iletişim biçimini yansıtan bir tipoloji olarak ele alınmıştır (Hall, Carter, Cody ve Albright, 2010). Bu tipolojiye göre bireyler beş farklı flört biçimi benimseyebilirler. Bunlar *geleneksel*, *fiziksel*, *samimi*, *oyuncu* ve *nazik* flört biçimleridir. Şimdiki çalışma, bireylerin bu flört biçimlerini ne ölçüde benimsediklerini değerlendiren Flört Biçimleri Ölçeğinin Türk yetişkin grubunda geçerlilik ve güvenilirliğinin sınanması amacıyla gerçekleştirilmiştir.

Kültürel istisnalar olmakla birlikte, çoğu romantik ilişki flört ile başlar. Flört bir bireyin olası bir partnere duyduğu romantik ilgiyi sözlü olarak ya da sözsüz davranışlar aracılığıyla ifade etmesi olarak tanımlanabilir (Moore, 2010). Romantik ilgiyi gösteren belirgin sözlü ifadeler, jestler ve diğer ipuçları romantik ilginin odağında olan kimse ile açık bir iletişim olanağı sağlar (Remland, 2009). Bununla birlikte mesajı daha belirsiz olan sözsüz davranışlar amaca daha dolaylı ulaşmayı hedeflemektedir. Bu yaklaşım bireye, kendini ilişkiye adanmadan önce eş adayını daha iyi tanıma imkanı sağlar (Buss ve Schmitt, 1993). Örtük davranışlar ayrıca sözel olarak kendini açma sonrasında gerçekleşebilecek reddedilme riskini azaltma amacı taşıyabilir (McDaniel, 2005).

Bireylerin ilgi duydukları olası bir partnerle flört etme ya da ilişkiyi başlatmada tercih ettikleri stratejiler son yıllarda oldukça ilgi çekmektedir. Romantik ilişkileri ve çıkma davranışlarını inceleyen pek çok çalışmada ilişkinin başlatılmasında geleneksel cinsiyet rollerinin hala etkili olduğu gösterilmiştir (Clark, Shaver ve Abrahams, 1999; Eaton ve Ross, 2011; Schleicher ve Gilbert, 2005). Bu çalışmaların bulgularına göre kadınlar ilişkinin başlatılmasında sürecinde daha dolaylı ve edilgen, erkekler ise daha doğrudan ve etkin bir rol üstlenmektedirler. Cinsiyet farklılıklarına ek olarak çeşitli flört davranışlarının (örn. dokunma) kültürler arası farklılık gösterdiği bilinmektedir (Fox, 2004).

Kişinin içinde yaşadığı kültür ve toplumsal cinsiyet rollerinin etkilerinin yanı sıra, bireylerin flört davranışlarını belirleyen daha bireysel etkenler de söz konusudur. Hall ve arkadaşlarına (2010) göre flört davranışları romantik ilgiyi gösteren iletişim biçimleridir. Bu yazarlar, bireylerin kişilik özellikleri ve güdülenmeleri ile ilişkili olduğunu düşündükleri bu romantik iletişim biçimlerini flört biçimleri olarak isimlendirmişlerdir. Yazarlar literatür incelemesi sonucunda beş farklı flört biçiminin (geleneksel, fiziksel, samimi, oyuncu ve nazik flört biçimleri) var olduğunu ileri sürmüşler ve geniş bir örneklem grubuyla yaptıkları çalışmada bu flört biçimlerinin varlığına ampirik kanıtlar sunmuşlardır.

Flört Biçimleri Ölçeğinde (Hall ve ark., 2010) değerlendirilen *geleneksel flört biçimi*, heteroseksüel ilişkilerde geleneksel cinsiyet rollerine vurgu yapar. Bu flört biçimini benimseyen bir kimseye göre erkekler ilişkinin başlatılmasında etkin rol oynamakla, örneğin ilk çıkma teklifini yapmakla sorumludurlar. Kadınların ise ilişkiyi başlatmada etkin bir rol üstlenmek yerine lider konumunda olan erkeği izlemeleri uygun olur. *Fiziksel flört biçimi* ise dokunma ve cinsel ilgiyi belli etmeyi içermektedir. Fiziksel flört biçimi alt ölçeğinden yüksek puan alan bir birey cinselliğe ve tek gecelik cinsel ilişkilere olumlu bakan bir kimse olarak görülebilir. Bu birey fiziksel flört biçimini kullanarak cinsel arzusunu gösterir. *Samimi flört biçimi* bir başkasıyla kurulacak gerçek bir iletişime ve duygusallığa vurgu yaparken, *oyuncu flört biçiminde* flört ciddi bir ilişkinin ilk adımından ziyade bir eğlence aracı olarak görülür. *Nazik flört biçiminde* ise davranışların cinsellik işaretlerinden uzak, özenli ve dikkatli olması gerekli görülür. Nazik flört biçiminden yüksek puan alan bir kimse, romantik ilgisini gösterirken cinsel imalar yapmaktan kaçınan ve sosyal açıdan kabul gören normlara uygun davranan "düzgün" bir birey olarak nitelendirilebilir.

Hall ve arkadaşlarının (2010) flört biçimleri modelini kullanan çeşitli çalışmalarda flört biçimlerine dair yeni bulgular elde edilmiştir. McBain ve arkadaşlarının (2013) çalışmasında flört biçimlerini tercih düzeylerinin sosyalleşme ortamına bağlı olarak farklılaştığı gösterilmiştir. Örneğin, süpermarket ve toplu taşıma ortamlarında erkeklerin samimi flört biçimini kadınlardan daha fazla benimsedikleri, bununla birlikte iş ve okul ortamlarında bu flört biçiminde cinsiyet farklılıklarının bulunmadığı görülmüştür. Ayrıca erkeklerin fiziksel flört biçimini toplu taşımada, geleneksel flört biçimini ise süpermarkette kadınlardan daha fazla benimsedikleri saptanmıştır. Cinsel yönelim ve flört biçimi arasındaki bağlantıları

değerlendiren bir çalışmada ise heteroseksüel bireylerin eşcinsel bireylere göre geleneksel flört biçimini daha fazla destekledikleri bulunmuştur (VanderMolen, 2013).

Türkiye’de romantik duygular ve romantik ilişkileri değerlendiren çalışmalara bakıldığında bireylerin genel olarak aşk ve ilişkiler hakkındaki inanış ve tutumları ile yaşamakta oldukları ilişkiler hakkındaki görüş, duygu ve deneyimlerini değerlendiren ölçeklerin sıklıkla kullanıldığı görülmektedir. İlişkilerin başlangıç aşamasındaki flört davranışlarını doğrudan değerlendiren bir ölçek bulunmamakla birlikte, bazı ölçekler ilişkiyi başlatmadaki girişkenlik, geleneksel romantik ilişki normlarına bağlılık, kısa ya da uzun süreli ilişki yönelimi ve karşı cinsle flört etmekten keyif alma gibi flört biçimleriyle ilişkili bazı bireysel özellikleri ele almaktadırlar (Büyükşahin ve Hovardaoğlu, 2004; Öner, 2000a, 200b; Sakallı ve Curun, 2002; Sakallı-Uğurlu, 2003). Şimdiki çalışmada ise flört davranışlarının Türk örneklemelerinde doğrudan değerlendirilmesine olanak sağlamak amacıyla Hall ve arkadaşları (2010) tarafından geliştirilen Flört Biçimleri Ölçeği’nin Türk yetişkin grubu için ne derece geçerli ve güvenilir olduğu araştırılmıştır.

Yöntem

Örneklem

Çalışmanın örneklemini yaşları 18-53 arasında değişen 327 kişi oluşturmaktadır. Katılımcıların 208’i (% 63,6) kadın ve 119’u (% 36,4) erkektir. Kadınların 197’si (%94,7) bugüne kadar romantik bir ilişkisi olduğunu; 10’u (% 4,8) ise olmadığını belirtmiştir. Erkeklerin ise 110’u (%92,4) bugüne kadar bu tür ilişkileri olduğunu; 9’u (%7,6) ise bugüne kadar böyle bir yaşantılarının olmadığını ifade etmişlerdir.

Şu anki ilişki durumları bakımından katılımcıların verdikleri cevaplar incelenmiş ve kadınların 67’sinin (% 32,2) şu anda romantik bir ilişkisinin olmadığı, 36’sinin (% 17,3) görüştüğü biri ya da birilerinin olduğu ama tam olarak birlikte olmadıkları, 71’inin (% 34,1) biriyle duygusal bir birlikteliğinin olduğu, 7’sinin (% 3,4) sözlü ya da nişanlı olduğu, 27’sinin (% 13,6) evli olduğu görülmüştür. Erkek katılımcıların ise 44’ü (% 37) şu anda bir ilişki içerisinde olmadığını, 21’i (% 17,6) görüştüğü biri ya da birilerinin olduğunu ama tam olarak birlikte olmadığını, 29’u (% 24,4) biriyle duygusal bir birlikteliğinin olduğunu, 10’u (%8,4) sözlü ya da nişanlı olduğunu, 15’i (%12,6) evli olduğunu bildirmiştir.

Veri Toplama Araçları

Flört Biçimleri Ölçeği

Flört Biçimleri Ölçeği, Hall ve arkadaşları (2010) tarafından, ilişkinin başlangıç aşamasındaki flört aşamasına ilişkin tercihleri değerlendirmek üzere geliştirilmiştir. İlişki başlatma ve flört davranışlarına yönelik alanyazını inceleyen çalışmacılar, romantik ilgiyi göstermede beş farklı iletişim tarzının sergilendiğini belirtmişlerdir (Hall, 2010). Geleneksel, fiziksel, samimi, oyuncu ve nazik iletişim tarzlarını yansıtan beş flört tarzının belirlenebileceği düşünülerek 130 maddelik ilk madde havuzu oluşturulmuş ve 111 lisans öğrencisine uygulanmıştır. Açımlayıcı faktör analizi ile maddelerin sayısı azaltılarak, yükleri .40’ın üzerinde olan maddeleri içeren beş faktörlü bir yapı oluşturulmuştur. Faktörlerin her biri için maddeler arası korelasyonlara bakılmış ve aralarında .30’dan daha az korelasyon olan maddeler çıkarılmıştır. Böylece, daha sonraki madde çıkarma aşaması için 51 maddelik bir havuz oluşturulmuştur.

Madde çıkarma çalışması için daha önceki çalışmadan elde edilen 5020 katılımcıya uygulanmıştır. Seçkisiz olarak iki eşit parçaya bölünen verilerin yarısı üzerinde doğrulayıcı faktör analizi yapılmıştır. Analizde, Promax eğik döndürme ve temel eksen faktörleme yöntemleri tercih edilmiştir. Özdeğer ve saçılma grafiği analizleri 5 faktörlü yapıyı desteklese de, bu aşamada en son analizde önemli olabilecek maddeleri atmamak için korumacı davranılmış ve altı faktöre yüklenen maddeler seçilmiştir. Bu altı faktöre yüklenmeyen sekiz madde çıkarılmıştır. Böylece son analiz için 43 madde elde edilmiştir.

En son yapılan açımlayıcı faktör analizinde elde edilen faktörlerden ilk beşinin varyansın %45’ini açıkladığı görülmüştür (özdeğerler 7.0 ile 1.9 arasında değişmiştir). Saçılma grafiği de bu faktörleri belirgin bir şekilde göstermiştir. Bu beş faktörde iyi alan ve yükleri .30’un üzerinde olup maddeler arası korelasyonları .35’in üzerinde bulunan, ek olarak diğer faktörlere düşük düzeyde yüklenen maddeler belirlenmiştir. Bu şekilde, ölçeğin son hali için toplam 26 madde belirlenmiştir. Açımlayıcı faktör analizlerini içeren bu sürecin ardından yapılan doğrulayıcı faktör analizi elde edilen beş faktörlü yapının uygunluğu onaylamıştır.

Aşka İlişkin Tutumlar Ölçeği-Kısa Form

Hendrick, Hendrick ve Dicke (1998) tarafından bireylerin aşka yönelik tutumlarını ölçmek amacıyla geliştirilen Aşka İlişkin Tutumlar Ölçeği-Kısa Form (AITÖ-KF), Hendrick ve Hendrick (1986) tarafından geliştirilen 42 maddelik Aşka İlişkin Tutumlar Ölçeğinin kısaltılmış formudur. 5 dereceli likert tipi 24 maddelik bir ölçektir. Bu ölçek, Lee’nin (1973) aşk sınıflandırmasını temel almakta ve tutkulu aşk (eros), özgeci aşk (agape), sahiplenici aşk (mania) oyun gibi aşk (ludus), arkadaşça aşk (storage), mantıklı aşk (pragma) olmak üzere altı farklı aşk biçimini içermektedir (bkz. Ek 2).

Ölçeğin kısa formunun geçerlik ve güvenilirlik çalışması Büyüksahin ve Hovardaoğlu (2004) tarafından yapılmıştır. Yürütülen faktör analizi sonucunda AİTÖ-KF'nin özgün formda olduğu gibi *tutkulu aşk, özgeci aşk, sahiplenici aşk, oyun gibi aşk, arkadaşça aşk, mantıklı aşk* olmak üzere altı faktörden oluştuğu bulunmuştur. Ölçeğin iç tutarlılık (Cronbach Alpha) ve iki yarım güvenilirlik katsayılarının her biri .70 olarak bulunmuştur. Ölçek 5 dereceli (1, kesinlikle yanlış; 5 kesinlikle doğru) likert tipi 24 maddeden oluşmaktadır.

Romantik İlişkilerle İlgili Kalıpyargılara İlişkin Tutumlar Ölçeği-Kısa Formu

İlk olarak Sakallı ve Curun (2002) tarafından geliştirilen 12 maddelik Romantik İlişkilerle İlgili Kalıpyargılara İlişkin Tutumlar Ölçeği (RİİKİTÖ), daha sonra Sakallı-Uğurlu (2003) tarafından 10 madde içerecek şekilde kısaltılmıştır. Romantik ilişkilerle ilgili Kalıpyargılara İlişkin Tutumlar Ölçeği-Kısa Formu (RİİKİTÖ-KF) için yapılan faktör analizi özdeğerleri 4.29 ve 1.64 olan iki faktörlü bir yapı vermiştir. Bu faktörler, uzun formda olduğu gibi, *romantik ilişkilerde erkeğin baskınlığı ve erkeğin girişkenliğini içeren kalıpyargılar* olarak isimlendirilmiştir. Ölçeğin maddeleri 1-7 arasında puanlanmaktadır. Bu çalışmada, ölçeğin ilişkide erkeğin baskınlığı ve ilişkide erkeğin girişkenliği kalıpyargılarına karşı tutumları değerlendiren iki alt-boyutu da kullanılmıştır. İç tutarlılık katsayısı (Cronbach Alpha) ilk faktör için .84, ikinci faktör için .80 bulunmuştur. Ölçek 1'den (Tamamen karsıyım) 7'ye (Tamamen katılıyorum) kadar derecelendirilmiş Likert tipi maddelerden oluşmaktadır (Bkz. Ek 3).

Romantik İlişkilerde Gelecek Zaman Yönelimi Ölçeği – Genişletilmiş Form

Romantik ilişkilerde Gelecek Zaman Yönelimi Ölçeği, daha önce Öner'in (2000a) yedi maddeden oluşan aynı isimli ölçeğinin genişletilmiş formudur. Genişletilmiş form, bireylerin romantik ilişkilerinin geleceğini nasıl planladıkları ve ilişkilerinin geleceğine ilişkin düşüncelerini ölçmek amacıyla Öner (2000b) tarafından geliştirilmiştir.

Genişletilmiş form için yapılan faktör analizi sonucunda, iki faktörlü bir yapı elde edilmiştir (Öner, 2000b). Bu faktörler devamlı ilişkiler arama ve ilişkinin geleceğine odaklanma olarak adlandırılmıştır. Birinci faktörün iç tutarlılık katsayısı (Cronbach Alpha) .85, ikinci faktörün iç tutarlılık katsayısı (Cronbach Alpha) ise .64 olarak bulunmuştur.

Romantik ilişkilerde Gelecek Zaman Yönelimi Ölçeği- Genişletilmiş Formu (RİGZYÖ-GF) 4 basamaklı Likert tipi 11 maddelik ölçektir. Bir uçta yer alan 1, benim için hiç doğru değil, 4 ise benim için çok doğru anlamına gelmektedir. Ölçekteki 1, 4, 8, 9 ve 11. maddelerin ters puanlanması gerekmektedir. Ölçekten tek bir toplam puan alınmakta ve yüksek puanlar ilişkilerde geleceğe yönelik yüksek düzeyde planların ve ilgilerin olduğunu, düşük puanlar ise ilişkilerde gününü gün etme ve ilişkinin geleceğine yönelik düşük düzeyde planların yapıldığını göstermektedir (bkz. Ek 4).

İşlem

Bu çalışmada, bu ölçeğin Türk yetişkinlerin flört biçimlerini ölçmek için yeterince geçerlilik ve güvenilirliğe sahip olmadığı araştırılmıştır. Bu amaçla öncelikle, farklı üniversitelerde çalışmakta olan, Psikoloji veya İngilizce eğitimi alanında en az yüksek lisans derecesine sahip 3 öğretim elemanı tarafından ölçeğin özgün maddeleri Türkçeye çevrilmiştir. Daha sonra önerilen tüm maddeler bir araya getirilerek, farklı üniversitelerde çalışmakta olan 3 Psikoloji Bölümü öğretim görevlisi ve 1 Türk Dili okutmanına sunulmuştur. Bu öğretim elemanlarının yaptıkları öneri ve görüşler dikkate alınarak ölçeğin ilk Türkçe formu oluşturulmuştur (bkz. Ek 1).

Katılımcılar Flört Biçimleri Ölçeği, AİTÖ-KF, RİİKİTÖ-KF ve RİGZYÖ-GF'den oluşan anketi, surveey.com isimli bir web sitesinde çevrim içi olarak doldurulmuşlardır. Ölçeklerin yer aldığı sayfanın bağlantısı facebook, twitter, ekşiduyuru vb. internet kanalları aracılığıyla dağıtılmıştır. Bir katılımcının anketi yalnızca bir kere yanıtlayabilmesi için, web sitesinin aynı IP adresinden yalnızca bir kez giriş yapmaya izin veren ayarları tercih edilmiştir.

Bulgular

Geçerlilik ve Güvenirliğe İlişkin Bulgular

Çalışmada, Flört Biçimleri Ölçeği'nin 5 faktörlü yapısının geçerliliğini sınamak amacıyla, açılımlı faktör analizleri yapılmıştır. İlk olarak temel bileşen analizi ile 6 faktörlü bir yapı elde edilmiştir. Elde edilen bu yapı varyansın %56'sını açıklamıştır. Daha sonra yapılan varimaks döndürmeli temel bileşenler analizi sonucunda özdeğeri 1'in üzerinde olan 6 faktörlü bir yapı elde edilmiştir. Altı faktörlü bu yapı, varyansın % 56'sını açıklamıştır.

Özgün formun 5 faktörlü bir yapıda olması ve saçılma grafiğinin 5 faktörlü yapıya izin verdiğinin görülmesi nedeniyle (bkz. Şekil 1), faktör yapısı 5 olarak belirlenerek, yeniden varimaks döndürmeli temel bileşen analizi yapılmıştır. Sonuç olarak, Flört Biçimleri Ölçeği'nin özgün yapısına oldukça yakın bir 5 faktörlü yapı elde edilmiştir (Tablo 1). Elde edilen bu beş faktörlü yapı, varyansın % 52'sini açıklamıştır. Özgün ölçekle ve yüklenen maddelerin yorumuyla tutarlı bir şekilde, 1. faktör *Genelksel Flört Biçimi*, 2. faktör *Fiziksel Flört Biçimi*, 3. faktör *Samimi Flört Biçimi*, 4. faktör *Nazik Flört Biçimi* ve 5. faktör *Oyuncu Flört Biçimi* olarak isimlendirilmiştir. Bu faktörlerin özdeğerleri ise sırasıyla 5.4, 3.1, 2.2, 1.6 ve 1.3 olarak bulunmuştur.

Tablo 1'de görülebileceği gibi, beş faktörlü yapıda, "geleneksel çıkma biçiminin toplumsal bir kural olduğu günlere dönebilmemizi dilerim" maddesi dışındaki tüm maddeler faktörlere özgün ölçekte belirlendiği gibi dağılımlardır (tabloda bu madde koyu karakterlerle gösterilmiştir). Bu maddenin, varimaks döndürme işlemi yapılmadan gerçekleştirilen temel bileşen analizinde özgün ölçekte ölçmesi amaçlanan faktöre (*Geleneksel*) yüklendiği görülmüştür (faktör yükü .48, madde test korelasyonu $r = .40$). Bu nedenle ölçeğin Türkçe formunda da bu faktör altında yer alması uygun görülmüştür. Bu şekilde, Flört Biçimleri Ölçeğinin Türkçe formunun özgün ölçekteki tüm maddeleri aynı faktörler altında içermesine karar verilmiştir.

Analiz sonucunda elde edilen bu faktörler arasındaki korelasyon katsayıları Tablo 2'de gösterilmektedir. Bu tabloda görülebileceği gibi, *Geleneksel Flört Biçimi*, *Fiziksel ve Oyuncu Flört Biçimleri* ile olumsuz ilişkilere sahiptir. Bununla birlikte, Nazik Flört Biçimi ile olumlu bir ilişkisi vardır. *Fiziksel Flört Biçimi Oyuncu ve Samimi Flört Biçimleri* ile olumlu ilişkilere sahipken, *Nazik Flört Biçimi* ile olumsuz bir ilişkiye sahiptir. *Oyuncu ve Nazik Flört Biçimleri* arasında olumlu bir ilişki bulunmaktayken, *Samimi ve Nazik Flört Biçimleri* arasında olumsuz bir ilişkinin varlığı söz konusudur. *Samimi Flört Biçimi, Geleneksel ve Oyuncu Flört Biçimleri* ile ilişkisiz bulunmuştur.

Ölçeğin ölçüt geçerliliğini belirlemek amacıyla, Büyüksahin ve Hovardaoğlu (2004) tarafından Türkçe'ye uyarlanan Aşka İlişkin Tutumlar Ölçeği, Sakallı (2003) tarafından geliştirilen Romantik İlişkilerle İlgili Kalıpyargılara Karşı Tutumlar Ölçeği ve Öner (200b) tarafından geliştirilen Romantik İlişkilerde Gelecek Zaman Yönelimi Ölçeği kullanılmıştır. Flört Biçimleri Ölçeği ile bu ölçeklerin alt ölçekleri arasındaki korelasyonlar Tablo 3'te gösterilmiştir.

Tablo 3'te görülebileceği gibi, Geleneksel Flört Biçimi ALTÖ'nün Mantıklı Aşk ve Sahiplenici Aşk alt ölçekleriyle olumlu ilişkilere sahiptir. Bu flört biçiminin ayrıca, hem RİİKKTÖ'nün ilişkide erkeğin baskınlığı ve ilişkide erkeğin girişkenliği alt ölçekleri ile hem de ilişkide Gelecek Yönelimi ile olumlu yönde ilişkili olduğu bulunmuştur.

Fiziksel Flört Biçimi, Tutkulu ve Oyun gibi Aşk Biçimleri ile olumlu ilişkiler göstermiştir. Fiziksel Flört Biçiminin, hem RİİKKTÖ'nün ilişkide erkeğin baskınlığını ve ilişkide erkeğin girişkenliği alt ölçekleri ile hem de ilişkide Gelecek Yönelimi ile olumsuz ilişkilere sahip olduğu görülmüştür.

Oyuncu Flört Biçimi, Özgeci ve Oyun Gibi Aşk Biçimleri ile olumlu ilişkilere sahipken, RİİKKTÖ'nün iki alt ölçeği ve ilişkide Gelecek Yönelimi ile olumsuz yönde ilişkili bulunmuştur. Samimi Flört Biçiminin ise hem Özgeci, Tutkulu ve Sahiplenici Aşk Biçimleri ile hem de ilişkide Gelecek Yönelimi ile olumlu ilişkilere sahip olduğu saptanmıştır.

Nazik Flört Biçimi, Özgeci, Tutkulu, Mantıklı ve Sahiplenici Aşk Biçimleri ile olumlu yönde ilişkiler göstermiştir. Bu flört biçiminin ayrıca, hem RİİKKTÖ'nün ilişkide erkeğin baskınlığı ve ilişkide erkeğin girişkenliği alt ölçekleri ile ve hem de ilişkide Gelecek Yönelimi ile olumlu yönde ilişkili olduğu görülmüştür.

Ölçeğin tümü için iç tutarlık katsayısı (Cronbach Alpha) .65 bulunmuştur. Ölçeğin beş faktörünün iç tutarlık katsayıları (Cronbach Alpha) ise, Geleneksel Flört Biçimi için .86, Fiziksel Flört Biçimi için .79, Samimi Flört Biçimi için .65, Nazik Flört Biçimi için .66 ve Oyuncu Flört Biçimi için .64 bulunmuştur.

Flört Biçimleri Ölçeğinin Alt Ölçeklerinin Cinsiyet Yönünden Karşılaştırılması

Tablo 4, Flört Biçimleri Ölçeğinin alt ölçeklerinin cinsiyet yönünden karşılaştırıldığı t testi sonuçlarını göstermektedir. Bu tabloda görülebileceği gibi, kadınlar, Geleneksel ve Nazik Flört Biçimleri bakımından erkeklerden anlamlı olarak daha yüksek puanlar almışlardır ($p < .01$). Erkekler ise, Oyuncu Flört Biçimi bakımından kadınlardan anlamlı olarak daha yüksek puanlara sahip bulunmuşlardır ($p < .01$). Samimi ve Fiziksel Flört Biçimleri bakımından ise cinsiyet açısından anlamlı farklılıklar saptanmamıştır ($p > .05$).

Tartışma

Hall ve arkadaşlarının (2010) geliştirdikleri Flört Biçimleri Ölçeğinin Türkiye'ye uyarlamasının amaçlandığı bu çalışmada, Türk yetişkinler grubunda bu ölçeğin anlamlı ölçüde güvenilir ve geçerli olduğu olup olmadığı incelenmiştir. Yapılan faktör analizi, ölçeğin faktör yapısının, Hall ve arkadaşlarının geliştirdikleri özgün çalışmada elde edilen faktör yapısına doğruladığı görülmüştür. Özgün form ile Türkiye'de uyarlanan bu formun aynı faktör yapısına sahip olması, ölçeğin her iki kültürde de benzer flört yaklaşımlarını ölçtüğünün kanıtı olarak görülebilir.

Ölçeğin alt ölçeklerinin birbirleriyle ilişkilerine bakıldığında, şimdiki çalışmanın sonuçlarının Hall ve arkadaşlarının (2010) yaptıkları ölçek geliştirme çalışmasının sonuçları ile tutarlı olduğu görülmektedir. Özgün çalışmada olduğu gibi, şimdiki çalışmada da geleneksel flört biçimi, nazik flört biçimi ile olumlu; fiziksel ve oyuncu flört biçimleri ile olumsuz ilişkilere sahip bulunmuştur. Yine özgün çalışmada olduğu gibi, fiziksel flört biçimi samimi ve oyuncu flört biçimleri ile olumlu ilişkilere sahip bulunurken, nazik flört biçimi ile olumlu bir ilişki göstermiştir. Oyuncu flört biçimi özgün çalışmadakine benzer şekilde nazik flört biçimi ile olumsuz bir ilişki sergilerken, yine önceki bulgularla tutarlı bir şekilde samimi ve nazik flört biçimleri arasında olumlu bir ilişkinin olduğu saptanmıştır.

Flört biçimleri ölçeğinin alt ölçeklerindeki cinsiyet farklılıklarının Hall ve arkadaşlarının (2010) bulgularından kısmen farklı olduğu görülmüştür. Flört biçimleri ölçeğinin geliştirildiği çalışmada oyuncu flört biçiminde erkekler, diğer tüm flört biçimlerinde ise kadınlar daha yüksek puanlar almışlardır. Şimdiki çalışmada ise önceki çalışmaya benzer şekilde erkeklerin yalnızca oyuncu flört biçiminde kadınlardan daha yüksek puanlar aldıkları bulunmuştur. Kadınlar ise geleneksel ve nazik flört biçimlerinde daha yüksek puanlar almışlardır. İlk çalışmadakinden farklı olarak, şimdiki çalışmada fiziksel ve samimi flört biçimlerinde cinsiyete bağlı anlamlı bir farklılık saptanmamıştır.

Flört biçimlerindeki cinsiyete bağlı farklılıklarda özgün ölçek geliştirme çalışması ile örtüşmeyen sonuçlar McBain ve arkadaşlarının (2013) çalışmasında da gözlenmiştir. Bu yazarların çalışmalarında fiziksel ve oyuncu flört biçimleri bakımından kadın ve erkek katılımcılar arasında anlamlı bir fark ortaya çıkmamıştır. Bağlamlar dikkate alınarak gerçekleştirilen analizlerde ise, erkeklerin bazı bağlamlarda (işyeri, okul, süpermarket ve toplu taşıma) kadınlardan daha yüksek düzeyde oyuncu flört biçimi puanları aldıkları görülmüştür. Samimi flört biçiminde ise, süper market ve toplu taşıma ortamları dışında cinsiyet bakımından anlamlı farklılıklar bulunmamıştır. Bu çalışmanın işaret ettiği gibi, flört biçimlerinde cinsiyete bağlı farklılıkların çalışmalarda farklı sonuçlar vermesi bağlamsal etkilerle açıklanabilir. Hall ve arkadaşlarının (2010) gerçekleştirdikleri çalışmada katılımcılar ölçekleri bir internet sitesi aracılığıyla yanıtlarken, McBain ve arkadaşlarının (2013) çalışması okul, bar, işyeri, toplu taşıma ve süpermarket gibi farklı çevreleri içermiştir. Şimdiki çalışmaya katılım, Hall ve arkadaşlarının (2010) çalışmasında olduğu gibi bir internet sitesi aracılığıyla sağlanmıştır. Bu nedenle bağlamsal etkileri ele almak güçleşmektedir. Bununla birlikte, fiziksel ve samimi flört biçimlerinde kadınlar lehine beklenen farklılığın ortaya çıkmaması kültürün ve çalışmada kontrol edilmeyen bağlamsal etkilerin bir sonucu olarak görülebilir.

Bu çalışmada ayrıca, Flört Biçimleri Ölçeğinin Türkçe formunun ölçüt geçerliliğini sınamak amacıyla, Aşka İlişkin Tutumlar Ölçeği, Romantik İlişkilerle İlgili Kalıpyargılara Karşı Tutumlar Ölçeği ve Romantik İlişkilerde Gelecek Yönelimi Ölçeği ile ilişkileri ele alınmıştır. Bu ilişkilere bakıldığında, geleneksel flört biçimini benimseyen kimselerin ilişkilerde erkeğin baskınlığı ve girişkenliğini destekledikleri, ilişkilerde gelecek yönelimli oldukları ve mantıklı ve sahiplenici aşk biçimlerini benimsedikleri söylenebilir. Fiziksel flört biçimini benimseyen bireylerin ise, ilişkilerde erkeğin girişken ve baskın olması kalıpyargısını desteklememeleri, ilişkilerinde gelecek yönelimli olmamaları, bununla birlikte aşk yaşantılarında tutkulu ve oyuncu bir tavır takınmaları beklenebilir.

Oyuncu flört biçimini benimseyen bireyler ilişkilerde erkeğin girişkenliği ve baskınlığı kalıp yargısını desteklememe, ilişkide gelecek yönelimli olmama ve aşka yaşantılarında özgeciliğinden uzak ve oyuncu bir tarzda davranma eğiliminde olabilirler. Samimi flört biçimine sahip olan kimseler ilişkilerinde gelecek yönelimli olmakla birlikte özgeci, tutkulu ve sahiplenici bir aşk yaklaşımı benimseyebilirler. Son olarak nazik flört biçimine sahip olan kimselerin ise geleneksel flört biçiminde olduğu gibi, ilişkilerde erkeğin baskınlığı ve girişkenliğini desteklemeleri, ilişkilerde gelecek yönelimli olmaları ve mantıklı ve sahiplenici aşk biçimlerini benimsemeleri ek olarak özgeci ve tutkulu aşk biçimlerine de olumlu yaklaşımları beklenebilir.

Ele alınan beş flört biçiminin bu çalışmada gösterdikleri ilişkiler, Hall ve arkadaşlarının (2010) oluşturdukları tipoloji ile büyük ölçüde uyumludur. Örneğin, erkeğin girişkenliği ve baskınlığını destekleyen kalıpyargılar geleneksel ve nazik flört biçimlerinin vurguladığı toplumsal cinsiyet rollerini barındırmaktadır. İlişkilerde gelecek zaman yönelimi ise fiziksel flört biçimindeki cinsellik ve oyuncu flört biçimindeki eğlence odaklı kısa süreli amaçlar ile çalışmakta; bununla birlikte geleneksel ve nazik flört biçimlerinde vurgulanan geleneksel/toplumsal yaklaşımlarca desteklenmektedir (Hall ve ark., 2010, Öner, 2000a, 2000b).

Beraber olduğu kimseyi kendinden önde tutan ve ilişkisinde fedakarlığı, destekleyiciliği ve bağışlayıcılığı ön plana çıkaran birinin (özgeci aşk), flört sürecinden alınan keyif ve eğlenceden (oyuncu flört biçimi) çok partnerle samimi ve dürüstçe bir iletişime (samimi flört biçimi) değer vermesi beklenir bir durum olarak görülebilir. Ailelerin uyumsuzluğu, kariyere olumsuz etkide bulunma ve iyi bir ebeveyn olamama gibi uzun süreli ilişkilerde gündeme gelebilen ilişki sorunlarından kaçınmaya özen gösteren bir kişinin (mantıklı aşk biçimi), geleneksel ve nazik flört biçimlerini tercih etmesi, bu flört biçimlerinin ilişkilerde gelecek yönelimi ile bağlantısı bakımından anlaşılır bir sonuçtur. Ayrıca cinselliğin ve eğlencenin ön plana çıktığı oyun gibi aşkın, aynı motivasyonları ön plana çıkaran oyuncu flört biçimi ile; fiziksel çekicilik, iletişime açıklık, sevecenlik ve ilişkide güvende olmayı içeren tutkulu aşkın ise beden dilini kullanmayı seven fiziksel flört biçimi ve iletişime değer veren samimi flört biçimi ile ilişkili olması flört davranışlarının, ilişkilerle ilgili niyetlerin bir yansıması olmasından kaynaklanıyor olabilir (Büyüksahin ve Hovardaoğlu, 2004; Hall ve ark., 2010).

Sonuç olarak, Flört Biçimleri Ölçeğinin Türkiye'ye uyarlanmasının amaçlandığı bu çalışmada elde edilen sonuçlar, ölçeğin iç tutarlılık güvenilirliğinin tatmin edici olduğunu göstermektedir. Ayrıca faktör analizi sonuçları ile kullanılan diğer ölçekler ile gösterilen anlamlı korelasyonlar ölçeğin yapı ve ölçüt geçerliliklerinin de iyi düzeyde olduğuna işaret

emektedir. Bu çalışmada kullanılan örneklem göz önüne alındığında, ölçeğin Türk yetişkinlerde kullanılabilir bir ölçek olduğu söylenebilir.

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Tablolar

Tablo 1. Flört Biçimleri Ölçeği Faktör Yapısı ve Maddelerin Toplam Puanla Korelasyonu (r)*

Maddeler	1 % 14,1	2 % 11,2	3 % 9,9	4 % 8,6	5 % 8,5	r
3 Erkekler kadınların peşinden koşmalıdır, kadınlar erkeklerin değil	.86					.87
8 İlk adımı erkekler atmalıdır	.84					.86
13 Toplumumuz ne kadar değişirse değişsin, ilişkiyi başlatma hala erkeğin görevidir	.76					.82
18 Bir kadının kendine güvenerek bir erkeğin peşinden koşması benim için sorun değildir**	.72					.76
23 İlişki olduğu sürece, ilk adımı kimin attığı önemli değildir.**	.77					.80
2 Cinsel ilgimi göstermede iyiyimdir		.69				.74
7 Başkalarının cinsel ilgisini fark etmede iyiyimdir		.73				.73
12 Flört etmek için beden dilimi kullanmada iyiyimdir		.82				.81
17 Başkalarına onlarla ilgilendiğimi göstermek benim için sorun olmaz		.62				.71
22 Cinsel olarak ilgimi çektiklerinde, her zaman karşı cinsin bunu bilmesini sağlarım		.69				.71
1 Başkalarıyla gerçek bir bağ kurmak heyecan verici olabilir			.60			.63
6 Başka bir insanın ilgi alanlarını öğrenmekten gerçekten keyif alırım			.55			.64
11 İlgi duyduğum kimseyle duygusal bir bağ kurmayı gerçekten isterim			.70			.71
16 Karşı cinsten yerinde bir iltifat almayı severim			.66			.65
21 Samimi bir ilgi göstermek, birinin onunla ilgilendiğini bilmesini sağlamanın en iyi yoludur			.52			.61
5 Fiziksel olarak fazla cüretli olmak kaybettirici olabilir				.54		.56
10 İnsanlar ilgilendikleri kimsenin bunu bilmesini sağlarken dikkatli davranmalıdır				.63		.60
15 İlgi gösterirken, fazla cinsel içerikli şeyler söylememek önemlidir				.47		.56
20 Çıkarken, insanlar her zaman nazik olmalı ve düzgün bir tavır takınmalıdır				.40		.51
24 Erkek ve kadınların nasıl tavırlar sergileyeceklerini belirleyen kurallar vardır				.55		.58
25 Geleneksel çıkma biçiminin toplumsal bir kural olduğu günlere dönebilmemizi dilerim***				.52		.57
26 Günümüz toplumunda, insanlar flörtle ilgili konularda dikkatli olmalıdır				.55		.72
4 Flört sadece eğlence içindir; insanların bu kadar ciddi olmasına gerek yoktur					.74	.77
9 Flört zararsız bir eğlence olabilir					.72	.77
14 Flört etmemin ilk nedeni, flörtün kendimi iyi hissettirmesidir					.68	.70
19 Hiç ilgi duymadığım insanlarla flört ederim					.36	.51

* Beş Faktöre Zorlanan Varimaks Döndürmeli Temel Bileşen Analizi Sonucu

** Ters kodlanması gereken maddeler

*** Bu maddenin ilk faktör altında yer almasına karar verilmiştir.

Tablo 3. Flört Biçimleri Ölçeği, Aşka İlişkin Tutumlar Ölçeği (AITÖ), Romantik İlişkilerle İlgili Kalıpyargılara Karşı Tutumlar Ölçeği (RİİKKTÖ) ve Romantik İlişkilerde Gelecek Zaman Ölçeği (RİGZÖ) Toplam Puanları Arasındaki Korelasyonlar Yönelimi (N= 327).

	Erkeğin Baskınlığı Kalıpyargısı	Erkeğin Girişkenliği Kalıpyargısı	Gelecek Yönelimi	Arkadaşça Aşk	Özgeci Aşk	Tutkulu Aşk	Mantıklı Aşk	Oyun Gibi Aşk	Sahiplenici Aşk
Geleneksel Flört Biçimi	.42 **	.82 **	.30 **	-.02	-.05	-.01	.35**	-.04**	.25**
Fiziksel Flört Biçimi	-.12**	-.18**	-.28 **	-.02	-.005	.11	.002	.24 **	-.04
Oyuncu Flört Biçimi	-.29 **	-.29**	-.55**	-.09	-.11**	-.03	-.05	.36**	-.05*
Samimi Flört Biçimi	-.03	-.05	.12	.01	.14*	.13*	.01*	-.02 *	.24**
Nazik Flört Biçimi	.45**	.53**	.37**	.05	.17**	.12*	.35**	-.06	.26**

* Korelasyon 0.05 düzeyinde anlamlıdır.

** Korelasyon 0.01 düzeyinde anlamlıdır.

Tablo 4. Flört Biçimleri Ölçeğinin Alt Ölçeklerinin Ortalamaları, Standart Sapmaları ve t Değerleri (Kadınlar için n = 157, erkekler için n = 127).

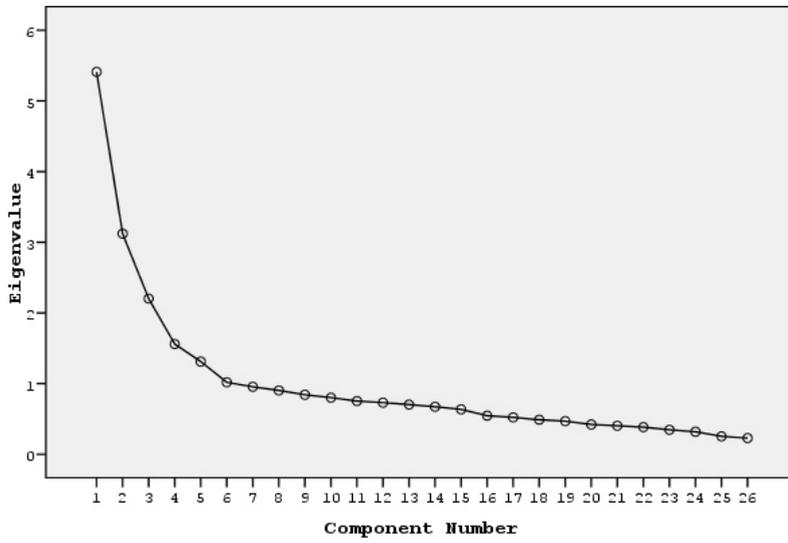
	Cinsiyet	X	s	t
Geleneksel Flört Biçimi	kadın	18.81	7.90	6.14**
	erkek	13.44	6.49	
Fiziksel Flört Biçimi	kadın	21.53	6.70	-1.14**
	erkek	22.35	5.96	
Oyuncu Flört Biçimi	kadın	13.23	4.81	-3.17**
	erkek	15.02	5.06	
Samimi Flört Biçimi	kadın	30.25	3.81	1.47
	erkek	29.60	3.95	
Nazik Flört Biçimi	kadın	31.63	7.35	2.68**
	erkek	29.57	6.28	

** Korelasyon 0.01 düzeyinde anlamlıdır.

Şekiller

Şekil 1. Varimaks Döndürmeli Temel Bileşen Analizi Saçılma Grafiği

Scree Plot



Preferred Strategies for Female and Male Initiators in Romantic Relationship Initiation: The Role of Stereotypes Related to Romantic Relationships, Rejection Sensitivity and Relationship Anxiety

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Abstract

The aim of this study is to evaluate the associations between preferences about which strategy (e.g. direct, indirect or pasive strategies) should be used by women and men in order to initiate relationship, attitudes toward stereotypes related to romantic relationships, rejection sensitivity and relationship anxiety. It is also aimed to evaluate to what extent rejection sensitivity and relationship anxiety determine the stereotypical attitudes concerning men's initiation in relationships. The sample of the study included 373 participants (228 women - 145 men) between the ages of 18 - 37 ($X = 22.08$, $SD = 2.18$). The questionnaire that consisted of demographic information form, Relationship Fear/Anxiety Subscale of Multidimensional Relationship Scale, Attitudes Toward Stereotypes Related to Romantic Relationships Scale and Rejection Sensitivity Scale were administered to the participants in person as printed forms or by internet as online forms. Findings showed that both female and male participants mostly supported indirect strategy for female initiators, and direct strategy for male ones. Female participants' support for direct strategy was found to be greater than male participants' support for direct strategy where the initiator was male ($p < .05$). Conversely males' support for direct strategy was greater than female participants' support for direct strategy where the initiator was female ($p < .05$). Relationship anxiety, attitudes toward stereotypes related to romantic relationships and rejection sensitivity were found to be differed in the basis of different strategy preferences for female and male initiators. Female participants who supported indirect strategy for female initiators were more in favor of stereotypes concerning men's initiation and men's dominance in relationships than female participants who supported direct strategy for female initiators ($p < .01$). These participants were also found to have more rejection sensitivity than the other female participants group by a marginal significance level ($p = .051$). Male participants who supported direct strategy for female initiators were found to have more relationship anxiety than male participants who supported indirect strategy for female initiators ($p < .01$). Male participants who supported indirect strategy for male initiators were observed as more supportive of stereotypes concerning men's dominance in relationships ($p < .01$). In women sample, supporting stereotypes concerning men's initiation was explained by the number of individual's own initiations and rejection sensitivity. Findings of the research were discussed within the framework of gender roles, stereotypes related to romantic relationships and rejection sensitivity theory.

Keywords: *Romantic Relationship, Relationship Initiation, Rejection Sensitivity, Stereotypes, Gender Roles*

The beginning of a relation in which couples get to know each other is a duration that is of paramount importance in the development of the relationship (Berscheid & Garizano, 1979; Snyder, Berscheid & Glick, 1985). As Clark, Shaver and Abrahams (1999) suggested, even though many studies concerning maintenance of relationships are carried out, the number of studies, in which the initiation of these relationships are of concern, are very limited This study aims to investigate the associations between the views about the strategies that men and women are supposed to follow and the stereotypes involving romantic relationships, rejection sensitivity and relationship anxiety. In addition, an investigation into the extend to which rejection sensivity and relationship anxiety predicts the stereotypical attitudes associated with men being supposed to be active and initiative is aimed.

The expression relationship initiation refers to the beginning stage of close relationships (Sprecher & Guynn, 2009). According to Clark and colleagues (1999), during the reallionship initiation period, individuals employ different strategies to interact or deepen their interaction with people they like or are attracted to. These are:

(a) becoming emotionally involved (revealing personal information), (b) directly initiating a relationship (making physical contact, directly asking a potential partner to start a relationship), (c) signaling indirectly (hinting, talking generally about romance), (d) manipulating the situation (making the setting romantic, maintaining close physical contact), (e) joking

(teasing, playfully insulting), (f) demonstrating resources (gift-giving, showing off possessions), (g) using third parties to initiate a relationship (getting friends or family members to assist), and (h) acting passively (waiting for the other person to make the first move) (p. 712).

These strategies might be both direct or indirect and the person might even choose to remain completely inactive and wait. (Clark et. al. 1999, Vorauer & Ratner 1996)

When the studies involving relationship initiation periods are analysed, it is possible to see that the main focus of attention has been on gender. In studies by Clark and colleagues (1999) it has been observed that while men are more active, employing direct strategies, women tend to be more passive, employing indirect strategies. Findings suggesting that men are more active initiative than women while woman employ more indirect ways have been observed in some other studies as well (i.e., Berger, 1987; Kelley & Rolker-Dolinsky, 1987; MacGregor & Cavallo, 2011). The expectation that men are supposed to initiate the relationship and exhibit dominance while women employ coyness and inhibition to sex, can be commonly observed in Turkey as well as many western cultures (Eaton & Rose, 2011; Sakallı & Curun, 2001; Sakallı-Uğurlu, 2003; Schleicher & Gilbert, 2005). Even when couples define themselves as equalitarians they tend to follow more traditional methods (Ganong & Coleman, 1992). These findings point to the extend to which these stereotypes involving relationship initiation and other periods are effective. In addition, Sakallı and Curun (2001) claim that stereotypes concerning relationships involve two dimesions, male dominance and male assertiveness, and that women are more in favour of male assertiveness when it comes to relationship initiation. In studies conducted in Western cultures, the view that men should be assertive has been found to be more favoured among women (Schleicher & Gilbert, 2005).

Sensitivities regarding rejection may be of influence on why the stereotypes about the man being the initiator has been embraced more by women. Both men and women may prefer the opposite side to be more assertive in order to avoid the threat and anxiety of rejection. Therefore, the stereotypes that suggest man should be initiators may find more support among women. Even though it is known that sensitivities about rejection may inhibit individuals from being initiators (Vorauer & Ratner, 1996), no research investigating how these sensitivities support the stereotype of the man being assertive has been done.

Some claim that sensitivities about rejection form based on the relationship with primary caregivers (Downey, Bonica & Rincon, 1999; Feldman & Downey, 1994). According to the rejection sensitivity theory (Downey et. al., 1999; Feldman & Downey, 1994) that includes this view, the experiences of rejection and neglect in interactions with the primary caregiver may cause the individual to be over sensitive to clues of rejection as well as being in a nervous expectation concerning rejection in their later relationships. On the other hand London, Downey, Bonica & Paltin (2007) suggested that rejection sensitivity is related to social anxiety and withdrawal. This function of rejection sensitivity may cause the individual to prefer the opposite sex to be assertive in initiation of a romantic relationship. Therefore, women's being highly in favour of the stereotypes involving men's initiation assertiveness may be due to their rejection sensitivities.

In addition to rejection sensitivity, anxieties and fears towards developing an intimate relationship may also affect relationship initiation assertiveness. These anxieties concerning relationship initiation have been studied in terms of attachment styles in attachment theory studies (Hazan & Shaver, 1987; Bartholomew & Horowitz, 1991). According to this theory, secure attachment style is when a positive and consistent relationship has formed during infancy with the primary caregiver which in turn reflects in adulthood as forming and maintaining positive relationships. Insecure attachment styles such as anxious-avoidant attachment (Hazan & Shaver, 1987) and fearful attachment (Bartholomew & Horowitz, 1991) suggest negative and inconsistent relationships with the primary caregiver in infancy and maintaining these fears and anxieties about relationships in adulthood. Individuals with secure attachment style may be expected to be more assertive in intimate relationships (Hazan & Shaver, 1987). In that case, relationship anxiety which is a reflection of insecure attachment style, might be expected to negatively affect assertiveness in initiating the romantic relationship. However, findings are required to validate this expectation.

Towards the elimination of these shortcomings mentioned earlier in relationship initiation studies, this study aims to investigate the romantic relationship initiation strategies that are deemed appropriate for male and female initiators in terms of stereotypes, rejection sensitivity and relationship anxiety. In addition, an investigation into whether some demographic variables, attitudes towards stereotypes suggesting men are to be dominant, rejection sensitivity and relationship anxiety predict the stereotypes that suggest men are to be assertive, is aimed. This way, the reasons why women are more in favour of the stereotype that men are supposed to be more assertive in relationship initiation, has been investigated.

Method

Participants

The sample included 373 university students from different public and private universities in Turkey between the ages of 18-37 of which 61,1% were women (n = 228), and 38,9% were men (n = 145). The mean age was 22,08.

Materials

Personal Information Form: This form consisted of questions about age, university, educational levels of the parents, the number of previous romantic relationships and the number of romantic relationships which participant himself/herself initiated. Additionally, this form included questions concerning preferred strategies for male and female initiators (direct, indirect or passive strategies).

The Relationship Fear/Anxiety Subscale of The Multi-Dimensional Relationship Questionnaire: This questionnaire was developed to assess several psychological experiences related to intimate relationships by Snell, Schicke and Arbeiter (2002). Turkish adaptation of this questionnaire was conducted by Buyuksahin (2005). The Relationship Fear/Anxiety Dimension is a subscale of this questionnaire and includes ten items which can be scored from 1 to 5.

Attitudes Toward Stereotypes Related To Romantic Relationships Scale: First form of this scale which had 12 items was developed by Sakallı and Curun (2002). The scale was shortened to 10 items by Sakallı in 2003. The short form assesses the supportive attitudes toward stereotypes relevant to male assertiveness and male dominance in romantic relationships. In this study, both dimensions (male assertiveness and male dominance) were used. Items of the scale can be scored from 1 to 7.

Rejection Sensitivity Questionnaire: This questionnaire was developed to measure individuals' levels of rejection sensitivity by Downey and Feldman (1996). Erözkan (2004) adapted this questionnaire to Turkish culture. The questionnaire has 18 items that can be scored from 1 to 8. Total score of the questionnaire provides the rejection sensitivity level.

Procedure

Firstly, Ethical Committee Approval was obtained from Ankara University and then the questionnaires were distributed via internet or by hand. Printed questionnaire forms were administered in Ankara University Language-History and Geography Campus and in a elective psychology course at Aydin University. The participants who took the printed questionnaire forms were presented with an Informed Consent Form and requested to sign it after reading. The link of the website which lead participants to online form was announced through a social medium (facebook). In order to prevent repeated participations the users which had the same IP numbers were removed from the data. It took 10-15 minutes to fill in the whole research questionnaire.

Results

The main aim of this study was to evaluate the preferred strategies for female and male romantic relationship initiators. For this purpose, firstly, most preferred initiation strategies for females and males were investigated. Secondly, it was examined whether these preferences differentiated in terms of gender. Finally, the variables which predict the supportive attitudes toward stereotypes relevant to male dominance in romantic relationships were explored through a stepwise regression analysis because of the main concern of the study.

Findings of Demographic Variables

Gender comparisons of parental educational levels were performed through a Mann-Whitney U test because the independent variable is ordinal. Findings showed no gender difference concerning educational level of the participants mothers ($U = 15397$, $p < .05$, $r = -.98$). Similarly, male and female participants did not differ in educational levels of the fathers ($U = 16052$, $p < .05$, $r = -.08$).

The female ($X = 3.43$) and the male participants ($X = 3.92$) were found to not have significantly different number of previous romantic relationships ($t [366] = -1.1$, $p < .05$). However, the number of the relationships which was initiated by participant himself/herself was found to be greater in males ($X = 2.73$) than females ($X = 0.66$) ($t [159,58] = -6.95$, $p < .001$). Additionally, female participants ($X = 23.56$) were found to be more supportive of male initiation than male participants ($X = 21.79$) ($t [369] = 3.17$, $p < .01$); while male participants ($X = 25.06$) were more supportive of male dominance in romantic relationships than female participants ($X = 17.29$) ($t [365] = -10.66$, $p < .01$). No significant difference was found in terms of rejection sensitivity between female ($X = 54.84$) and male participants ($X = 52.72$) ($t [361] = 1.24$, $p > .05$). However, marginally significant gender difference was observed in relationship anxiety variable ($t [362] = 1.83$, $p = .07$). That is, female participants ($X = 23.03$) scored higher than male ones ($X = 21.54$).

Finding of Preferred Strategies For Female and Male Initiators

It was shown that indirect strategy (e.g. "to stimulate desired potential partner to make the first move") was mostly preferred for female initiators both by female and male participants. Eighty-one percent of females and 62,1% of males agreed that women should stimulate men to make the first move. Least preferred initiation strategy was found to be passive strategy (e.g. "just to wait doing nothing") for women initiators (5,3% in females and 5,5% in males).

For male initiators, direct strategy (to make the first move asking out) was the most preferred strategy by both female and male participants. Ninety-four percent of the female participants and 81,4% of the male participants supported the idea of making the first move to initiate a relationship with the desired potential partner. Passive strategy was the least preferred way of initiation for male initiators among both female (0,4%) and male participants (4,1%). It was also found that the preference of direct strategy for female initiators was more common in male participants ($z [371] = -4,09, p < .05$); while the preference of direct strategy for male initiators was more common in female participants ($z [371] = 3,47, p < .05$).

Data of the participants who preferred the passive strategy for male or female initiators was not included in the comparisons of rejection sensitivity, attitudes toward stereotypes related to romantic relationships and relationship anxiety in terms of preferred strategies for male and female initiators because of the insufficient sample size to perform the necessary analyses. So, the data which belonged to 12 females and 8 males was removed in the comparison of these variables in terms of preferences for male initiators; and the data which belong to 1 female and 6 males was removed in the comparison of these variables in terms of preferences for female initiators. The data of the rest of the participants who preferred indirect or direct strategies was used to evaluate associations between different strategy preferences and rejection sensitivity, attitudes toward stereotypes related to romantic relationships and relationship anxiety variables.

The female participants who preferred the indirect strategy for female initiators were found to be more supportive of both stereotypes of male assertiveness ($U = 2026.50, p < .01, r = -2.75$) and male dominance ($U = 1147, p < .01, r = -5.50$) in romantic relationships than the other female participants who preferred the direct strategy for female initiators. These participants were also found to be more sensitive to rejection in a marginal level of significance ($U = 2256, p = .051, r = -1.95$) than the ones who preferred direct strategy for female initiators. No significant difference was found in relationship anxiety between the females who preferred the direct and indirect strategies ($U = 2552, p > .05, r = -1.07$).

Male participants who preferred the indirect strategy for female initiators scored lower in relationship anxiety than those who preferred the direct strategy for female initiators ($U = 1594.50, p < .05, r = -2.10$). Male participants showed no significant difference in rejection sensitivity ($U = 1995.50, p > .05, r = -.13$), attitudes toward male assertiveness ($U = 1947.50, p > .05, r = -.36$) and male dominance ($U = 1818.50, p > .05, r = -1.25$) in romantic relationships in terms of preferences of the direct or indirect strategies for female initiators.

No significant difference was found in the women sample in relationship anxiety ($U = 1204, p > .05, r = -.66$), rejection sensitivity ($U = 1172, p > .05, r = -.81$), attitudes toward male assertiveness ($U = 1039.50, p > .05, r = -1.51$) and dominance ($U = 1189.50, p > .05, r = -.80$) in romantic relationships in terms of preferences of the direct or indirect strategies for male initiators. The male participants who preferred the direct or indirect strategies for male initiators did not show any significant difference in relationship anxiety ($U = 1017.50, p > .05, r = -1.15$), rejection sensitivity ($U = 1098.50, p > .05, r = -.66$) and attitudes toward male assertiveness ($U = 1000.50, p > .05, r = -1.36$) in romantic relationships. However, male participants who preferred the indirect strategy for male initiators were found to be less supportive of attitudes toward male dominance ($U = 1594.50, p < .01, r = -2.198$) than those who preferred the direct strategy.

Findings of Regression Analyses

For exploration of the predictors of attitudes toward stereotype concerning male assertiveness in romantic relationships, stepwise hierarchical regression analyses were performed both for all participants together and males and females separately. On these analyses, age, educational level of the mother and father, the number of previous romantic relationships and the number of previous romantic relationships which was initiated by the participant himself/herself were entered in the regression first. Relationship anxiety and rejection sensitivity variables were entered in the second block.

The results of the regression analysis which were performed for all of the participants regardless of their gender are presented in Table 1. As can be seen in Table 1, the number of previous romantic relationships which was initiated by the participant were found to be a significant predictor of the dependent variable ($F[1, 343] = 13.22; R^2 = .04, \beta = -.19, t [343] = -3.64; p < .01$). In the second block, rejection sensitivity significantly predicted the dependent variable ($F[1, 342] = 9.93; R^2 = .06, \beta = .14, t [342] = 2.54; p < .01$). The number of previous romantic relationships which was initiated by the participant explained 4% of the variance and the addition of rejection sensitivity variable raised explained variance to 6%.

The results of the regression analysis which was performed for only the female participants are presented in Table 2. As seen in Table 2, the number of previous romantic relationships which were initiated by the participant were found to be a significant predictor of the dependent variable ($F[1, 208] = 9.41; R^2 = .04, \beta = -.21, t [208] = -3.07; p < .01$). In the second

block, rejection sensitivity significantly predicted the dependent variable ($F[1, 207] = 22.62; R^2 = .07, \beta = .16, t [207] = 2.38; p < .01$). The number of previous romantic relationships which were initiated by the participant explained 4% of the variance and with the addition of rejection sensitivity variable explained variance rose to 7%. In the regression analysis which was performed only for the male participants, none of the first and second block variables had a significant predictive role in attitudes toward men's assertiveness in relationships.

Discussion

Findings involving the demographic variables investigated in the study show that the number of relationships in which men are initiators are more than those that women initiate. This shows that the stereotypes (Eaton & Rose, 2011; Sakalli & Curun, 2001) which suggest men are to be initiators in romantic relationships, affect actual dating behaviours. Moreover, the finding that the male assertiveness stereotype which involves the view that men are supposed to be initiators finds more favour among women is consistent with prior studies (Sakalli & Curun, 2001; Sakalli-Uğurlu 2003).

In literature concerning intimate relationships, findings which suggest females have higher rejection sensitivity have been observed while there were no differences between genders involving relationship anxiety (Büyüksahin, 2005; Erözkan 2004). In this study, however, different results about rejection sensitivity and relationship anxiety have been found. Rejection sensitivity not changing among genders while relationship anxiety is observed to be more among women in a marginally significant manner point to a possibility that the relation between these variables and gender may change over time.

In the study, both men and women have supported the view that when women like someone, they should enable the opposite sex to make the first move. The view that men should make the first move in initiation period was the most preferred strategy for male initiators among both men and women. In other words, there is a consensus that women should act indirectly and men have to act directly. This shows that, as stated in Eaton and Rose (2011), traditional gender roles which put the active role in initiation to men is still widely accepted in our time. Furthermore, while the view that women should be more direct in initiation has found favour more among men, the view that men should be more direct in initiation has found more favour among women. This can be interpreted as both men and women want the opposite sex to be more assertive in relationship initiation. As mentioned earlier, the stereotype involving male assertiveness to be more favourable among women also points out to this.

Analyses concerning the roles of relationship anxiety, attitudes towards stereotypes related to romantic relationships and rejection sensitivity in preferred initiation strategies for men and women have resulted differently among men and women.

For women who prefer indirect strategies for other women, supporting male assertiveness and dominance in romantic relationships is in relation with the negative views of stereotypical attitudes involving relationships towards a woman making the first move. In addition to stereotypical attitudes, rejection sensitivity has been observed to be lower with women who support a more direct strategy for other women. This finding suggests that women's not supporting other women to make the first move is influenced by the fear of rejection. Fear of rejection may stop the individual from disclosing to the person they like or from taking the first step (Vorauer & Ratner, 1996). The view that men should take the first step not women could be due to women's fear of rejection. As McDaniel (2005) mentioned earlier, women more advocate traditional role of men in initiating relationships because this allows them to avoid the risk of rejection. Accordingly, the results of the stepwise regression analysis predicts that the rejection sensitivity in women supports the male assertiveness stereotype in relationships.

For men who had different preferences involving female initiation strategies, no significant difference has been noted on their attitudes towards stereotypes involving relationships or on rejection sensitivity. On the other hand, men who think women should employ a more direct strategy for initiation are found to have higher relationship anxiety compared to the men who believe women should employ a more indirect strategy. These findings show that for men, seeing it appropriate for a woman to take the first step is related to the fears and anxieties related to having a relationship. This is not surprising, however, when it is considered that individuals with secure attachment are more assertive in intimate relationships compared to those who have insecure attachment and that relationship anxiety is a reflection of insecure attachment. Supporting assertiveness in the opposite sex could be considered an indicator of the person's own lacking in assertiveness and this lacking could be a reflection of the attachment style.

The initiation strategies that men prefer for other males is found to be in relation with only supporting the stereotypes which suggest men are to be dominant. Accordingly, more support for the stereotype which suggests men are to be dominant is observed among males who believe other males should employ direct strategies, compared to those who believe other males should employ indirect strategies. Attitudes towards stereotypes that suggest men should be assertive,

rejection sensitivity and relationship anxiety were found to have no relation to the strategies preferred by men for other males.

Although the stereotype that suggests men are supposed to be assertive in a relationship includes the view that men are supposed to take the first step, interestingly, the values obtained from this variable is not higher in men who prefer a direct strategy for other. This shows that the attitudes towards male assertiveness in a relationship and the attitudes towards whether a man takes the first step when he likes someone or not are not the same. The first represents a must for a romantic relationship while the latter is an expression of attitudes on what must be done when someone is liked. The individual might believe it to be a good idea to take the first step when someone is liked, although, he may at the same time not support the idea that it's a man's duty to initiate. In literature, a man wanting a woman to be more assertive has been interpreted as a wish to reduce their burden in the relationship (Scharlott & Christ, 1995; Sakallı & Curun, 2001). The findings of this study show that, this wish of men doesn't necessarily mean that they will avoid taking the first step when they like someone.

As it is known, the well established gender roles in society encourage men in romantic relationships to be sexually active while making it known, comfortably approach the person they like and show dominant behaviour in the relationship (Eaton & Rose, 2011; Schleicher & Gilbert, 2005). In romantic relationships, supporting male dominance and preferring direct strategies for other males can be related to each other in terms of the courage that the gender roles provide men with. Keeping this in mind, this courage does not stop men from wanting the opposite sex to be more assertive and share the burdens of the relationship (Scharlott & Christ, 1995; Sakallı & Curun; 2001).

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Tables

Table 1. Results of The Stepwise Hierarchical Regression Analysis For The Predictors of Attitudes Toward Stereotypes Related To Male Assertiveness in Romantic Relationships (All Participants)

Variables (According to entrance order)	R ²	s.d.	F	B	Standart Error	β	t
Step I (Demografic Variables)							
Personally initiated relationships	.04	1-343	13.22	-.40	.11	-.19	-3.64
Step II Rejection sensitivity							
	.06	1-342	9.93	.05	.02	.14	2.56

Table 2. Results of The Stepwise Hierarchical Regression Analysis For The Predictors of Attitudes Toward Stereotypes Related To Male Assertiveness in Romantic Relationships (Female Participants)

Variables (According to entrance order)	R2	s.d.	F	B	Standart Error	β	t
Step I (Demografic Variables)							
Personally initiated relationships	.04	1-208	9.41	-.97	.32	-.21	-3.07
Step II Rejection sensitivity							
	.07	1-207	7.65	.06	.02	.16	2.38

Use of Securities Adjectival Idioms in Albanian and English

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Abstract

Do this work in order to understand the adjectival phraseological units are an important part of the language and as such , express emotions or mental state .
Impact of adjectival phraseological units in language comes from numerous options and features that allow the outstanding use of phraseological units in different texts as a means of enriching the language inexhaustible .
Starting from these data that are the fruit of experience in teaching I noticed that adjectival phraseological units play an important role in understanding as well as their use in discourse.
Proposing a theoretical model interlingual piercing within the scope of phraseology and a model përqasës between English and Albanian languages conclude that are as similar as they are different .
Bringing examples could observe how phraseological units are an integral part of the language and as such occupy a special place and in different texts as a means of enriching the language inexhaustible .
Interaction between two objects is the relationship that exists between the real world and physiology, and sensory organs mark meanings associated with the operation that senses. Overall connection between bodies and their semantic referent is determined by cultural differences. Phraseological units are motivated by different conceptual metaphors and a way to discover knowledge metaphorically through close study of mental images that people create for phraseological units.
Access and study of phraseological units worth adjectival is important to find ways of perceiving the relationship between language and thinking. I noticed the differences and similarities in phraseology in Albanian and English culture times reflect the different nature of these languages and times similar developments in the course of time.

Keywords: *adjectival phraseological units, enrichment tool, teaching, lecture*

1. Njësitë frazeologjike dhe përdorimi i tyre

Në këtë punim duke përqasur njësitë frazeologjike me vlerë mbiemërore në anglishte dhe në shqipe do të përpiqem të zbuloj disa tipare të përbashkëta dhe të veçanta të këtyre dy gjuhëve jo vetëm në drejtimin teorik , por edhe në lidhje me praktikën e mësimit të gjuhës shqipe dhe angleze. Edhe në praktike vërehet se këto njësi frazeologjike zënë një vend të veçantë, por edhe në tekstet letrare gjithashtu. Nëpërmjet ndërthurjes së formës me përmbajtjen realizohen skema të figurshme të cilat paraqesin koncepte të ngulitura në kulturë dhe lidhen me njësi të veçanta leksikore. Kjo përjasje është me interes dhe në plan teorik dhe në plan praktik sidomos për të kuptuar sesi pasqyrohet nëpërmjet njërive frazeologjike kultura dhe psikologjia kombëtare. Përdorimi i njërive frazeologjike është mjaft i rëndësishëm për bashkëveprimin shoqëror, sepse individi pasqyron në situata të caktuara shprehjet e duhura duke treguar identitetin e një grupi të caktuar. Njësitë frazeologjike janë pjesë e rëndësishme gjuhësore të cilat bëjnë të mundur bashkëveprimin shoqëror dhe reflektojnë modelet kryesore të mendimit njerëzor. Këto njësi frazeologjike janë të zërthyeshme në shkallë të ndryshme dhe lidhen me struktura konceptuale metaforike dhe metonimike. Për këtë arsye në procesin e të kuptuarit dhe të përdorimit të tyre merren parasysh të dy aspektet ai gjuhësor dhe ai konjitiv. Në aspektin gjuhësor mund të përfshijë elementet semantike dhe ato morfosintaksore, kurse në përbërjen semantike të njërive frazeologjike shprehin gjendje ose emocione. Gjatë procesit të të mësuarit të një gjuhe qoftë kjo gjuha amtare apo gjuha e huaj mbetet gjithnjë një sfidë për vetësimin i gjuhës së figurshme. Megjithëse mund të duket një fenomen pak i rëndësishëm në zhvillimin gjuhësor procesi mësimor edhe përkthimor janë pjesë e rëndësishme e zhvillimit gjuhësor. Aftësia për të kuptuar njësitë e figurshme gjuhësore siç janë njësitë frazeologjike lëviz paralelisht nga një aftësi e kufizuar gjuhësore e të shprehurit në të cilën shkon gjuha konkrete e karakterizuar nga realizimi formal, në një aftësi të plotë gjuhësore në të cilën përdorimi gjuhësor mbështetet në aftësi të tjera përtej atyre gjuhësore. Edhe pse figurat letrare janë pjesë e rëndësishme në procesin e të kuptuarit të gjuhës ato janë mjaft komplekse në natyrën e tyre.

Njësitë frazeologjike janë togfjalësha që mbartin një koncept të vetëm . “Te njësia frazeologjike , sikurse te fjala e përbërë ose e përngjitur nuk duket lidhja e brendshme e gjymtyrëve, sepse gjithë togu frazeologjik shënon një koncept të vetëm”¹. Nisur nga ky tipar njësitë frazeologjike afrojnë me fjalën dhe kanë njësim kuptimor. Njësitë frazeologjike janë kombinime fjalësh ndaj në ndryshim nga fjala u mungon njesimi strukturor. Ka studiues që për të dalluar njësitë frazeologjike nga togjet e lira , marrin në konsideratë kriterin semantik. Po kështu ka përkufizime të cilat na sugjerojnë që shkalla e ndryshimit semantik tek një njësi frazeologjike mund të ndryshojë si: “Njësia frazeologjike është një tog i qëndrueshëm fjalësh që karakterizohet nga kuptimi tërësisht ose pjesërisht i transferuar”². Ndryshimi semantik ose ndikon në një prej gjymtyrëve ose në tërë togun e fjalëve. Shpeshherë njësitë frazeologjike përkufizohen si togfjalësha të ngurtësuar që gjatë ligjëritimit hyjnë si njësi të gatshme. Nëse komponentet e togfjalëshave të lirë mund të ndryshojnë sipas nevojave të komunikimit, gjymtyrët përbërëse të njësisë frazeologjike përdoren si togfjalësha të pandryshueshëm.

Kriteri i qëndrueshmërisë është vlerësuar si jo i besueshëm në dallimin e njësisë frazeologjike nga togfjalëshat e lirë, sepse në disa njësi frazeologjike mund të zëvendësojmë të paktën një nga komponentet leksikore. Psh. “qitur” me “nxjerrë”, “me buzët varur” dhe me “buzë plasur”(i mërzitur, i zemëruar) ose “e bardhë” me “e zezë”, me zemër të **bardhë** dhe e kishte zemrën e **zezë** (blozë), për të **qitur** sytë dhe për të **nxjerrë** sytë...(i shkathët, çapkën), e prishi **zemrën** dhe e prish **gojën**..

Atëherë ishte djalë dhe të gjitha këto i dukeshin të huaja, sikur i përkisnin një tjetri ,një njeri të largët,që në fund të fundit,mirë t'i behej, se i atij “zanati ish”. Por s’paskësh qenë kështu. “Dita ime **më e bardhë** ishte dita kur pela me polli një miz. Dita ime **më e zezë** kur gruaja më polli vajzën e dytë...Të kisha një djalë...”Sa herë i vinte në mend kjo dëshirë, i këputej në mes, se tashmë i plakur, e kuptonte kotësinë dhe trazirën që i sillte ky mendim. (Klito Blushi , Pajtani i fundit. fq.63.)

Gaz si atëherë s’ka pasur kurrë në shtëpinë tonë. E mora vesh më vonë, se këto të gjitha m’i kish kurditur vetë xhaxhai – hej, zot që je një – që të **mos e prish zemrën** se nuk më mori në luftë... (Mitrush Kuteli, Tregime të zgjedhura, fq.23

Togfjalëshi frazeologjik është i qëndrueshëm dhe plotësisht i motivuar. Qëndrueshmëria dhe motivimi (idiomatika) mund të konsiderohen si aspekte të ndryshme të togfjalëshave frazeologjike dhe në të vërtetë qëndrueshmëria është tipar i togfjalëshave të pamotivuar ose të motivuar . Motivimi është tipari dallues i njësisë frazeologjike që përfshijnë togfjalësha të qëndrueshëm dhe jo të qëndrueshëm. Ka njësi frazeologjike tek të cilat parashikueshmëria e gjymtyrëve të tyre përcakton edhe qëndrueshmërinë psh. në rastin e njësisë frazeologjike “fol” e “qesh” ose “shkel” e “shko”. Nëse të paktën njëri nga elementet e njësisë frazeologjike nuk përdoret jashtë saj me të njëjtën vlerë, qëndrueshmëria është e plotë.Në njësi të ndryshme frazeologjike shkalla e parashikueshmërisë është e ndryshme. Psh. “i bërë bishë”, “i bërë vrer”, “i bërë pulë “ i bërë xurxull”, “ i bërë esëll” etj.

2. Disa pasqyrime të teorive në praktikë

Gjuhësia krahasuese si pjesë e shkencës së gjuhësisë së përgjithshme është një shkencë shpjeguese dhe si e tillë ajo ka si detyrë të shpjegojë faktin real se gjuhët ndryshojnë dhe se gjuhë të ndryshme janë të afërta me njëra - tjetrën . Shkallët e ndryshme të afërsisë së gjuhëve dhe ndryshimet gjuhësore mes tyre shpjegohen me anë të hipotezave shkencore të cilat provohen, rishikohen dhe renditen duke përvetësuar një pikëpamje. Kështu kuptojmë se ndryshimet gjuhësore nuk janë thjesht një funksion i kohës dhe i realiteteve sociale, por edhe funksion i ndryshimeve gjeografike.

Përfaqja dhe studimi i njësisë frazeologjike me vlerë mbiemërore është e rëndësishme për të zbuluar aspekte të perceptimit për lidhjet mes gjuhës dhe të të menduarit. Përgjatë punimit kam vërejtur se ndryshimet dhe ngjashmëritë në fushën e frazeologjisë gjuhësore në shqipe dhe në anglishte reflektojnë herë kulturën dhe natyrën e ndryshme të këtyre gjuhëve dhe herë zhvillimet e ngjashme në vazhden kohore.

Kövecses dhe Szabo’ në studimin e tyre “Idioms: A view from Cognitive Semantics”, kanë krahasuar pikëpamjet tradicionale me ato konjitive, sipas pikëpamjes tradicionale, njësitë frazeologjike janë fenomene të veçanta në gjuhë, dhe vetëm çështje të gjuhës, të shkëputura nga sistemi konceptor që kanë njerëzit, shprehje, kuptimi i të cilave nuk nxirret nga gjymtyrët

¹ Thomai , J. (2001): Leksikologjia e gjuhes shqipe , Tirane , Botimet Toena ,fq. 207

² Ginzbourg ,R.S./Khidel,S.S./Knyazeva, Sankin,A.A(1999):English Lexikology, Moscow,fq. 231

përbërëse, të cilat kanë tipare të veçanta sintaksore. Dhe po sipas kësaj pikëpamjeje të gjuhësisë konjitive: “Njësisë frazeologjike nuk është thjesht një shprehje, kuptimi i së cilës thjesht lidhet me kuptimin e gjymtyrëve përbërëse, por kuptimi tërësor i saj nxirret nga njohuritë tona të përgjithshme për botën (të ngulitur në sistemin konceptor)”³.

3. Përdorimi i njësisë frazeologjike mbiemërore në tekstet letrare

Në jetën e përditshme secili prej nesh i bën krahasimet e sendeve ose të veprimeve gjithnjë duke pasur një konceptim të përgjithshëm për botën, që është e ngulitur në sistemin konceptor. Në mjaft shembuj të shkëputura nga letërsia artistike do ta vërtetojmë këtë, sepse në situata të caktuara ligjërimore personazhet kanë përqsaur (duke krahasuar ose nëpërmjet krahasimit si figurë letrare) njohuritë e tyre për botën .Shumë prej koncepteve tona lidhen me ndjenjat ose vlerësimet tona. Ato mund të mos përcaktohen nga një metaforë e vetme por organizohen në skica metaforike lidhur me përvojat apo këndvështrimet e gjithsecilit psh. “e ka zemrën flori”, “ e ka zemrën det”, “ e ka zemrën hazine”, “e ka zemrën hambar”, “e ka zemrën e bardhë”, “ka zemër të artë”, “e ka zemrën e gjerë” etj. Meqënëse metafora mbështetet në përvojat njerëzore, mund të gjejmë edhe shumë ngjashmëri ndërkulturore. Ky është një argument që japin studiuesit e gjuhësisë konjitive të cilët pohojnë që gjuha motivohet pjesërisht edhe nga skemat konceptore . Karakteri metaforik i njësisë frazeologjike mund të lidhet edhe mes krahasimit të gjymtyrëve të njësisë frazeologjike.

Në qenka puna kaq trashë, haj! Edhe ne, dyfeqet mbi sup e oburra! Për në Kozicë, ku janë qypat renge me florinj. Kjo ka qenë, që thua ti, **një natë** me hënë po **e bardhë**, sikur të paskej rënë dëborë. (Mitrush Kuteli, Tregime të zgjedhura, fq. 24)

U guros aqai nga dhembja, kur e sollën të birë nga lëmi, në tirë. U guros më fort kur i pa fytyrën **si qiri i bardhë**, që s'i ngjante asfare njeriut të gjallë – po tjetër bote. (Mitrush Kuteli, Tregime të zgjedhura, fq. 53)

...Edhe si foli këto, burri ndër të bardha u ngrit përpjetë, lart e lart, edhe **u tret si një re e bardhë**. (Mitrush Kuteli, Tregime të zgjedhura, fq. 58)

Kjo më ngushëlloi pak. Po jo së gjithash, se kisha pasur natën **një grusht me pare të bardha** nëpër duar e m'i kish tretur mëngjesi. (Mitrush Kuteli, Tregime të zgjedhura fq.73)

Asohere në kohën e foshnjërisë sime, perëndia ish një plak i lashtë, i plotë nga shtati, që rrinte diku, atje lart këmbëkryq, e qepte **me gjilpërë e shajak të bardhë**, për të veshur botën. (Mitrush Kuteli, Tregime të zgjedhura, fq. 74)

Ne rrinim këtej, me të mëdhenjtë. Edhe Marina ish atje tej: **më e bardhë se niseshtëja e turkave e se pëlhura e kaurkave**. Këtë ma panë sytë e mi! (Mitrush Kuteli, Tregime të zgjedhura, fq. 173)

...Bridhte era nëpër qiell edhe çonte e përçonte larg **ret' e bardhëza si vela lundre**. Aq shumë e desh Kiroloji Katerinëzën, sa desh ta bënte mollë e ta mbante në gj. (Mitrush Kuteli, Tregime të zgjedhura, fq. 208)

Edhe sa për verë, gjer aty sa e ktheu prapë, se butet ishin në dera edhe plloskat në goja: me trëndelinë, me borzilok – e lehtë a e rëndë – **si të ta desh e bardha zemër**. E sa për të ngrënë s'ka si bëhet më mirë... (Mitrush Kuteli, Tregime të zgjedhura, fq. 227-228)

Shpirtrat e lumtur që sillëshin mbi të **ishin të bardhë si argjendi** i larë, e gjithë të bardhë ishin edhe ata që shkuan nëpër ujë. Qëndruan që të dy anës e vështruan bukurinë që buronte atje ku zoti ka stisur fronë e tij. (Mitrush Kuteli, Tregime të zgjedhura, fq. 233)

³ Bilkova, I. (2000): *Czech and English idioms of body parts, vep. E cituar , fq.32*

Balli i Marinës sime rrihte të ngrysej e nuk ngrysej dot. Ishte i sheshtë, **i bardhë si mermeri**. Tamam si Mali ynë i Thatë kur vishet me dëborë, që e bën të shndritë dielli i janarit të mirë. (Mitrush Kuteli, Tregime të zgjedhura, fq. 247)

Njësitë frazeologjike motivohen edhe nga metafora të ndryshme konceptore dhe një mënyrë për të zbuluar njohuritë metaforike është nëpërmjet studimit të ngushtë të imazheve mendore që krijojnë njerëzit për njësitë frazeologjike. Mund të formohen imazhe për një njësi të caktuar frazeologjike, kuptimi i së cilës ka bazë metaforike. Kështu, njësitë frazeologjike "chichen as the wet" – "si pulë e lagur" është një prej tyre. Për të krijuar një imazh mendor të saj u përgjigjemi disa pyetjeve:

- Përsë e krahason me pulën?
- Ku ishte pula kur u lag ?
- Kush e lagu pulën?
- Si rri pula kur laget?
- A rri fajtori si pula e lagur?

Duke iu përgjigjur këtyre pyetjeve arrijmë të kuptojmë lidhjen e shprehjes frazeologjike me vlerë mbiemërore, me trajtën krahasimore dhe me bazë metaforike, pra kuptimin e figurshëm të njësisë frazeologjike.

Kuptimet e figurshme të njësisë frazeologjike mund të motivohen nga njohuritë konceptore që kanë në bazë metaforën. Në themel të njësisë frazeologjike mbiemërore qëndron kuptimi metaforik i cili realizohet në bazë të ngjashmërisë në njësitë frazeologjike p.sh. "si gjelat e detit" dhe "cut and mouse game".

Joli ktheu vështrimin nga Skënderi që kishte futur grushtin në mollëz dhe përpinte çdo fjalë të pedagoges ruse. Joli nxori stilografin dhe shkroi më poshtë: "I shkreti Majakovsk! Po e përdorin **si gjelat e detit** për Vitin e Ri!". (Klito Blushi, Pajtoni i fundit, fq.234)

Oh,God!How had she ever lived without these gorgeos red dolls! She played the **cat-and-mouse game** with Tony for two more days. (Jacqueline Susann, Valley of the Dolls, fq.211)

Mjaft prej njësisë frazeologjike kanë edhe histori që mund të shpjegojë origjinën e kuptimit dhe të përdorimit të tyre dhe të gjejmë kuptimin metaforik të një njësie frazeologjike nuk e kemi të vështirë po të njohim ecurinë e zhvillimit të saj. Ndër figurat letrare më të përmendura në gjetjen e origjinës së njësisë frazeologjike me vlerë mbiemërore janë krahasimi dhe metafora. Duke mbështetur pikëpamjen konjitiviste do të argumentojmë se metafora depërton në ligjërim aq sa edhe lë gjurmë në mënyrën sesi e konceptojmë botën rreth nesh. Për të gjetur kuptimin e njësisë frazeologjike, veçanërisht ato të motivueshme duhet të bazohemi në metaforat konceptore. Metaforat konceptore lidhin botën e jashtme rreth nesh me fushën abstrakte në mendjen tonë. Sipas studuesve të gjuhësisë konjitive e para quhet "fusha burimore" dhe tjetra "fusha objekt". Kjo e fundit përcakton kuptimin e përgjithshëm të një njësie frazeologjike dhe njihet si fusha objekt e metaforës konceptore.⁴

Karakteri metaforik i njësisë frazeologjike mund të lidhet edhe mes krahasimit të gjymtyrëve të njësisë frazeologjike. Meqenëse metafora mbështetet në përvojat njerëzore, mund të gjejmë edhe shumë ngjashmëri ndërkulturore. Ky është një argument që japin studuesit e gjuhësisë konjitive të cilët pohojnë që gjuha motivohet pjesërisht edhe nga skemat konceptore .

Lëre, lëre! Dil pak jashtë! – tha Duroja.

- Po dal, po me mend ...

Duroja turfulloi **si kalë i lodhur** duke i ardhur rrotull bustit që rrinte aty mbi qilim, i plogët e shpërfillës për gjithçka.

(Teodor Laço, Zemërimi i një njeriu të urtë, fq 179)

⁴ Bilkova, I. (2000) : Czech and English idioms of body parts, vep. e cituar, fq. 3

The was enraged. 'where have you been!' 'I want to a movie between shows'. She deliberately **made it sound like a lie**. 'Oh sure! And tonight? You sure must have lit out of there fast!' 'I was there. The doorman must have made a mistake' (Jacqueline Susann, Valley of the Dolls, fq.210)

Lidhja mes dy objekteve është lidhja që ekziston mes botës reale dhe fiziologjisë, ndërsa organet e shqisave shënojnë kuptimet që lidhen me funksionimin që kanë shqisat . Përgjithësisht lidhja mes organeve dhe referentit kuptimor të tyre përcaktohet nga ndryshimet kulturore. Kjo sipas Moon ⁵bazohet në metonimitë që përfshijnë sende dhe vende dhe janë njësi të të lidhura me kulturën e një vendi. Njësia frazeologjike në gjuhën shqipe “ frikë nga hija e tyre ” dhe “afraid of their shadows ” shpreh një lidhje të natyrshme si në anglishte dhe në gjuhën shqipe.

'... A couple of kids from up North. Just couldn't wait to visit death row and flash their badges and meet a real live Klan terrorist. They were so damned scared they were **afraid of their shadows**. They asked me stupid questions for hour, then left. Never heard from anybody again.' (John Grisham, The Chamber, fq. 171)

Edhe metonimia ashtu si metafora, është konsideruar nga mjaft gjuhëtarë si thyerje e rregullave gjuhësore dhe të dy mekanizmat janë studiuar të ndara. Zakonisht gjatë ligjërimit bëhet lidhja mes gjymtyrëve të njësive frazeologjike dhe të kuptimit të tyre frazeologjik edhe kur origjina e njësive frazeologjike është e paqartë. Në mjaft raste ne ndeshim edhe njësi frazeologjike me bazë metoniminë psh. “me djersën e ballit” ose “ më mbajnë shpatullat e mia (krahët e mi)”. Metonimia është zëvendësimi i një termi , që ka me të parin lidhje vazhdimësie. Ajo vendos lidhjet midis elementeve të një strukture të dhënë konceptore dhe zakonisht lidhen me pjesë të trupit të njeriut: balli , krahët, koka, shpatullat etj. Pra me elemente të trupit të njeriut , aftësive të tij fizike ose mundësive të tij.

E pushtoi ai dyshim që e pati edhe në zyrë.
Bëri mbledhjen e asamblesë për ta shkarkuar. Nuroja bëri autokritikë. “Do t'i laj gabimet **me djersën e ballit**”- tha. Murat Stojkut i erdhi t'i vërviste ndonjë nga ato shprehjet që i mbante në majë të gjuhës... (Teodor Laco, Zemërimi i një njeriu të urtë , fq 301)

Nëpërmjet krahasimit realizohen më tepër njësi frazeologjike me vlerë mbiemërore. Ideja e krahasimit për formimin e njësive frazeologjike të tilla është baza semantike .Njësitë frazeologjike që shprehen me anë të krahasimit janë të lehta për t'u kuptuar, sepse ideja e krahasimit është më e qartë për shkak se ngrihet mbi bazën e ngjashmërisë, p.sh: “ si telajo e vjetër”, “ si re me breshër”, “ si ujku plak”.

Njësia frazeologjike që mbështetet në idenë e krahasimit, nuk parakupton që në gjuhë të ketë qenë patjetër më parë një strukturë me lidhëzën krahasuese të shprehur materialisht. Në togfjalëshat e tillë që janë shtyrë më tepër si frazeologjizma dhe janë ngurosur, kanë fituar një karakter idiomatik dhe kanë si pikënisje të temës së tyre një tipar edhe më të abstruar që sendit, që shërben për të bërë krahasimin.

Të nesërmen kur mori vesh fshati çudinë, erdhi, me qefalie në krye, t'i lutet që t'i shpëtojë të gjithë nga minjtë. Edhe djali, që **ish zemërbardhë**, i shpëtoi nga minjtë sa ment u çmend bota nga gëzimi. (Mitrush Kuteli, Tregime të zgjedhura, fq. 99)

Në mjaft raste njësitë frazeologjike përdoren për të emërtuar veprime të njerëzve me ato të kafshëve ose shpendëve, në bazë krahasimore ose jo. P.sh:

⁵ Shih Moon, R. (1998): Fixed expressions and idioms in English , Oxford: Clarendon Press Oxford , fq. 194

Kështu me Kiton, unë, kështu. E po dhe atij bruz i shkonte puna, megjithëse e kobisja. Kot e kanë që thonë ku kobit njeriu, shpifet miu... Kish plot, shyqyr, krahë pune, bagëti, miqësi dhe vetë **ish i fortë si kau**. E po, për bukë gojës' do rrija unë te djali, de, se s'isha shërbëtore, si ato të parat. (Jakov Xoxa, Juga e bardhë, fq. 406)

... Ishte Shpresa ajo që filloi të thellonte sytë.
- **S'jam lepurak**, që të kërkoj vrimë në qytet! Unë e shikoj jetën në dritë të syrit.
(Jakov Xoxa, Juga e bardhë, fq. 180)

Ai e dinte: po të kishte ikur nga fshati, nën presionin e sulmit dhe të ndërsimeve të kryetarit, kishte për ta humbur krejt besimin e xha Likos dhe të pigranasve. Shpeshherë njerëzit e këqinj **janë si qentë e dobët**: po ike të sulen më keq; po sulmove ia krisin me vrap. Ai kishte qëndruar... (Jakov Xoxa, Juga e bardhë, fq. 364)

Mbase ty të kujtohet një thënie e të madhit Hegel për imituesin: "Natyra me madhështinë e saj **i ngjan një elefanti**, imituesi i saj është **si një krimb** që zvarritet prej elefantit." Kjo thënie ka një kuptim të madh. Tregimi im ndofta nuk kishte vlera universale. Por imituesi im ka bërë një shkrim mjaft të rëndomtë. (Dritëro Agolli, Vepra letrare 6, fq.54)

Ngandonjëherë, ndajnatave, hipte njeri mbi kurriz të të tjerëve edhe i trokiste në dritarja. Po Shkurta nuk nxirrte zë as që shkelte te pragu i derës. Rrinte brenda i tulitur **si miu**, se macet ishin jashtë... (Mitrush Kuteli, Tregime të zgjedhura, fq.111)

...U shtri në shtrat **me sytë dhëpërakë**, të Papagjonit nëpër mure. Sy të shpëlarë, kokërdhokë të dalë si vezë syza, **surrat miu**. I kam rajuat spiunllëqet e tua për të gjithë ata që m'i ke shokë dhe do t'i botoj. Me emër tjetër, me pseudonim; do t'i dërgoj me zarf anonim, por do t'i botoj. Do të të shkallmoj. (Diana Culi, Dhe nata u nda në mes... fq. 278)

Ish kaq i tretur ky Kapllan aga sa mezi i ngjante agos tonë të parë, që e dinim **sa një lis të plotë**. I bardhë **si sheleg**: me flokë, me vetull, me mustaqe. Po i gëzuar, i gëzuar si s'kish tjetër në botë! (Mitrush Kuteli, Tregime të zgjedhura, fq. 9)

Një kohë i pari i pijanikëve të fshatit ka qenë Kamber Kollozheku, - një i **gjatë sa një plep**, i zeshkët si hoshaf e me hundë **me sqep si të shqiponjës**.

- Pse i thoshin Kollozhek? - ke për të pyetur ti.
- Prit se ta them: kish dalë asaj kohe kënga e Kollozhekut dhe Kamberi e këndonte ditë e natë, se pinte ditë e natë. (Mitrush Kuteli, Tregime të zgjedhura, fq. 285)

- Dale të pyesim këtë shokun, - tha një grua e thatë, që kishte një fshesë në dorë. - Kur e si do të mbarojë kjo luftë?

- Ama ç'pyetje i bëre, - tha një ushtar i shkurtër, me fytyrë të rumbullakët, **me sy si të kaut** dhe me një palë mustaqe të trasha e të zeza. (Petro Marko, Vepra letrare 3, fq.175)

- Lëre, lëre! Dil edhe pak jashtë! - tha Duroja.

- Po dal, po me mend...

Duroja turfulloi **si kalë i lodhur** duke i ardhur rrotull bustit që rrinte aty mbi qilim, i plogët e shpërfillës për gjithçka. (Teodor Laço, Zemërimi i një njeriu të urtë, fq. 179)

- Sikur ua thashë njëherë. Mbrëmë isha te ai!

- Dhe ç'bëri?

- Edhe këtë jua thashë ! Hapi krahët, **si zog i plagosur** ! “ Si zog i plagosur...” - e përsëriti Nuroja me mend. Dhe i erdhi për të qeshur. (Teodor Laço, Zemërimi i një njeriu të urtë, fq. 292)

In the strength of his misfortune, and energy of his distress, **he fired for the moment like a proud man**. In another moment, he stood as he had stood all the time – his usual stoop upon him; his pondering face addressed to Mr. Bounderby, **with a corious expression on it**, half perplexed, as if his mind were set upon unravling something very difficult; ... (Charles Dickens, Hard Times, fq. 80)

E vërteta është se maçoku i Shamshallos që deshëm ta dhëndërojmë, **i kish mustaqet si rrënj’ e preshit**, po ç’ti bësh këngës e ç’ti bësh krushkës Magalinë ? (Mitrush Kuteli, Tregime të zgjedhura, fq. 168)

Njësitë frazeologjike nuk krijohen gjatë ligjërimit , ato janë njësi të gatshme dhe ndonjëherë edhe në trajtë të ngurosur , prandaj elementi ‘përmbajtje’ kushtezohet nga ai ‘formë’. Uniteti i tyre semantik dhe përdorimi si njësi të gatshme i bën njësitë frazeologjike unike si nga forma ashtu edhe nga përmbajtja. Në sajë të kësaj veçorie njësitë frazeologjike lidhen me fjalë të tjera , por pa u zbërthyer vetë. Kjo do të thotë që shpeshherë njësia frazeologjike hyn në fjali si një fjalë e vetme dhe kryen funksionin e fjalës.Studime të ndryshme janë bërë në lidhje me identitetin e njërive frazeologjike nga ana gjuhësore edhe nga ana psikolinguistike.

4. Përfundime

Duke përqsaur njësi frazeologjike në anglishte dhe në gjuhën shqipe vumë re tipare bashkuese dhe veçuese në të njëjtat njësi frazeologjike ose fjalë, togfjalësha...Vumë re se njësitë frazeologjike edhe në anglishte edhe në shqipe bazohen në të njëjtat mekanizma kjo realizohet në sajë te pranisë së koncepteve të njëjta metaforike.

Një tregues i rëndësishëm në përqsasjen e njërive frazeologjike në anglishte dhe në shqipe është lidhëza krahasuese. Ajo është tregues i ndryshimeve të strukturës së njërive frazeologjike në të dyja gjuhët, ndryshim që të çon edhe në ndryshimet semantike të këtyre njërive. Ajo që bashkon njësitë frazeologjike në anglishte dhe në shqipe është thelbi funksional. Njësitë frazeologjike kanë pjesë të pandarë të tyre në qëllimin e funksionimit në ligjërimit dhe ngjyrimin emocional

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