Book of Proceedings

4° International Conference on Humanities and Social Sciences

ICHSS 2014 – May 31 and June 01, 2014, Budva - Montenegro

Edited by:

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Prof. Marija Krivokapic
Prof. Marcel Pikhart
International Scientific Committee
4° ICHSS 2014

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About the Conference

The 4° ICHSS 2014 is organized by MCSER-Mediterranean Center of Social and Educational Research in cooperation with the Faculty of Philosophy, University of Montenegro and the Academy of Knowledge of Budva. The conference addressed all studies across the social and human sciences. In the spirit of interdisciplinary interchange, there was no specific topic but the Conference has involved scholars, teachers and researchers working in a broad range of areas including: Education, Anthropology, Applied Sciences, Behavioral Sciences, Cognitive Science, Literature, Language, Communications, History, Economics, Environmental Sciences, Health Sciences, Humanities, Interdisciplinary Studies, Law, Management, Media, Politics, Public Policy, Psychology, Qualitative Methods, Quantitative Methods, Social Welfare, Sociology, Technology, Geography and many other areas related to the social and human sciences. The conference provides an opportunity for academicians and professionals from various social and human fields all over the world to come together and learn from each other. An additional goal of the conference is to provide a place for academicians and professionals with cross-disciplinary interests to meet and interact with members inside and outside their own particular disciplines. The fourth edition of the ICHSS is held in Budva on May 01 and June 01, 2014.

Vision of the conference

The 4° ICHSS is a global annual event with the mission of furthering the advancement and innovation in human and social sciences. The Conference serves as a means to connect and engage professors, researchers, consultants, innovators, managers, students, policy makers and others to offers an opportunity to meet and share ideas. It also inspire a new generation of global scientists and leaders in countries around the world.

Co-Partners

The Conference is organized by Mediterranean Center of Social and Educational Research in collaboration with Sapienza University of Rome; Faculty of Philosophy of the University of Montenegro; Academy of Knowledge –Budva.

Publications

All papers presented in the 4° ICHSS 2014 will be published in the following Journals:

- Mediterranean Journal of Social Sciences
- Academic Journal of Interdisciplinary Studies
- Journal of Educational and Social Research
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Algorithms in the Classes of Mathematical Education at the Early School Stage

Ewelina Kawiak (MA)

University of Silesia – Faculty of Pedagogy and Psychology, Katowice, Poland

Abstract

Algorithm is a method which is applied whilst finding answers to mathematical problems. It determines the subsequent stages of proceedings in such a way that after their proper execution, the final score is always correct. In mathematical education algorithms are most often provided to students as the ready-made operation procedures imposed on learners. However, more and more often it is suggested that the traditional method of learning algorithms should be abandoned and students ought to be encouraged to discover algorithms for themselves. This article presents the opinions of pedagogy students about the possibilities of algorithm application during mathematics classes at the early school stage. It has also been studied whether the above-mentioned students believe that discovering the algorithms by young learners is at all feasible.

Keywords: Algorithms; mathematical education; early school education

1. Introduction

Mathematics develops the skills which are useful in everyday life of each person. Studying this subject creates excellent opportunities to develop cognitive processes. In Poland it is compulsory to attend school for students under 18. Studying mathematics is obligatory at all the stages of school education, beginning with kindergarten and ending with secondary school. Development of mathematical skills among children should be started as early as at the nursery school stage, and then, various forms of that development and its range should be gradually strengthened throughout three initial grades of primary school (Stucki, 1978). This study shows significant influence of parents on creative attitude of their children (Frania, 2010). Therefore it is worthwhile engaging parents in the development of mental abilities of their children.

The stages which are particularly important when it comes to teaching mathematics are the first and second stage of education, preceding the junior high school education. Provided that pupils master the fundamental notions and mathematical laws, arithmetic techniques and the skill of solving math problems while they are at the elementary school, they will encounter hardly any obstacles while acquiring further knowledge during the next educational stages (Sapeta, 2003).

Mathematical thinking is one of the basic skills which are acquired in the process of comprehensive education in elementary school. It is a teacher’s job to motivate students to work and stimulate their mathematical initiative which includes several basic activities such as:
- recognizing and applying analogies,
- schematizing and mathematizing,
- defining, interpreting a new definition and its rational application,
- coding, formulating and rational usage of symbolic language,
- forming algorithms, rational application of algorithms,
- proving- deduction and reduction (Siwek, 2005).

A natural method of teaching and learning mathematics is problem solving, which consists in finding the answer to the question included in the exercise (Nowik, 2009).

The most common actions which are applied while problem solving are:
- formulating the task
- task solving and noting down its solution
- checking and evaluation the task solution (Suraj, Rumak, 1995).

There are many groups of methods which can be applied while solving mathematical tasks. One of their basic divisions is the selection of algorithmic methods and heuristic methods. The choice of the most suitable method of conduct is closely connected with the type of the task which needs to be solved. Algorithmic methods work best with tasks of a standard type, of a closed-ended category. Heuristic methods work best with solving non-standard and problem-type tasks. Efficient teaching of mathematics should include both heuristic and algorithmic approach, maintaining...
a suitable balance between them at various educational stages (Filip, Rams, 2000).

2. **Application of Algorithms in Mathematical Education-Theoretical Approach**

There are numerous definitions which determine what algorithms are. In the article below there will be presented only several of the selected theoretical views.

Algorithm is a universal method of effective problems solving within a certain category of tasks, characteristic features of which include:

- an unambiguous description of the method procedure, in other words, a detailed characteristic of particular stages of a problem solving process and unambiguous description of the system and the interdependence of its stages
- a detailed register of activities which assure the effectiveness of the method, in other words, the guarantee of a possibility of covering a particular stage of a solving process (Góralski, 1980).

Z. Krygowska observes that we apply a term of the algorithm prepared for a given task category, based on the predetermined collection of basic activities in order to define each plan of a finite sequence of activities selected from such a collection. Such a plan guarantees that carrying out the above mentioned activities in a predetermined order with the data that specify a particular task of this category leads to the successful task solving (Krygowska, 1979).

Algorithmic proceedings are closely connected with computer science, therefore some definitions refer directly to this field of science. Algorithm is a certain set of rules introduced to the computer system in order to have some calculations made (Hughes, 2001).

In accordance with the above mentioned definitions, there can be distinguished three major features which a given rule of conduct should fulfill in order to be named an algorithm:

- definite character or explicitness,
- extensiveness or versatility,
- effectiveness or reliability (Strzelczyk, 1989).

Teaching, especially when it comes to mathematics, is very frequently limited to students memorizing the information, which consequently negatively influences the cognitive processes (Cydzik, 1985). The approach to mathematical teaching which is present in a Polish school, is in favour of application of algorithmic methods. Algorithms of problem solving are offered to students in a ready-made form during the lesson. Therefore, students’ activity is limited solely to performing the predetermined procedure of conduct. Getting familiar with algorithmic patterns at school is associated with commands like ‘memorize and practice’ and their usage in further work is connected with situations like ‘recognize and act’ (Klus-Stańska, 2005).

Meanwhile, contemporary didactics strongly emphasises the fact that the situation when students independently discover the algorithms is a different matter thing in a cognitive sense than the situation in which they apply the algorithm learned previously (Klus-Stańska, 2005).

It is much more educatory for students if we create the situations when they can independently formulate the algorithms as their own methods of task solving. It is possible at each stage of education because at each level of encounter with mathematics, its operational character can be noticed and at each level of mathematical teaching, the unique categories of mathematical thinking ought to be developed (Krygowska, 1979).

The algorithm which is devised by a student and formulated after the previous heuristic search, is better understood and will be remembered better. The research shows that the pupils willingly come up with their own methods of task solving, even in case of familiarizing strict procedures, such as the algorithms of written tasks or complex calculations (Dąbrowski, 2013). The study conducted by the author, shows that the pupils in integrated early-school education do like mathematics classes and happily learn this subject (Kawiak, 2013).

It is the teacher’s job to maintain this interest in mathematics among pupils and to organize the lessons in the most attractive manner to encourage pupils to work.

Furthermore, the lesson of mathematics should be structured in such a way that the algorithms could be practised in a flexible and multidimensional way (Klus-Stańska, Kalinowska, 2004). Teachers should take advantage of the school class potential and encourage pupils to formulate the algorithms for task solving in an unassisted way. The factor which optimizes independent and multifaceted cognitive performance of pupils is the usage of heuristics and algorithms system (Hemmerling, 1977). Applying heuristics is related to the commands like: ‘make an attempt’, ‘think of a change’ or ‘test your own idea’ (Klus-Stańska, 2005). In the table presented below there is a comparison of the basic features which characterize algorithms and heuristics. This factsheet will be useful to depict major differences between both courses of action.
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<td>1. Range of usage</td>
<td>very narrow</td>
<td>quite wide or very wide</td>
</tr>
<tr>
<td>2. Unreliability</td>
<td>zero</td>
<td>usually quite considerable</td>
</tr>
<tr>
<td>3. Conditions for success.</td>
<td>the choice of a suitable</td>
<td>the choice of a suitable method, individual</td>
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<tr>
<td></td>
<td>algorithm</td>
<td>traits of a user, pure chance</td>
</tr>
<tr>
<td>4. Resistance to disturbance or change of task conditions</td>
<td>zero</td>
<td>quite considerable, depending on individual</td>
</tr>
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<td></td>
<td></td>
<td>traits</td>
</tr>
<tr>
<td>5. Clarity of instruction for the user.</td>
<td>very high</td>
<td>low, especially with reference to particular</td>
</tr>
<tr>
<td></td>
<td></td>
<td>steps</td>
</tr>
<tr>
<td>6. Dependence of the final effect on the method.</td>
<td>very high</td>
<td>moderate, often hard to assess</td>
</tr>
<tr>
<td>7. Self-confidence and mental comfort of the user.</td>
<td>high, stabilized</td>
<td>low, often minimal, with possible outbreaks of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>enthusiasm</td>
</tr>
<tr>
<td>8. Emotional and personal involvement of the user.</td>
<td>slight</td>
<td>very high, often highest</td>
</tr>
</tbody>
</table>

Source: E. Nęcka, TRoP... Twórcze Rozwiązywanie Problemów, Kraków 1994, IMPULS.

3. Algorithms at the Mathematics Classes at the Early School Stage in the Eyes of Pedagogy Students

In October 2013 the survey was conducted at the Faculty of Pedagogy and Psychology, University of Silesia in Katowice. A study sample consisted of students of the first and second year of pedagogy, in the field of Integrated Early-school and Nursery Education, at non-stationary, complementary graduate studies.

The results presented in the article are a part of wider empirical research conducted by the author. In this text there are presented only partial data obtained in the process of research, connected with the issues discussed in the article. The purpose of presenting the fragment of the research was to determine the students' opinion on the possibilities of algorithms application at the mathematical education classes at the stage of integrated early school education. Additionally, the level of knowledge on algorithms among the respondents was checked.

The sample study of 150 respondents comprised of first-year students – 92 females (over 60%) and the second-year students- 58 females. All the respondents are the licenced teachers of integrated early school and nursery education. Some of them have to reconcile their studies with work duties. More than a half of the respondents do not work in their profession.

In accordance with the Polish law, holders of B.A. degree are entitled to work as teachers. The study revealed that 65 people out of all working respondents, work as school counsellors in various educational institutions (43%). The most numerous group (88%) works in kindergartens as the nursery education teachers. The smallest group of the respondents works in day-care centres. Table 2 displays data concerning the workplace of female students taking part in a survey.

Table 2: Workplace of female respondents. (N = 65)

<table>
<thead>
<tr>
<th>Workplace</th>
<th>1st year</th>
<th></th>
<th>2nd year</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
</tr>
<tr>
<td>Day-care centre</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>34</td>
<td>94</td>
<td>23</td>
<td>79</td>
<td>57</td>
</tr>
<tr>
<td>Primary school</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>14</td>
<td>6</td>
</tr>
</tbody>
</table>

In the table, the responses of highest value are marked in bold.


Among the respondents there were women with varied work experience, ranging from one month to eleven years of work in a teaching profession. The most numerous group was made up of women teachers working in this profession for more than a year but less than 3 years (49%). The least numerous group was the women with the longest work experience. Only 6 % of respondents work as school counsellor for more than 5 years. Table 3 presents the data related to respondents’ work experience.
Table 3: Respondents' work experience. (N = 65)

<table>
<thead>
<tr>
<th>Work experience</th>
<th>First year</th>
<th>Second year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Less than a year</td>
<td>15</td>
<td>42</td>
<td>4</td>
</tr>
<tr>
<td>1–3 years</td>
<td>15</td>
<td>42</td>
<td>17</td>
</tr>
<tr>
<td>3–5 years</td>
<td>5</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Over 5 years</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

In the table, the responses of highest value are marked in bold.


Since the survey was conducted in October and the school year begins in September, the work experience of some respondents was merely a month. Nearly one third of respondents (29%) are students just at the threshold of their career path. The respondents were supposed to answer a question: 'What are the algorithmic methods of solving mathematical problems?'. The significant majority of students correctly defined their character, indicating that they are methods of a closed category (87%). The respondents enumerated: finiteness of the procedure, performing the sequence of specific operations step by step and their repetitiveness as the main features of algorithms.

8% of the respondents believe that the algorithm is a method of the open category, using which one can allow themselves latitude in interpreting the procedure leading to the final result. The remaining 5% of respondents were not able to give an answer to that question.

The students were asked to choose a kind of task in which the application of algorithm is most effective. Most respondents indicated the typical mathematical problems. As many as 11% of all students claim that every mathematical task can be solved with the use of algorithms. The obtained results are displayed in Table 4.

Table 4: Answer to the question: Which type of mathematical tasks can be solved best with the algorithmic method? (N=150)

<table>
<thead>
<tr>
<th>Type of task</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical mathematical task</td>
<td>99</td>
<td>66</td>
</tr>
<tr>
<td>Problem mathematical task</td>
<td>35</td>
<td>23</td>
</tr>
<tr>
<td>All mathematical tasks</td>
<td>16</td>
<td>11</td>
</tr>
</tbody>
</table>

In the table, the responses of highest value are marked in bold.

Source: author's own survey (Kawiak, unpubl. 2014).

The surveyed students were not unanimous as regards the introduction of algorithms during mathematics classes in grades 1-3. Most respondents claim that the only proper form of algorithm implementation is presenting it in a ready-made form by a teacher (76%). They justified their choice arguing that offering students a ready-made mechanism, the likelihood of student making a mistake is minimal, which increases their chances of mastering the proper course of action.

Considerably fewer respondents appreciate the abilities of students in that scope. Only 24% of respondents believe that students can independently discover the algorithms for solving mathematical tasks. The female students, despite their dominant dislike to students’ unassisted discovery of the algorithms, notice numerous cognitive and didactic virtues of this method. Table 5 depicts the positive effects which according to the respondents may be brought about by independent discovery of algorithms for solving mathematical tasks by pupils.
Table 5: Answer to the question: What are in your opinion positive effects of unassisted discovery of the algorithms for solving mathematical tasks of problem category by pupils of grades 1-3? (N=150, number of responses = 725)

<table>
<thead>
<tr>
<th>The effects of method application</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>It develops mathematical thinking</td>
<td>113</td>
</tr>
<tr>
<td>It develops logical thinking</td>
<td>101</td>
</tr>
<tr>
<td>It supports creative approach to the problem</td>
<td>98</td>
</tr>
<tr>
<td>It supports pupils' independence</td>
<td>136</td>
</tr>
<tr>
<td>It increases motivation to work</td>
<td>72</td>
</tr>
<tr>
<td>It increases involvement</td>
<td>90</td>
</tr>
<tr>
<td>It develops emotional resistance</td>
<td>115</td>
</tr>
<tr>
<td>Total</td>
<td>725</td>
</tr>
</tbody>
</table>

In the table, the responses of highest value are marked in bold.

Source: author’s own survey (Kawiak, unpubl. 2014).

For the respondents (136 responses), the most significant effect is the support of pupils' independence. According to university students, enabling pupils to be independent during mathematics classes can positively motivate pupils to work. Thanks to this, pupils will experience the position of ‘a maker’, will know that the completion of a task will depend greatly entirely on their performance. Another essential effect is development of pupils’ emotional resistance to difficult situations (115 responses). In the opinion of the students, the failures which might take place during the attempts of task solving, may help pupils endure further the misfortunes happening to them, both at mathematics lessons and in everyday life.

The third most frequent response was development of mathematical thinking.

While devising their own strategies of action during task solving, pupils can stimulate cognitive processes responsible for understanding mathematical contents.

4. Conclusions

In the text there have been presented the results of author’s own research concerning the opinions of pedagogy students regarding the possibilities of algorithm application during the mathematical education classes in grades 1-3 of elementary school. A substantial majority of the respondents presents basic knowledge of algorithms. The respondents are able to enumerate most significant characteristics of algorithmic methods of task solving, which are: determinacy, finiteness and repetitiveness. The students can also correctly determine which type of tasks the algorithms can be used with at the early-school stage of mathematical education.

Despite the fact that contemporary didactics emphasises the validity of unassisted discovery of task solving methods by pupils, majority of respondents claim that the best method of introducing the algorithm is by presenting pupils with a ready-made form of it. This fact may be caused by the respondents being accustomed to the form of lesson work dominant in contemporary school, wherein the activity and responsibility for the didactic process lie mainly on the side of a teacher. In all likelihood, the university students who participated in the survey, have also experienced mathematical education in the above mentioned form. Regardless of this, the respondents notice numerous advantages which occur when pupils are given freedom to discover their own methods of mathematical task solving. This fact allows us to assume that the respondents in their professional work will make attempts to alter the current state of affairs and will be ready to let their pupils try and find their own formulas of task solving.

References


Memories of War and Violence in Anton Pashku’s Short Stories

Adriana Duka
Universiteti i Tiranës

Abstract
Albania is a state where political violence has been present for 45 years, 1945-1990. In our literature after the crash of communism many books were written. They are based on topic of memory of political violence. The Albanian literature includes author and works from Kosovo, Macedonia, Montenegro, which use Albanian language. One of the most important writer of Albanian short stories is Anton Pashku (1937-1995). His short stories aims to discover the relationship between human, war, violence and life. He chose symbolic objects and situations, which describe confrontation of mind with memories. These memories are from real World War II, from occupation of Kosovo by Serbian state, from Albanian dictatorship, but are never named in the short story. The memory of war and violence influence everyday life of character. They live with fear, they are isolated from other people such as real world. They identify themselves with memory, they can not escape from memories. Element such as: smoke, machinery, fire, sound, noise, reveal memories. The short stories of Anton Pashku represent an universal relation of human and memories of violence that are present nowadays. Human and machinery, man and war, man and ethnic identity, human and freedom. The purpose of this presentation is to give aspect of artistic narration of memories.

Keyword: memories, narration, metonymy, grotesque, symbol

1. Introduction
Although the war found expression in a number of genres, from histories to memoirs and novels, to the particularly abundant poetry of the war, none of these other fulfill quite the same snapshot function as the short story. Longer prose texts of the war, whereas poetry frequently sought to transcend the specific nature of one war and to appeal to universal human values and experiences – whether these are patriotism and sacrifice, or, in Wilfred Owen’s famous words, ‘the Pity of War’. Most war novels and memoirs of the inter-war period offer an depth view of the war’s experience from the perspective of only one of its protagonist – often the archetypal junior officer (anti-) hero- and the canonized poetry of the war provides short commemorative text useful for purpose of remembrance or anti-war protest. (Ann-Marie Einhause, The Short Story and the First World War. 2013 F. 3-4)

In Albanian literature, the topic of war has been present in hundred short stories written after War Word II, this theme was so dominant that it made them schematic. In general the model of this kind of short story, glorified the National War for Liberation, made by Albanians. The social context was “white and black”; the enemies against the patriot, the evil and the good; the invaders and the heroes. The events in this short stories developed characters who served the society, the person existed only as a hero, often a hero that dies in war. The main idea was the triumph of the positive hero that died for the Albanian country. All this was written under the influence of realism socialism method and under censorship.

On the other hand, a writer far away from templates, with an original style, made the topic of memories of war, part of his best short stories. Anton Pashku was not concentrated on the hero but in the loneliness of character, in his doubt, in his negation, in his absurd and paradox of life. The point of view in narration of Anton Pashku tend to be universal and not national or pathetic. He does not give a name to the characters, does not describe them or set in a real social context. The character may be anyone, everywhere, as time as the war, the violence and totalitarian system cause the same effect.

In Anton Pashku’s short stories the topic of war and the consequences are constructed and developed in three levels: the fear, the terror and the salvation.

2. Metonymy of Fear
The first form of violence against the individuality in Pashku’s short stories is fear. The fear does not start in the beginning of the story, it has been present in life of the main character for a long time, as an anxious state and does not end with the closure of the story. All this is structured with the figure of metonymy. In the short story “Xixëllonjat”, two young people, in a nightmare of war discuss for their fears.
The fear of the girl has begun in the past of her life, in a retrospect narration come out as a fear by mice, an absurd fear, that is created the disgusting taste when someone just mentions, the mice. The fear of the boy, began in the confrontation with the soldiers, enemies and the war. Both of them have another fear, which is their future. They cannot imagine what will be happening in times of peace. They only hope, although with fear.

The fear has not any face shape, it has only sounds, the noise in the short story "Një pjesë e lindjes.". The character, like in other short stories of Pashku has not any name, any physic description, any status. We cannot do a real identification, we cannot find it in real life, this kind of person. But his condition is the same archetypal status of the Eden Garden, when the human revealed the good and the evil, discover the fear. The story begins with anxious supplicant expression: "Oh God!", that is the metonymy of fear.

The protagonist, is lied in his bed, in quite darkness, and stay all the time with closed eyes, waiting for something that could happen. His point of view is the same as the narration: through the hearing sense, the description is also full of hearing details. The noise of unknown steps, coming in his direction, are scaled in enumeration figure: in the start they are light, noisier, until they are very close to him and the steps are in his bed, invasive and bring him death. "And so. The steps go down from the bed, when now no movement was alive." (Tregime fantastike, 1986, p.82). The fear in this story is not physical and selfish. The man has a precious heredity, a carpet from his grand-father, and father, he wants to let this to his son. He takes in his hand all the time a part of the carpet, he is frightened that someone could take that. In Albanian language the word "lindje" (A part of east or A part of birth is the title of story) has two meanings: the first is the direction of horizon and the second is the state of coming in life, the birth of a person. The title of this short story is ambivalent, it means that the fear of protagonist is related with the property, heredity, with the loose of identity. He wants that no unknown step treads in, he feels this like a violation. His carpet stay with him, and this is most important than his life.

In a similar situation the short story "Ora", but a little more concrete. The short story it is developed like a memory of the boy to his father, all their talks, their fights are related to an inherited memory by his father. The clock ticked backward, but it could not be put away or left behind. The dream that his father had showed before he died was: he was in the middle of the mud with his son. The father was surrounded by a lot of youngsters with new watches denoting the right time. The youngsters were teasing his dad. The mud was filled with skeletons. He drops his watch and he dives to catch it, despite the son’s asking him to do so. This is the dream that describes the fear of loosing the old time. The watch remains in the house and the son, after his dad’s death, buys a new one after realizing that the value of the old watch was not telling the time, but the ancient spirit in it. The watch does not show the physical time, it is a symbol of the surviving on the martirs.

In those stories the fear is scaled through the repetition of the phrases, the fear of the characters until a climax is reached with the closing of the story where the fear continues to be present and ambiguity meaning.

3. The Terror Grotesque

The presence of the grotesque in the act of Anton Pashku has been underlined by some critics who have dealt with his act such as, Sabri Hamiti, Rexhep qosja, Alfred Uci etc.

According to Alfred Uci, the characters and the situations are grotesque. He emphasizes that the history of literature has shown that it is easier for the grotesque to be based on comic, funny phenomena. This effect has always been in traditional literature, whereas in the modern literature has accurred a turn in activating irony. What seems serious, dramatic, horrible is submitted to the black irony bitter and at no point funny. This is adaptable to the gloomy, suffocating and disturbing atmosphere. This is particularly observed in: “especially in the stories that show memories and impressions from the time of war, which are coming alive in revealing the contemporan reality, aggressive forces and grotesque instincts. May be the term which would be more suitable to characterizes a series of stories from Anton Pashku is the bitter smile.” (Uçi, Grotesku në historinë e letërsisë dhe estetikë, p.215-216)

In some of short stories with the theme of war, we find the climax, the terror that the character feels through: memory and everyday living. The grotesque element that Anton Pashku has chosen, is the machinery. It is a mechanism which has different shapes, but only one function: the violence of individuality.

Anton Pashku does not give us a panoramic view, his narration is mosaic, constructed with little detail and symbolic images. The short stories create the idea of time and space full of sounds, full of noisy terror, everything has the disgusting taste. The author has also chosen a sense description that makes the reader to take the meaning not only with eyes but with all senses: hearing, smelling, and feeling. The point of view is inside-out, we feel through the mind and spirit of character.

In “Si e përshkroi ëndrrën e vet njeriu me kapele.” Short story, the grotesque dream of character is expanded in two times, in war and after war. He has created a building of terror, when people are like dried meat, to be prepared for
another elaboration. The second process is a room plenty of hungry cats, that are eat everyday human hearts and lungs through some tubes. This terrorized part is seen by the ocular protagonist, who expect to be the next victim. The narration developed through the character memories, that make more dramatic the point of view.

After many years of war, the protagonist saw the same chief of grotesque building, in an important post of policy. The police chief, know is feeding a little crocodile, his animal and carnival instinct has not being changed. That it is actual desire, coming out through black humor.

In "Disa fjalë për një plak dhe librin e tij kushtuar tymit.", the memories of war are transformation and materialized in number and nail, and in a book for smoke. The mechanism of terror here is crematorium, it is not described directly, there are the consequences: the kill off, of whole family in flame and smoke and the emotional death of man. “The factory that vomit smoke”, with first material for use: the human bodies.

The crematorium is described with very cold word in “Si e përshkroi ëndrrën e vet njeriu me kapelë” in a dialog between two officers of war that have only a job: to find new kind of death.

In Pashku’s short stories, the point of view from victim of violence: is the ocular person, his flashback in the past, his memories for violence. Another point of view is by the person who causes the violence, the war. He is the personification of totalitarian system.  

In the short story “Falimentimi i një zotërie” the mechanism for terrifying people is the creation of a movie, who shows the animals in cage coming in direction of the spectators. Mr. Benjamin, when read in a newspaper about this movie, it came out that it was the same idea that he had, someone had stolen his idea. This is the grotesque part: the last scene of the movie should be real, the animal should attack the people, the real cages will be opened to kill the spectator. If this is not achieved, he will be a failed man.

Hamiti has said that, the author has described and detailed the dishumanity action, this is articulated through the irony, black humor and grotesque. The loneliness of human and the victim of human are the consequences of totalitarian system.   

4. The Symbolic of Light Against the Darkness

In the climax of short stories, it is a moment of turn, with two different direction: first is in the stories where the protagonist survives from the memories, believes in the future and has a ray of hope. Second direction it is living life together with the past, sometimes the protagonist past away without any salvation, or live passively their days.

The setting has light color, there dominate the black and white, always depending by the spiritual state of protagonist. Symbolic details, give the reader the meaning of stories. They are symbolic confrontation of light against darkness.

The short stories have no any happy ending or tragic one, but they are a dramatic dichotomy of survival, maybe only with the last common object.

In “Xixëllonjat”, the event it is set in a flame war night, it ends before morning. The last sentences presents the fate of the whole life of protagonists: “They never met. She searched for a long time, a very long time, but they never met.” This ellipsis of time, shows the triumph of love against the physical death in war.

In “Floçka” it seems that all panorama it is covered with a dark cloth and we cannot see what is hide inside. (Palushi, Në mbretërinë poetike: kritikë për veprën e Anton Pashkut, f.126) The protagonist of this story is searching for Floçka, the beautiful girl of his dream. He went in her living place, but there he find a burning village, plenty of noisy ravens and dogs. The turning point, is the explosion of light from the lake. A part of ravens and dogs were kill off, but not all, some of them are still alive, because a part of evil it is always present.

“Anija e dehur” has an old professor as main character. In his voyage he tried to hide the loneliness through: writing letters for the wife. In reality she has past away in Dachau Camp. The young boy, a co-traveler is impressed by this enigmatic old man that has chosen to live with the idea that no one has died. The peaceful smile, is symbolic victory against the dark memories. Young boy: “...decided to take away that smile.” (Pashku, Kulla, 2007, p.48)

In the short stories “Një pjesë e lindjes.” and “Ora” the dark ambient where the protagonists lives and dies, have only one solution for continuity, through the symbolic object: the carpet and the clock.
In “Disa fjalë për një plak dhe librin e tij kushtuar tymit.” The protagonist is thrilled by darkness, by smoke. He cannot change anything in his life. He has been emotionally dead a long time ago, together with his family. His pain is materialized in art, to show the others after death that living with dolour is the most difficult thing.

In the most known short story of Pashku, “Kulla”, the protagonist in a nightmare memory has a retrospective flashback in history of “Kulla” (tower). The Albanian tower survives after all its confrontation with invaders. The existence of individuality it is related with memory of origin, war, and violence. The existence goes on through light, through liberation of spirit and mind. All this is art of narrating short story, after the author said this: “The darkness is not dense as before.” (Kulla, 2007, p.104)

5. Conclusion

The short story of Anton Pashku, create a modern narration of theme of war in Albanian literature. He used metonymy, grotesque, symbol, irony and black humor; all together have the same function: create ambivalent meaning.

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Barriers of Poles’ Participation in Lifelong Learning Process – A Multivariate Analytical Approach

Alicja Grześkowiak

Wrocław University of Economics
Email: alicja.grzeskowiak@ue.wroc.pl

Abstract

Lifelong learning is an important element of European Union educational strategies. Unfortunately, in Poland the percentage of people who have completed formal education and undertake further training is at a very low level and turns out to be very poor in comparison with other European countries. This study examines the barriers to educational involvement on the basis of the data provided by a Polish nationwide survey on human capital. According to the nature of the data used in this study, selected multidimensional methods are applied to facilitate the identification of the relationships among the barriers of lifelong learning participation as well as their associations with a set of socio-economic characteristics. Clustering procedure is used to detect the possible groups of factors and logistic regression approach is applied to examine the impact of socio-economic issues.

Keywords: lifelong learning, cluster analysis, logistic regression

1. Introduction

Education is an important element of European strategic objectives. European programmes concerning education entitled Education and Training 2010 (ET2010) and subsequent Education and Training 2020 (ET2020) give a set of targets to be achieved in Member States. One of the areas of particular interest is adult lifelong learning participation. Benchmarks concerning this phenomenon were specified in ET2010 and ET2020 strategies. The desired level of adult education engagement was set as on average at least of 15% of the adult working population i.e. 25-64 age group (Council conclusions..., Annex I). The target has been not achieved in Europe yet, as according to Eurostat data in 2013 the EU-28 average was equal to 10.4%. This indicator for Poland differs essentially from the European average taking value of 4.3% only. Moreover, adult lifelong learning involvement tends to be the weakest part of the educational system in Poland in relation to the benchmarks defined in ET programmes (cf. Grześkowiak & Stanimir, 2013). This unfavorable situation needs further examinations. Although some quantitative studies concerning this topic are available (Czapiński & Panek, 2009; Czapiński & Panek, 2011, Czapiński & Panek, 2013; Grześkowiak, 2013) they are focused on the fact of participation and do not concern the set of possible barriers.

The purpose of this paper is to analyze barriers to lifelong learning participation of Poles. Two main objectives of the study are as follows:

– assessment of interdependences of barriers based on classification procedures,
– evaluation of dependences between barriers and socio-economic factors with respect to logistic regression outcomes.

The research is based on survey results which contain categorical data (nominal and ordinal) as well as metric one. Since the analyses are performed using a dataset dominated by non-metric variables specific tools were chosen to examine the relationships among the considered features.

2. Data Characteristics and Analytical Methods

This research is based on data available from the third wave of a nationwide survey on human capital named Bilans kapitału ludzkiego 2012. The survey was carried out in Poland in 2012 resulting in an extensive database allowing for various analyses concerning labour market. This study uses data collected from individuals in productive age (i.e. 18-64 for men and 18-59 for women) under population/society survey being a part of the mentioned above project. The number of valid cases concerning obstacles to lifelong learning is equal to 14 244. Two types of variables are taken into consideration: firstly, main barriers to educational involvement in last 12 months declared by respondents, secondly, socio-economic factors. The sets of variables are presented in Table 1 and Table 2.
Table 1. List of main barriers to participation in lifelong learning activities (last 12 months)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Coding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not needed in my work</td>
<td>0 – no, 1 – yes</td>
</tr>
<tr>
<td>Did not meet the formal requirements to participation in courses/training</td>
<td>0 – no, 1 – yes</td>
</tr>
<tr>
<td>Courses/trainings were too expensive</td>
<td>0 – no, 1 – yes</td>
</tr>
<tr>
<td>No support/encouragement from employer</td>
<td>0 – no, 1 – yes</td>
</tr>
<tr>
<td>No time for professional reasons</td>
<td>0 – no, 1 – yes</td>
</tr>
<tr>
<td>No time for personal reasons</td>
<td>0 – no, 1 – yes</td>
</tr>
<tr>
<td>No interesting courses/training close to my place of residence</td>
<td>0 – no, 1 – yes</td>
</tr>
<tr>
<td>No motivation to further education</td>
<td>0 – no, 1 – yes</td>
</tr>
<tr>
<td>Health condition did not allow me to training</td>
<td>0 – no, 1 – yes</td>
</tr>
<tr>
<td>It does not make sense to re-skill in my age</td>
<td>0 – no, 1 – yes</td>
</tr>
<tr>
<td>Previous courses/training gave me a little</td>
<td>0 – no, 1 – yes</td>
</tr>
</tbody>
</table>

Source: own elaboration based on variables from the survey ("Bilans kapitału...", 2012, p.24)

As it can be seen from Table 1 the listed obstacles to educational involvement are various in nature. They comprise both professional and personal reasons as well as previous experience and external issues. Actually, this enumeration was accompanied in the questionnaire by the answers "others" and "hard to say" but these variants are omitted in further considerations. Table 2 shows a set of socio-economic characteristics which may have an influence on the lack of participation in continuous education.

Table 2. List of socio-economic characteristics under consideration

<table>
<thead>
<tr>
<th>Variable</th>
<th>Coding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>0 – men, 1 – woman</td>
</tr>
<tr>
<td>Age</td>
<td>number of years</td>
</tr>
<tr>
<td>Educational level</td>
<td>0 – lower levels, 1 – upper secondary, 3 – tertiary</td>
</tr>
<tr>
<td>Labour market status (LFS)</td>
<td>0 – not working, 1 – working</td>
</tr>
<tr>
<td>Place of residence</td>
<td>0 – rural, 1 – urban</td>
</tr>
</tbody>
</table>

Source: own elaboration based on variables from the survey Bilans kapitału ludzkiego 2012

According to the objectives of the study two multivariate techniques are used to reveal certain information. The first one is a hierarchical clustering procedure applied to examine relationships among various barriers to participation in lifelong learning. As indicated by Bartholomew et al. (2008, p.18) classification is a crucial method of scientific inquiry, particularly in social sciences in case of searching for some patterns in a dataset when no underlying theory is given. There are two main types of clustering algorithms: hierarchical and non-hierarchical. Hierarchical agglomerative methods start by treating each observation (or variable) as a single cluster and in successive steps the two closest clusters are combined until all observations are included (Affi & Clark, 1996, p. 391). The whole process can be presented visually as dendrogram which can be also helpful in choosing the number of homogeneous groups. The selection of the final number of clusters is not an unequivocal issue and may be done according to the distances between clusters at consecutive steps (Affi & Clark, 1996, p. 395). Although the hierarchical agglomerative procedures are based on the same general idea, their variants differ according to the definition of the distance between two clusters (see e.g. Rencher & Christiansen, 2012).

The other analytical technique used in this study is logistic regression applied to examine the possible influence of socio-economic factors on the declaration of barriers to educational involvement. Logistic regression modeling is used to describe the relationship of several independent variables to a dichotomous dependent variable (Kleinbaum & Klein, 2010, pp.4-5), i.e. a variable which takes only two values, in our case zero and one. One of the possible notation is given by the formula:

$$\ln \left( \frac{p_i}{1-p_i} \right) = \beta_0 + \beta_1 X_1 + \cdots + \beta_m X_m$$

(1)

where: $p_i$ – probability that the dichotomous variable takes value 1 (so called success), $X_1, ..., X_m$ – independent variables, $eta_0, ..., \beta_m$ – parameters.

~ 22 ~
The parameters of the equation (1) are estimated by maximum likelihood method and the expression $\exp(\hat{\beta}_1)$ is interpreted as odds ratio. Its value greater than 1 indicates that as an independent variable increases the ratios $p_i/(1-p_i)$ also increase, and its value lower than 1 reveals changes in an opposite direction.

Both classification procedure and logistic regression estimation are done with application of IBM SPSS Statistics 21.

3. **Classification of the Barriers of Lifelong Learning Participation**

Classification of the obstacles indicated by the respondents is performed by the means of a hierarchical algorithm. Each agglomerative clustering procedure begins with the calculation of the distance matrix. As the variables representing barriers to lifelong learning are binary, an appropriate dissimilarity measure must be chosen. In this study one of the most popular measures of association for 2x2 tables is applied, i.e. Yule’s Q (see Reynolds, 1984, p.41-42). The distances between clusters are calculated according to centroid method in which the distance is defined as Euclidean one between the mean vectors of the two considered clusters. The visual representation of the clustering process is presented in Figure 1.

The dendrogram in Figure 1 shows the successive stages of agglomeration. The linkage schedule suggests the possibility of division into five groups. The place of the division is indicated by the dashed line. Hence, the classification of barriers to lifelong learning activities is as follows:

- **Cluster 1**: “not needed in my work”,
- **Cluster 2**: “health condition did not allow me to training”, “it does not make sense to re-skill in my age”,
- **Cluster 3**: “no support/encouragement from employer”, “no time for professional reasons”, “no time for personal reasons”,
- **Cluster 4**: “previous courses/training gave me a little”, “no interesting courses/training close to my place of residence”, “no motivation to further education”,
- **Cluster 5**: “did not meet the formal requirements to participation in courses/training”, “courses/trainings were too expensive”.

**Figure 1.** Results of hierarchical clustering procedure, division into five clusters marked by the dashed line

First of all it should be noted that the lack of need for training constitutes a separate cluster, moreover incorporated in the tree chart in the last step of the procedure, what allows us to conclude that this reason is the least related to the others. Two factors are often indicated simultaneously: health problems and the conviction that at a certain age it does not make sense to learn new things. The third group of causes is related to being short of time, both for professional and private reasons, and the lack of encouragement or support from the employer. It is worth underlying that there is a bigger similarity between the employer’s attitude and the shortage of time due to professional obligations than in relation to the
lack of time in private life. Another group of barriers is associated with personal attitude and previous experience of the respondents who are not sufficiently motivated to take action to enhance their skills and competences. In part this may be due to bad experiences and beliefs that educational activities contribute little to professional and private life of the individual. Another problem is the lack of availability of interesting trainings in the immediate vicinity of the place of residence of the respondents. The last group are the obstacles resulting from non-compliance with the formal requirements and too high costs of education.

4. Barriers of Participation with Respect to Socio-Economic Characteristics

The impact of various socio-economic factors on declaring certain barriers to lifelong participation is evaluated by logistic regression analysis. As eleven potential obstacles are considered, eleven logistic regression models are estimated. The odds ratios corresponding to particular socio-economic characteristics are shown in Table 3. The \( \exp(\hat{\beta}_i) \) values reflect if the probability of indicating a given obstacle decreases or increases as the category of an independent variable is changed. The values should be regarded in reference to referent category written at the top of the table (corresponding to coding “0” in Table 2). Statistically significant parameters are marked with asterisks.

Table 3. Results of logistic regression analysis

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Estimates: ( \exp(\hat{\beta}_i) )</th>
<th>Gender</th>
<th>Age</th>
<th>Educational level</th>
<th>Labor market status</th>
<th>Place of residence</th>
<th>Referent category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>men</td>
<td>lower levels</td>
<td>not working</td>
<td>rural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not needed in my work</td>
<td></td>
<td></td>
<td>1 1,114*</td>
<td>0,984</td>
<td>5,827**</td>
<td>0,988</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It does not make sense to re-skill in my age</td>
<td></td>
<td></td>
<td>1 0,720**</td>
<td>0,407**</td>
<td>0,313**</td>
<td>0,744**</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health condition did not allow me to</td>
<td></td>
<td></td>
<td>1 0,749**</td>
<td>0,604*</td>
<td>0,081**</td>
<td>0,952</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No interesting courses nearby</td>
<td></td>
<td></td>
<td>1 1,109</td>
<td>1,056</td>
<td>0,600**</td>
<td>0,644**</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No motivation to further education</td>
<td></td>
<td></td>
<td>1 0,978</td>
<td>0,614**</td>
<td>0,460**</td>
<td>0,894</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previous courses gave me a little</td>
<td></td>
<td></td>
<td>1 1,041</td>
<td>0,972</td>
<td>0,803</td>
<td>1,065</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No support from employer</td>
<td></td>
<td></td>
<td>1 0,992</td>
<td>0,630*</td>
<td>3,214**</td>
<td>1,412**</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No time for professional reasons</td>
<td></td>
<td></td>
<td>1 1,104</td>
<td>1,500**</td>
<td>4,463**</td>
<td>1,048</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No time for personal reasons</td>
<td></td>
<td></td>
<td>1 1,171</td>
<td>1,334**</td>
<td>0,418**</td>
<td>0,804**</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses/trainings were too expensive</td>
<td></td>
<td></td>
<td>1 0,877</td>
<td>0,793</td>
<td>0,661**</td>
<td>1,241*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not meet the formal requirements</td>
<td></td>
<td></td>
<td>1 0,789</td>
<td>0,587*</td>
<td>0,284**</td>
<td>0,744**</td>
<td></td>
</tr>
<tr>
<td></td>
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<td>2</td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

\* \( p < 0.05 \), ** \( p < 0.01 \)

Source: own computations done with IBM SPSS Statistics 21

A high degree of detail in Table 3 makes it difficult to obtain quick and general outlook on the phenomena. A type of results visualization is proposed in Table 4 to facilitate the perception of the directions of influence (if any). The table cells corresponding to the variables with significant influence are marked in color and those with no importance are left white. Dark colored cells indicate odds ratio greater than 1 and light colored cells signify odds ratio lower than 1.
Table 4. Visualization of impact of socio-economic characteristics

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Gender</th>
<th>Age</th>
<th>Education (secondary)</th>
<th>Education (tertiary)</th>
<th>Labor market status</th>
<th>Place of residence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not needed in my work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It does not make sense to re-skill in my age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health condition did not allow me to</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No interesting courses nearby</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No motivation to further education</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previous courses gave me a little</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No support from employer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No time for professional reasons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No time for personal reasons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses/trainings were too expensive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not meet the formal requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Blank fields – not significant, dark colored fields – significant with positive impact (in comparison to referent category), light colored fields – significant with negative impact (in comparison to referent category). Referent categories as in Table 3.

Source: own elaboration

Only in one case ("Previous courses gave me a little") none of socio-economic factors have significant impact. For two reasons ("It does not make sense to re-skill in my age", "No time for personal reasons") all of the considered variables show significant influence. Key findings regarding reasons for not training in the last year are as follows:

- men, older people and persons with secondary education (compared to those with primary) are more likely to indicate the reason "Not needed in my work",
- women and older people have a greater inclination to declare the barrier "It does not make sense to re-skill in my age"; on the contrary, secondary or tertiary education level, "working" status and living in town/city decrease the probability of indicating this response,
- the probability of pointing out limitations associated with health condition increases with age, but is lower for better educated and having "working" status,
- being a working person, residing in the town/city, having an advanced age reduce the probability of the answer that there are no interesting courses nearby,
- higher age increases the chance of lack of motivation for further education, while tertiary education level and "working" status trim it down,
- the probability of indicating the barrier "No support from employer" is higher for people living in urban areas, but age and tertiary education level have the opposite impact,
- women have a lower tendency to point out the lack of time for professional reasons, but greater of personal reasons,
- higher level of education stimulates the probability of declaring the lack of time for professional reasons,
- higher age decreases the possibility of indicating the lack of time (both for professional and personal reasons) as an obstacle to education,
- working persons and living in urban areas are less likely to declare the lack of time for personal reasons,
- higher age reduces the chance of responses "Courses/trainings were too expensive", "Did not meet the formal requirements", similar impact is shown by "working" status,
- tertiary education level and urban place of residence reduce the chance of selecting the answer "Did not meet the formal requirements".

It should be underlined that each of the aforementioned factors affecting the educational barriers declaration must be interpreted separately at a controlled impact of other factors considered.

5. Conclusions

The multivariate methods applied in this study allow to describe some aspects of barriers to lifelong learning process in Poland. Agglomerative clustering procedure reveals that some of the obstacles to continuous education coexist. There is
one reason not combined with the others – the conviction that the training is not needed for person's work. Remarkable interdependence can be observed between health problems and unwillingness to learning because of advanced age as well as between lack of time and no support from the employer. The considered socio-economic factors as gender, age, educational level and place of residence have various impact on the declaration of particular barriers. The knowledge of the effects of these factors may be helpful when developing the policy on lifelong learning.

6. Acknowledgments

This study was done under the project "Non-metric multivariate data analysis as a tool for study of adults situation in the context of demographic changes" financed by Narodowe Centrum Nauki (National Science Centre) in Poland. Project number: 2012/05/B/HS4/02499.

The data on individuals come from the database Bilans Kapitału Ludzkiego – 2012 and were retrieved on 2014-01-07.

References

Italian Language and Culture as an Influencing Model for Adriatic Countries, Balkans and Further. Albania in Relation to the Role of Italian Language and Culture

Arben Skendaj Ph.D. (Professor)
University of Tirana, Faculty of Foreign Languages, Department of Italian Language
Email: arskendaj@hotmail.com

Irena Ndreu (Professor)
University of Tirana, Faculty of Foreign Languages, Department of Italian Language
Email: alen_irena@yahoo.com

Sonila Piri (Professor)
University of Tirana, Faculty of Foreign Languages, Department of Italian Language
Email: sonilap@yahoo.com

Abstract

Italian language and culture in relation to Adriatic countries, starting with Slovenia, Croatia, Bosnia, Montenegro, Albania, etc., has a special relation with these countries. This relationship is not only because of the geographical position that these countries have, but also based on the historical past of Italy as a Roman Empire, as the Republic of Venice and as neighbors, in general. Balkan countries that lay by Adriatic Sea have a very special geographical position. They are geographically within Europe, but they have also an influence, some more and some less, by the culture of the East. In these countries, Italian language is studied and learned in schools of secondary education to universities. The influence of the Republic of Venice, it is noted also in architecture and urban life; known as the Venetian style. So, for instance in Croatia, this style is also seen in many towns, which are typical Venetian towns, even from the architectural aspect. This style is noted even in the North of Albania, in the town of Shkodra, where there are neighbors and streets with an obvious influence by this architectural style. Albania has had a special relationship with the Italian language and culture. Italian language, in the time of the totalitarian regime, was seen as a source of literature and culture. Since the ’80s, it was keenly heard from Italian televisions, state and private one, as a cultural model and pleasure that gave its results in the years 2000. Many journalists, politicians, intellectuals, educated with this culture, took it as a model, even in their professional education. Some generations of the ’80s to 2000 spoke Italian learned only by watching Italian television channels.

Keywords: Influence, culture, Venice, Adriatic, Albania, model.

L'Italia è un paese da una storia particolare, diciamo particolare non perché è l'Italia, ma perché ha avuto una storia politica, di una gloria indiscussa, a partire dall'impero romano, il più grande impero di tutti i tempi, passando poi a una storia rinascimentale unica, ricca e modello ispiratore per tutta l'Europa e non solo.

Ma allo stesso tempo tutta questa gloria è stata attraversata, stranamente da una situazione politica frastagliata di divisione del paese. L'Italia ha vissuto per secoli in un contesto politico di venti Stati e staterelli. Dall'Impero romano l'Italia eredita una grande ricchezza culturale e sviluppo, che consiste in molti aspetti della vita in un periodo di trapasso storico tra un tempo quasi preistorico collegato col periodo ad avant cristo e dopo cristo, cioè inizio milenio, periodo, che vede tutta l'Europa immersa in organizzazioni della società degli Stati europei, di allora incomparabili con il modello dell'Impero Romano. L'Impero Romano a giudicare bene si potrebbe considerare, che era l'essenza di tutta civiltà umana finora civilizzata, a cominciare da quella assira, egizia, greca ecc. Questo Impero conobbe splendori e risultati eccellenti in tutti i campi della vita. L'Europa da quel momento in poi, volente nolente si modellò all'esempio del modello romano.

Per modellarsi ci riferiamo all'architettura, arte, pittura, scultura, letteratura, urbanistica, edilizia, elementi di ingegneria ecc. Come se non bastassero tutti questi sviluppi, che provocarono queste influenze sull'Europa viene ad aggiungersi tutta l'influenza del Risorgimento Italiano, che infuì “fatalmente” su tutti i paesi europei per far progredire e creare effetti esemplari poi nei secoli del medievio a venire, in settori della vita, da considerarsi perfetti per tutta l'umanità.

Non bisogna assolutamente dimenticare qui l'influsso enorme dell'impero di Venezia, che ha avuto di rimpetto questi paesi balcanici occidentali. Senza voler entrare nei particolari, che non sarebbe il nostro interesse primario, torniamo all'influenza dell'Italia come penisola, che ha influenzato su molti aspetti della vita anche i paesi balcanici.
bagnati dall'Adriatico in generale e l'Albania nel caso nostro.

Tutti i paesi balcanici e specie quelli occidentali sono stati influenzati dall'Italia. Influenzati si dice, perché ovviamente già parte dell'Impero Romano, ma il Risorgimento toccò meno i Balcani trovati sotto il dominio dell'invasione turca per ben cinque secoli, che non per niente bisogna ammettere, che lasciò un'arretratezza in tutti i settori della vita e della società palpabile chiaramente come la luce del sole in molti paesi balcanici, specie l'Albania, la Bosnia ecc.

Per influenzati si dice, perché essendo un grande paese culturalmente ed economicamente parlando esercita una grande influenza su paesi minori. Ma un aspetto un po' particolare dev'essere anche il fatto, che l'Italia si potrebbe considerare anche specie di porto verso l'Europa per i paesi balcanici, oltre ai fattori storici e culturali sopraccitati. Ovviamente paesi come Slovenia, Croazia e un po' meno poi la Bosnia e il Montenegro vedono molto questa influenza culturale italiana.

L'Italia pur avendo sulle spalle la responsabilità sulla partecipazione nelle due guerre mondiali, che dovrebbe esercitare effetti negativi, ciononostante non gode uno "status" di un paese odiato, respinto, ma bensì si avvalora di una stima, reputazione e considerazione neutrale e pacifica culturalmente parlando. L'Italia si rispetta anche per il superamento dei danni avuti dalla seconda Guerra mondiale per poter addirittura, per progredire e annoverarsi poi tra i sette paesi più sviluppati del mondo, cosa che non potrà essere passata senza che influenzi i paesi adiacenti bagnati dallo stesso mare Adriatico. In molti settori della tecnologia e dell'arte L'Italia ha mostrato di aver saputo dimostrare valori, risultati indiscussi e perfetti, nella moda, nel design, tecnologia, invenzione, cucina, servizi, creatività ecc.

Ovviamente il giorno dopo il crollo del comunismo questi paesi non si potevano non attaccarsi al modello italiano culturalmente parlando, un modello, che si offre molto pacifico, a prendersi come modello senza incutere paure, timori, precauzioni; instintivamente non è il modello di un paese, che allarma un vicino, i modelli, che questi paesi balcanici, occidentali dall'oriento spesso gli si sono prospettati esempi di paesi come modelli pericolosi, assimilatori ecc.

L'Italia viene vista come una alternativa di un paese della tolleranza, della apertura, del libero e spontaneo anche culturale confronto, e questo non potrebbe non tendere a considerarsi come un esempio così sereno e pacifico bilateralmente parlando. Concentrandosi sul caso dell'Albania, potrei suggerire che l'Albania non fa eccezione a questo mosaico balcanico occidentale. Nella sua forma e tipicità rispecchia doverosamente un modello di vicino da valutare e rapportarsi sotto tutti gli aspetti, traendo ovviamente i suoi vantaggi. Di vantaggi possiamo parlare di molti tipi, specie quello linguistico, che è anche di un tipo speciale perché quello è il primo impatto, che si ha con la cultura e un paese in generale, perché in effetti è una specie di trasmissione, è quello che realizza e rende possibile in fondo anche lo scambio degli altri rapporti. Com'è la storia della valorizzazione della lingua italiana nel nostro paese. Io mi concentrerei piuttosto sul periodo postbellico fino ai giorni nostri.

La situazione dell'interesse linguistico e insieme ad esso legato anche all'interesse culturale ovviamente entra in una fase di buio se così possiamo parlare, subito dopo l'instaurazione del regime totalitario in Albania dopo gli anni '50, quello comunista. Il modello politico, che fu adottato fu quello sovietico, comunista e la cultura occidentale viene vista come fonte di pericolo per fare riferimenti e confronti con la cultura locale albanese. L'atteggiamento adottato dalla nostra politica di allora è risultata essere stata addirittura più aggressiva dei sovietici stessi verso la cultura e il modello europeo occidentale. In effetti pur essendo geograficamente più vicini all'occidente, non potrebbe non tendere a considerarsi come un esempio così sereno e pacifico verso i paesi occidentali. L'inglese oltre al francese venivano "soportati" un po' più leggermente, ovviamente non perché non appartenessero all'occidente, ma perché erano lingue inevitabili alla comunicazione internazionale. Il russo era ovviamente una lingua preferita fino alla rottura con l'Unione Sovietica, rottura che avvenne verso gli anni '60.

In questo contesto socio-politico l'italiano essendo anche l'Italia geograficamente più vicina al nostro paese, rispetto alla Francia e la Germania, più vicini si intende anche culturalmente parlando fu visto come finestra verso l'occidente, come un'alternativa a un modello politico, culturale ed economico da apprezzare, seppur in maniera nascosta e silenziosa. E la lingua fu una specie di consolazione quasi giustificata, perché era un mezzo, un attrezzo freddo da conoscere e da usare pur in condizioni controllate e sorvegliate. Si studiava di nascosto e con mezzi limitatissimi. A insegnarla saranno state poche persone competenti, esattamente alcune pochissime persone, che si erano laureati in Italia o qualche italiano o mezzo italiano ( solo di madre o di padre ) rimasti qui sposati.

Di letteratura italiana contemporanea arrivava pochissima, e quella, che arrivava finiva solo in mani sicure e controllate. La stessa reazione c'era anche per il tedesco e per lo spagnolo.

La televisione italiana era un modello culturale e linguistico, era indirettamente molto attraente ed affascinante. Veniva vista solo di nascosto e sporadicamente. A concepire bene la zona occidentale albanese, che corrispondeva anche con le più grosse ed importanti città albanesi specie d'estate, le tivu italiane venivano viste un po' meglio seppur le antenne erano vietate a essere sistemate sui tetti delle case. Comunque la tv italiana è stata considerata il miglior
ambasciatore dell’Italia per l’Albania. Bisogna evidenziare un fatto, che l’albanese era ed è pieno zeppo di voci latine e neolatine quasi un abbondante circa 50 per cento del suo lessico è di origine latina o neolatina. Anche questo aspetto facilita una predisposizione alla cultura e la lingua italiana.

Dopo la rottura con i cinesi, paese con il quale la politica totalitaria di allora aveva collegato tutti i “ponti” economici, politici e culturali, si trovò il giorno dopo in pieno “deserto” di riferimenti socio-economici e visti in queste gravi e scomode tangenti, quasi timidamente inserì negli anni 1979 nel programma scolastico del liceo linguistico di Tirana di lingue straniere l’apertura di un primo corso di tedesco, spagnolo e italiano, che continuò per non fermarsi più. Questo era ovviamente un segnale di concezione seppur modestissimo, però quasi quasi non c’erano neppure interpreti e traduttori competenti e professionisti per queste tre lingue per comunicare a qualsiasi livello tra Stati.

Dopo gli anni ’90, l’italiano e l’Italia continuò ad essere un riferimento pacifico e sereno da considerare. Molte attività private e imprenditoriali si sono state spontaneamente plasmate secondo il modello italiano. Qui possiamo citare negozi, ristoranti, pizzerie, supermercati, televisioni, piccole e medie imprese ecc., tutti modellati e concepiti simili all’italianità, vista come un modello di successo.

Nelle città la popolazione giovanile continua ancor oggi ad avere un approccio facile, semplice quasi privilegiato con la lingua e cultura dell’Italia. Il ruolo della televisione italiana bisogna ammettere, che ha avuto una piccola riduzione di interesse dopo gli anni 2000, periodo quando l’Albania ha conosciuto una metamorfosi generale, forse per certi aspetti anche negativa, impedendo comunque, indirettamente ai giovani, ad abbracciare la lingua e la cultura di questo paese come l’Italia.

Io personalmente direi, che oggi l’italiano per certi aspetti si è canalisata ad essere studiato in scuole medie, licei linguistici, in molte università albanesi come Tirana, Scutari, Korca, Valona, Elbasan. Si insegna anche in qualche università privata. Si insegna ufficialmente nei corsi organizzati dall’istituto italiano di cultura presso l’ambasciata Italiana di Tirana. Credo si sia capito, che l’italiano non è solo una lingua da studiare per convenienza economica, ma anche come una fonte e modo di rapportarsi con una cultura, che ha avuto da insegnare a tutta l’Europa e non solo così, per conseguenza indirette, dovrebbe insegnare anche a noi, come popolo la sua cultura, tradizione, storia, arte ecc. Un importantissimo fattore bisogna apprezzare è che un gran numero di giovani albanesi vanno in Italia a laurearsi, dopo aver prima sostenuto l’esame Celi (collegato all’Università per stranieri di Perugia ) di conoscenza della lingua italiana. A considerare approssimativamente si potrebbe ipotizzare, che a partire dagli anni ’94 in poi per circa 20 anni quasi duemila giovani albanesi ogni anno circa, si laureano in Italia; tornano seppur una quasi metà e si integrano in Albania nei vari settori della vita e dell’economia essendo formati, istruiti e modellati secondo il modello della scuola italiana, derivando ovviamente nelle loro tendenze una preferenza di formato di lingua e cultura italiana. Questi si possono considerare tutti dei potenziali, preferenti il modello italiano di impasto socio, culturale, perché di tutti i giovani, che si laureano all’estero la maggior parte di essi si laurea in Italia, questo ovviamente per motivi preferibilmente di una maggiore e facile conoscenza della lingua, ma anche di convenienza economica rispetto agli altri paesi europei.

Comunque, in conclusione, ritengo, che si è ancora lontani, dall’aver dei riferimenti molto seri e dignitosi da rapportarsi con la lingua italiana, se si concepisse di avere delle decenti pretese di conoscenza di questa lingua e cultura così ricca e antica.

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Shakespeare and Ibsen: A Comparative Study of Macbeth and Hedda Gabler from 21st Century Radical Feminism Perspective

Arburim Iseni, PhD
Department of English Language and Literature
Faculty of Philology, State University of Tetova, Tetova, Macedonia.

Liljana Siljanovska, PhD
Department of International Communication, Faculty of Languages, Cultures and Communications
South East European University Tetova, Tetova, Macedonia.

Vlera Ejupi, PhD
Department of English Language, Faculty of Languages, Cultures and Communications
South East European University Tetova, Tetova, Macedonia.

Amir Hossain, PhD
Department of English, IBAIS University, (International Business Administration and Information System) Uttara Unit, Dhaka.

Abstract

In this paper, our purpose is to depict the feminist message as articulated in Shakespeare’s Macbeth and Ibsen’s Hedda Gabler by portraying Lady Macbeth and Hedda Gabler who are representatives of Elizabethan England and the 19th century Scandinavian Bourgeois society and culture respectively. Through these female protagonists, both dramatists wanted to expose their contemporary situation of the female community. Both Hedda and Lady Macbeth have raised a fiery voice or initiated a dreadful revolution against the patriarchal rule, power, and domination with a view to attaining self-pelf, self-power, and self-domination. In these two plays, both Shakespeare and Ibsen have prioritized the female identity, revolt, and dominance more than the male order and custom. This paper also aims to discuss the character of Lady Macbeth as the matriarchal influence upon the patriarchy, the ambitious crime, woman’s idea upon masculinity, Lady Macbeth’s effort to repudiate womanhood, her femininity versus her unnatural resolve, her fear and remorse, her sleep-walking; Hedda is also viewed as a maladjusted, neurotic, unfulfilled, unnatural woman, full of nervous energy and longings-gliding to irresistible self-destruction. Here, I have tried to highlight the critical judgments of several critics based on the character-analysis of the two powerful female protagonists. Considering the femme fatale characters of Shakespeare and Ibsen, the most renowned and powerful playwrights writing in English and Norwegian language respectively, especially the powerful and domineering female protagonists cum heroines, Lady Macbeth and Hedda Gabler, this paper proposes to draw attention to the play-texts of both dramatists as the embodiment of the 21st century radical feminism as well.

Keywords: “Lady Macbeth”, “Hedda Gabler”, Shakespeare, Ibsen, and Post-Feminism

1. Introduction

Both Shakespeare and Ibsen are the most powerful and well-known playwrights in the history of English Literature. Shakespeare is the dramatist of the Elizabethan England and Ibsen, the dramatist of the 19th century Scandinavia. As dramatic artists, both of them have earned popularity and reputation around the universe. Their plays have been translated, performed and transfigured in many parts of the universe. We sense that their attitudes, in writing plays, differ in many ways, especially societal, political, economic, familial, feminist questions and so on. In this paper, our psychology is to focus on feminist message as articulated in the powerful female characters, Lady Macbeth in Macbeth and Hedda Gabler in Hedda Gabler respectively. Here, I will let you know Shakespeare and Ibsen as dramatists; analytical character-study of Lady Macbeth and Hedda Gabler along with literary criticism; comparative and contrastive study between these powerful women from feminism perspective in a sequential manner.
Shakespeare's greatness and pre-eminence as a dramatist are universally recognized. Every element of his drama might, in isolation, be matched by the best of his contemporaries. What is distinctive concerning Shakespeare is his combination of all gifts which were scattered in the works of other playwrights of his time. He is superior to others by his many sided curiosity and extreme diversity of his talent. His genius is flexible to a marvelous degree. He adapted himself to the most diverse material and seemed to use it all with equal skill and enthusiasm. His great tragedy, *Macbeth* is distinguished by such astonishing variety of kind, presentment, and dramatic movement that hardly any one formula fits them all. He shows equal aptitude for the tragic and the comic, the sentimental and the burlesque, lyrical fantasy and character-study, portraits of female and of male.

Shakespeare's representation of women, and the ways in which his female roles are interpreted and enacted, have become topics of scholarly interest. His heroines encompass a wide range of characterizations and types. Within the gallery of female characters, Shakespeare's women characters display great intelligence, vitality, and a strong sense of personal independence. These qualities have led some critics to consider Shakespeare a champion of womankind and an innovator who departed sharply from flat, stereotyped characterizations of women common to his contemporaries and earlier dramatists. Contrastingly, other commentators note that even Shakespeare's most favorably portrayed women possess characters that are tempered by negative qualities. They suggest that Shakespeare was not free of misogynistic tendencies that were deeply seated in the culture of his country and era. William Shakespeare lived during the Elizabethan era and wrote all his works based on the society of that time. The Elizabethan era was a time when women were portrayed to be weaker than men. During that time, it was said that “women are to be seen, and not heard.” In this paper, an attempt has been taken to explore Shakespeare's presentation of woman, Lady Macbeth in his tragedy, *Macbeth* demonstrating his philosophical viewpoints concerning woman and domineering roles in the male dominated society of the Elizabethan England.

Henrik Ibsen (20 March 1828-23 May 1906) was a major 19th century Norwegian playwright of the realistic plays. Ibsen is often referred to as the “father of modern drama” and is one of the founders of modernism in the theatre. Ibsen is held to be the greatest of Norwegian author, celebrated as a national symbol by Norwegians, and one of the most important playwrights of all time, and many regard him as a feminist author. His plays can be viewed as a gallery of portrait of various kinds of male and female through being trapped in societal realism and caught in the triviality of human life while struggling to seek out truth and freedom. Among Ibsen's dramatic roles, the unusual Scandinavian women of strong characters are marked with great devotion towards their ideals and enormous resolution in pursuit of individual freedom and existence. They are actually bold, rebellious and revolutionary women warriors with independent and intelligent psychology and aspiration for the spiritual emancipation.

With their strong personalities, women are usually doomed to be trapped in a male – centered society where they are deprived of the basic right as human beings in its full sense. Ibsen has insightfully described a range of rebellious characters and unveiled the spiritual pilgrimage; they have gone through in their persistent pursuit of emancipation, freedom and in their bitter struggle to regain their identity as human beings. It was Ibsen who gave women a vigorous and fairy voice by creating the powerful women characters including Nora Helmer in *A Doll's House* (1879), Mrs. Alving in *Ghosts* (1881), Rebecca West in *Rosmersholm* (1886), and Hedda Gabler in *Hedda Gabler*(1890) with a view to breaking conventional custom and conservatism, and to focus on how women lagged behind male.

Henrik Ibsen's *Hedda Gabler* is one of the most criticized feminist plays, where the dramatist has explored a difference between patriarchy and matriarchy of the 19th century Scandinavian Bourgeois society. And, Ibsen has emphasized much more on matriarchal power and domination than patriarchal system and order. According to many, the female protagonist, Hedda Gabler is viewed as *femme fatale* character. Being based on her character, this paper aims at finding out the power structure of Hedda in the play, *Hedda Gabler*. From the very beginning, Hedda has possessed both the characteristics of a rebellious personality and those of an ordinary angel like woman. She is a more pronounced type of the perverse erotic or anti-social woman than Ibsen has ever created.

Now, we will uphold Lady Macbeth’s personality on whom many critics and scholars have commented in many ways:

2. Lady Macbeth

The historical records reveal that the position of women in the society was extremely miserable. Women occupied a very inferior position and were always oppressed. It was a natural phenomenon and practiced in every house-whether rich or poor. Shakespeare, the greatest dramatist, observed it very minutely and represented it carefully in his works. Shakespeare shows the powerful aspect of a female character, Lady Macbeth in his famous tragedy, *Macbeth*. According to Virginia Woolf, Shakespeare is the writer who made his writings transparent and free of any personal vices for
delineating the women characters in his tragedies, *Hamlet*, *Othello*, *King Lear* and *Macbeth*. Shakespeare, with his extraordinary genius for portraying human behavior, depicts the condition of women in a patriarchal society and his women characters who in their richness transcend the limitations of time and Shakespearean theme becomes the legendary.

In *Macbeth*, Lady Macbeth is one of the most confusing and intriguing in all of Shakespeare’s women. Directors and actors cannot even agree as to whether or not she is a prominent character, as she disappears after the banquet scene not to reappear until the infamous sleepwalking scene. Lady Macbeth’s disruption to the political culture stems from her ambition, and this virulent ambition is made highly unnatural by her gender. When she reads Macbeth’s revelation of the Witches’ predictions, she immediately assumes that only her insistence will lead Macbeth actively to pursue and acquire the desired kingly position of power and authority. Lady Macbeth claims an ability to wield the character of Macbeth to her purposes and goals. Tennenhouse describes her characterization in influential political terms: “At the outset of *Macbeth*, Shakespeare gives Lady Macbeth the very same elements which other Jacobean playwrights use to display the absolute power of the state. He shows how these might be used subversively” (Das 46). Certainly, Lady Macbeth’s suggestions are subversive that she leads her husband into murdering the rightful, current monarch in their home. With this ploy, she assumes the absolute power of the state by acting as if she were accountable to none and deserves no censure. She rises to the throne only by the virtue or vice of her husband’s ascension as king, and yet, her insistence provides the impetus for the power base. Thus, Lady Macbeth exemplifies a negative symbol of female ambition and power from the Renaissance perspective. In considering Lady Macbeth’s characterization, one must remember, first and foremost, that feminine desires for power were seen as unnatural. In fact, Shakespeare couches these desires in emasculating terms to give them increased gravity. Lady Macbeth repudiates her femininity for power:

> Come you spirits
> That tend on mortal thoughts, unsex me here;
> And fill me, from the crown to the toe, top-full
> Of direst cruelty! (I.v.40-43)

When Lady Macbeth desires to be “unsexed,” her words reveal the assumed discordance between feminine nature and political ambition. By putting these desires in masculine or gender-neutral form, Lady Macbeth explicitly suggests their unnaturalness. Shakespeare’s language here induces tension and reflects the political gender tensions already existent in the Elizabethan world. Wallace MacCaffrey comments upon this disparity between femininity and political strength in the biography of Elizabeth I: “For a woman the demands made on the occupant of the throne were supremely difficult to meet, since the characteristic qualities which a monarch was expected to display were largely masculine” (Das 46). While Lady Macbeth wishes to be “unsexed,” Elizabeth asserted the title King as frequently as Queen and sought to establish her own power by transcending the gender issue. Nonetheless, as Levin notes, not even Elizabeth could escape her femininity: “Elizabeth might incorporate both male and female in her sovereignty, but her body was a very human female one and, hence to both Elizabeth herself and to her people, an imperfect one” (Das 46). Just as Elizabeth had difficulty asserting political authority as a woman, and thus adopted male gender characteristics, Shakespeare de-feminizes Lady Macbeth. His representation of women in his tragedy upholds her ambitious credibility. Such unnatural positioning created tension in the play and reflected anxiety in the Elizabethan world.

Shakespeare pushes Lady Macbeth’s oddity so far as to reverse Macbeth’s gender roles. In the play, *Macbeth*, Lady Macbeth is considered nearly sinister in comparison with her husband, Macbeth, a perception that is supported by such assertions as from the lips of her character. Indeed, Macbeth demonstrates considerably less determination than his wife. Macbeth’s self-doubting statement of “Each corporal agent to this terrible feat/Away, and mock the time with fairest show/False face must hide what the false heart doth know .”(I.vii.80-82) As he is considering the grave deed, he and Lady Macbeth have connived to commit, indicating his awareness of the negative consequences, he is likely to suffer, even if unspecific. As a result, Lady Macbeth scorcs him for his mental weakness. In bleeding her hands in the death of the king, she chastises her husband: “My hands are of your color; but I shame/To wear a heart so white” (II.i.63-64). Typically, weakness is associated with the female, and man gains integrity through strength and boldness in battle. But Macbeth loses his courage at the decisive moment and Lady Macbeth assumes his bloody obligation. Her husband’s weakness is not only shameful in Lady Macbeth’s attitudes; his weakness is also as unnatural as her strength. Such a reversal carries with it significant social ramifications. Tennenhouse comments upon the gender reversal and its political symbolism:

Most other Jacobean tragedies presuppose this same connection between sexual relations and the condition of the political body. In staging *Macbeth*, Shakespeare simply literalizes the homology which makes unrunliness on the part of an aristocratic woman into an assault on the sovereign’s power. He allows Lady Macbeth to overrule her husband in order to
show that such inversion of sexual relations is also an inversion of the political order. Her possession of illicit desire in its most masculine form- the twisted ambition of the malcontent leads directly to regicide (Das 47-48).

Positioning woman over man has not just domestic but political connotations as well. Lady Macbeth's dominion over Macbeth reflects the larger issue of female involvement in the political structure and a woman's possible dominion as monarch over man as subject. Lady Macbeth's strength deteriorates as she falls into periods of lunacy and sleepwalking. Lady Macbeth postulates that "none can call our power to account," (V.i.37) but apparently, she mistakes the power of her own conscience. Her manic fixation with bloodied hands and her final act of suicide indicate a personal trial and conviction. A famous critic, Sarah Siddons has expressed pardon of Lady Macbeth's words and behavior by emphasizing that it is ambition that drives Lady Macbeth. Siddons believes that Lady Macbeth's mention of a nursing child in the midst of her dreadful language persuades one unequivocally that she has really felt maternal yearning of a mother towards her babe. Siddons further points out that "it is only in soliloquy that she (Lady Macbeth) invokes the powers of hell to unsex her." In 1785, Sarah Siddons played Lady Macbeth to her brother John Kemble's Macbeth. Siddons was said to have been the only woman who could ever play this role. She was a strikingly beautiful woman, very tall and statuesque. The 18th century Shakespeare-scholar, William Hazlitt said of Siddons, "We can conceive of nothing grander. It seemed almost as if a being of superior order had been dropped from higher sphere to awe the world with the majesty of her appearance. Power was seated in her brow, passion emanated from her breast as from a shrine. She was tragedy personified." Siddons' choice made Lady Macbeth a ruthlessly ambitious woman who dominated her husband. Her brother's Macbeth was said to have been in a constant state of blindly rushing towards and from his ambitions. Siddons countered this by being absolutely firm and even masculine in her desires. She became the strongest of the pair.

Hazlitt said, "She is a great bad woman, whom we hate, but whom we fear more than we hate." This fear came from her utter steadfastness. Lady Macbeth seems to know that she will need to coax him into performing the murder of Duncan. She decides what needs to be done and she "chastise[s] with the valor of her tongue" every fear and doubt Macbeth has about performing that deed. The choices made by Siddons of masculinity and steadiness seem to be found in Lady Macbeth's famous "unsex me" speech. She demands the forces of evil to neuter her, to free her of gender, and the frailty of womanhood. Lady Macbeth, often, in the script, takes charge of the situation. Siddons read this to mean Lady Macbeth was in charge at all times. She chose to make Lady Macbeth the dominant figure in the relationship. More evidence for Lady Macbeth's dominance may come from her constant questioning of Macbeth's manhood. Siddons believes that Lady Macbeth's mention of a nursing child in the midst of her dreadful language persuades one unequivocally that she has really felt maternal yearning of a mother towards her babe. Siddons further points out that "it is only in soliloquy that she (Lady Macbeth) invokes the powers of hell to unsex her." In 1785, Sarah Siddons played Lady Macbeth to her brother John Kemble's Macbeth. Siddons was said to have been the only woman who could ever play this role. She was a strikingly beautiful woman, very tall and statuesque. The 18th century Shakespeare-scholar, William Hazlitt said of Siddons, "We can conceive of nothing grander. It seemed almost as if a being of superior order had been dropped from higher sphere to awe the world with the majesty of her appearance. Power was seated in her brow, passion emanated from her breast as from a shrine. She was tragedy personified." Siddons' choice made Lady Macbeth a ruthlessly ambitious woman who dominated her husband. Her brother's Macbeth was said to have been in a constant state of blindly rushing towards and from his ambitions. Siddons countered this by being absolutely firm and even masculine in her desires. She became the strongest of the pair.

Hazlitt has compared Lady Macbeth with the three Witches. According to this critic, Lady Macbeth's solid substantial displays of passion, and the uncontrollable eagerness of anticipation when she receives her husband's account of the predictions of the Witches, show a striking contrast to the cold malignity of the Witches who are equally instrumental in urging Macbeth to his fate. The Witches urge Macbeth to evil because of their love of mischief and because of a motiveless delight in deformity and cruelty. They are hags of mischief; they are malicious because of their incapacity to enjoy any simple pleasure and they are enamored of destruction for its own sake. But Lady Macbeth urges Macbeth to evil because of the force of her passion. Her fault seems to have been an excess of the strong principle of self-interest and family advancement which does not recognize the common feeling of compassion and justice. A passing reflection, on the resemblance of the sleeping Duncan to her father, alone prevents her from murdering Duncan with her own hand.

According to S.T. Coleridge, Macbeth is described by Lady Macbeth in such a way that in the process she also reveals her character. Lady Macbeth, like all in Shakespeare, is a class individualized: -- of high rank, felt mush alone, and feeding herself with day-dream of ambitions; she mistakes the courage of fantasy for the power of bearing the consequences of the realities of guilt. Hers is the mock fortitude of a mind deluded by ambition; she shames her husband with a superhuman audacity of fancy which she can not support, but she sinks in the season of remorse, and dies in the suicidal agony. Her speech: "Come all you spirits/That tend on mortal thoughts, unsex me here....." (Lall 150) is that of one who had habitually familiarized her imagination to dreadful conceptions, and was trying to do so still more. Her innovations and requisitions are all the false efforts of a mind accustomed only hitherto to the shadow of the imagination, vivid enough to through the everyday substances of life into shadow, but never as yet brought in to direct connect with their own correspondent realities. She gives no evidence of a womanly life, no wifely joy at the return of her husband, no pleasure terror at the thoughts of his past dangers, while Macbeth bursts forth naturally: “My dearest love ...” (p.150) and shrinks from the boldness with which she presents his own thought to him. With consummate art, she at first uses as incentives the very circumstances (such as Duncan’s coming to their house) which Macbeth's conscience would most probably have mentioned to as motives of abhorrence or repulsion, but Macbeth is not yet prepared and says: “We will speak further” (Lall 150).
The critic, M. Leigh-Noel, in her study of Lady Macbeth, offers further defense by considering Lady Macbeth's circumstance of socioeconomic position and history, as well as on her own assertion that Lady Macbeth had been a mother. Noel suggests that, in the age that Macbeth was written "human life was by no means as sacred as it is now; and that violence was the common resort of both mean and noble in their efforts to gain the desires of their souls." Noel places emphasis on Lady Macbeth being the "solitary inmate" of Macbeth's castle, believing she was "cheered only by occasional and fitful visits from her husband." Noel further suggests that Lady Macbeth had to "live only on the remembrance of the bittersweet joy of maternity, to wake up and miss the magnetic pressure of infant fingers" consequently, causing Lady Macbeth to cling "more tenaciously to her husband" (Thompson & Roberts 174). Noel believes that these circumstances support the theory that Lady Macbeth paid "a terrible price . . . to gratify her husband's ambition." That while "Macbeth had the stronger wishes, she (Lady Macbeth) had the stronger will" (Thompson & Roberts 175) and since it is will that prevails over wishes, Lady Macbeth's share of the burden in her conspiracy with her husband outweighed that of Macbeth's.

Shakespeare's Representation of Women in his Tragedies Noel's arguments validly challenge many common perceptions of Lady Macbeth and rightfully points to isolation and suffering as likely contributors to Lady Macbeth's loss of mental capacity. But it is the shocking threat Lady Macbeth made regarding dashing the brains of her nursing child that the critic, France Anne Kemble believes is "no mere figure of speech" continues to cast Lady Macbeth as a character who is much worse that her male counterpart.

Harold Bloom, in The Invention of the Human, brings up idea that informed and even translated directly into the creation of Lady Macbeth. One common idea he presents is that Macbeth is her second husband. He claims that Macbeth is dependent on Lady Macbeth. He comes to her first with the Witches' promise. He is led by her insistence of their steps to power. His dependence on her also allows for a greater sense of loss for Lady Macbeth when he starts to exclude her from plans. If, after the murder, he no longer needs her, the steps to her decline seem clear. She has gone from his trusted, needed advisor to a wife who is purposefully being left out. Bloom refers to Lady Macbeth as "pure will." The lack of will that Macbeth seems to have succumbed to is what makes Lady Macbeth so necessary to him, particularly early on. She lets her desire to be queen drive her and her husband to regicide in her home. It seems that Macbeth could not have gotten to that point by himself. He says that he had been honored and it wasn't yet time to give up those honors, even though she is suggesting greater honors. Macbeth and Lady Macbeth are the happiest couple in all of Shakespeare. He calls them, "...persuasive and valuable personalities, profoundly, in love with each other." This statement, particularly, informed the choices for Lady Macbeth. In this case, the idea that they loved each other seemed more useful than the idea that she was a mother figure for Macbeth, or that she needed him to achieve her political goals, or that it was a lust/sex based relationship. She has to scold him at times for being afraid and for getting upset. She does send him to bed, like a mother, after the disastrous banquet. Her need for Macbeth as her way into power is obvious that she cannot gain power as a woman without a man. She needs to be married to man who can get her to the top. She got lucky with a powerful man whom she also deeply loves.

Dr. Samuel Johnson has commented that the argument, by which Lady Macbeth persuades her husband to commit the murder, affords a proof of Shakespeare's knowledge of human nature. She urges the excellence and dignity of courage, a glittering idea which has dazzled mankind from age to age; but this sophism Macbeth has ever destroyed, by distinguishing true from false fortitude, in a line and a half; of which it may almost be said that they ought to bestow immortality on the author even all his other production had been lost:

*I dare do all that may come a man;*  
*Who dares do is none.* (I.vii.46-47)

This topic, which has been always employed with too much success, is used in this scene, with peculiar propriety to a soldier by a woman. Courage is the distinguishing virtue of a soldier, and the reproach of cowardice cannot be borne by any man from a woman without great impatience.

She, then, urges the oaths by which he had bound himself to murder Duncan, another art of sophistry by which man had deluded their consciences, and persuaded themselves that what would be criminal in others is virtuous in them; this argument Shakespeare, whose plan obliged him to make Macbeth yield, has not confused, though he might easily have shown that a former obligation could not be nullified by a latter [...] The passions are directed to their true end. Lady Macbeth is merely detested; and though the courage of Macbeth preserves some esteem, yet every reader rejoices at his fall. Thus, Shakespeare's drama reflects the Elizabethan world. Within the play Macbeth, one sees potential conflicts arising from female ambition for sovereign power and corruption of the politic body through corruption of the female sovereign body. In this play, Shakespeare mirrors anxiety from within the
Elizabethan culture relating to the existence and dependence upon a female monarch. Also, the play ends with the diminution of female sovereign authority and an apparent return to a state of normalcy within a more traditional, patriarchal framework. This return to patriarchy represents both Shakespeare’s political resolution and the Elizabethan cultural desire.

Shakespeare realizes that throughout the history of mankind, women have always been at a disadvantageous position socially, economically and politically. Through strong female characters, Shakespeare has delineated gender issues. He has given a comprehensive view of life with equal emphasis on both male and female characters. His female characters show the social stigmas they have undergone during that time. He has portrayed his personal admiration for intelligent, strong women, using virtues and strength he gives his female characters. So, we can say that Shakespeare should be considered one of the pioneers of feminist movement. Actually, through representation of women characters in the tragedies, he wants the elimination of gender discrimination and advocates the true liberation of women in patriarchal society.

Now, this paper also aims at discussing on the character of Hedda Gabler along with literary criticism:

3. Hedda Gabler

Henrik Ibsen’s Hedda Gabler is one of the most controversial feminist plays, where the dramatist has unveiled a difference between patriarchy and matriarchy of the 19th century Scandinavian society. And, Ibsen has emphasized much more on matriarchal power and domination than patriarchal system and order. According to many, the female protagonist is viewed as femme fatale character among Ibsen’s women. Being based on her character, this paper highlights the empowerment of Hedda in the play, Hedda Gabler.

In “Preface to Hedda Gabler,” William Archer claims that “the environment and subsidiary personages” are “all thoroughly national” or “Norwegian.” Archer thinks that “Hedda herself is an international type; a product of civilization by no means peculiar to Norway” (Arches, XII, quoted in Hossain 28). Archer finds Hedda not only “international,” but “modern” also, “particular traits and tendencies of the Hedda type are very common in modern life.” What Archer writes further confirms our estimate of a power–monger about Hedda, but this is a unique complicated kind of power:

Hyperesthesia lies at the root of her tragedy. With a keenly critical, relentlessly solvent intelligence, Hedda combines a morbid shrinking from all the gross and prosaic detail of the sensual life. She has nothing to take her out of herself – not a single intellectual interest or moral enthusiasm ... Her malign egoism rises up uncontrolled, and calls to its aid her quick and subtle intellect (Gosse XVIII-XIX, quoted in Hossain 28).

From draft material of Hedda Gabler, we can find that there is “extensive,” “including a complete draft version of the play, a number of revisions of the draft, together with two notebooks of notes and jottings and trail dialogue” (McFarlane 286-87, quoted in Hossain 28). One of the entries in Ibsen’s two notebooks reads: “The ‘demonic’ thing about Hedda is that she wants to exert an influence over another person.” And, this not only justifies us in our sense of a demon about Hedda, but also provides a big basis for one’s going by the idea of power – the drive to “exert an influence on others” – in explaining the whole Ibsen’s works. James McFarlane, in his “Drama and the Mind: Hedda Gabler” in Ibsen and Meaning Studies, Essays and Prefaces, places ideas enough for one’s feeling like doing so. For McFarlane considers Hedda to be “a means serving much more general and characteristically Ibsenist idea.” And, also that “consequently the other characters in the play, far from being merely ‘feeds’ or foils to Hedda, are themselves essential and integral to a full articulation of the statement; the play is concerned to make.” McFarlane calls the play a “dramatic account of certain proceedings: the history of Hedda’s bid for control of Lovborg, of the savagery of her failure, and of its consequences” (McFarlane 286-87, Hossain 29). McFarlane comes to inform us how any such conduct as is found in Hedda “had always roused Ibsen to fury: any interference of this order in other people’s lives, any tampering with their liberties or their efforts at self-realization, particularly if done under the guise of altruism or in the name of righteousness, at once drew his anger” (McFarlane 286-87, quoted in Hossain 29).

Hedda is highlighted in the whole world - literature, one unique scope for probing into demonic aspects of human character. As is expected from the dialectically solid formation of any such character, Hedda is dominating not towards any one or single person. And, her husband Tesman is no less a victim, “only that in his case one can see how, once the domination is asserted and assured, there is only contempt for the victim” (McFarlane 288). Hedda has been shown connected by Ibsen with her father, an army General and an obviously powerful person. Ibsen’s stage-direction reads: “By the back wall of the inner room, a sofa, a table and a couple of chairs can be seen. Above the sofa hangs the portrait a handsome elderly man in a general uniform. Above the table, a hanging lamp with an opalescent glass shade” (Act I, 290). A note to this part of the stage – direction reads as follows:

As the only completely personal object on display, the portrait takes on particular importance for a viewer.
Conventionally, such a portrait would represent the present owner of the house or his ancestor, but as the content gets filled in, it comes to represent both Hedda’s upbringing and the biological influence on her personality: the twin bases of Naturalistic characterization as well as explaining her “unfeminine” desires and acts. Its presence in the inner room also marks this as specially Hedda’s space, private, even interior in the sense of being inside her psyche.

The uniform in the portrait is also a visual clue to the values. Hedda has derived from her father: in the 19th century most generals were aristocrats, who commanded men (Innes 114).

Hedda has been shown by Ibsen connected with her powerful father in a very remarkable way; one gets this in the very name she has been given by Ibsen. Another note prepared for the title of the play given below:

Properly speaking, the name of the heroine should be “Hedda Tesman” since at the date of the play; women automatically took their husband’s surname on marriage. Ibsen pointed out to his German translator that the title is intended to emphasize that she is her father’s daughter.

The title also signals Hedda’s unconventional nature and her assertion of her own individuality in opposition to social convention – in contrast to Thea, who insists on being called Mrs. Elvested in spite of having left her husband. It is also possible to deduce from the title that this is “a character-study pure and simple ..., which goes along with Ibsen’s principle of dramatic composition that the play “proceeds from the individual” (Innes 114).

The play, Hedda Gabler (1890) offers a rich literary text for decoding the hidden messages, about human consciousness and constructing the indicated meanings about human existence, especially from the perspective of feminist theory. Hedda, one of Ibsen’s controversial female characters, can be explored from a new sort of feminist perspective, or even beyond the traditional feminist critical convention of man/woman duality. According to Xu Yanhong, an Ibsen scholar, Hedda is one of the boldest dramatic characters among Ibsen’s women. She can be viewed both as a feminist and as an ordinary woman. Hedda Gabler is characterized as a perverse, exasperated and irreconcilable young lady. All this distinguishes her from ordinary women, and undoubtedly, endows her with a sort of rebellious feminist spirit. Although Ibsen himself does not intentionally advocate feminist doctrines, his sympathetic portrayal of this character might betray his original intention. To make the story more dramatic, Ibsen grants Hedda a soul craving for beauty and freedom which an ordinary young woman usually possesses. From the very beginning, Hedda has both the characteristics of a rebellious woman and those of an ordinary angel – like woman.

Tragedy is created only when such a figure of strong character and free soul is caught between her unconventional and unrestrained former flame [Lovborg] and her dull and mediocre husband [Tesman]. She is torn between the suffocating societal reality and her liberating spirit. It is meaningful that the play ends with her suicide by a single shot, she breaks away forever from the uninviting and boring banquet of life. Her death is indeed obscure to the audience but if we realize the above two aspects of her character, we understand easily why she has gone to the extreme; even in her attitude toward death, she distinguishes herself from ordinary women. This tragic figure is approached as a prospective feminist who is caught between the repressing 19th century Bourgeois society and her own desire and longing for freedom; she awakens like autumn leaves with the triviality and boredom which feature her immediate surroundings –her family and social relations, and acquaintances – torturing her independent and rebellious mentality. And, she comes to collapse when her aspiration for emancipation and her expectation for a meaningful and fulfilling life are shattered to pieces at the end of the play.

In Hedda Gabler, we deal with a more complex, intricate character. The eponymous heroine has been variously interpreted by critic and actress as a ‘caged tigress’ a hooded cobra, or a cruel princess. Many (male) critics are ready to view Hedda as a demonic character, a counter – foil to the “Doll-like” Nora. Rather personal tragedies in the form of lack of space, and lack of possibilities to produce surpassing drama:

‘Vivid, anguished dangerous’ – Hedda is all of these. But, she is also complicated and natural. She suffers, she struggles, she is human – neither good nor evil – a bundle of unresolved tendencies, a human being in process of development, conditioned by heredity, limited by environment ... striking out blindly in search of fulfillment (Ahmed 126).

Personally, Hedda is face to face with an inner ability to draw sustenance from the destiny sees fit to bestow on each individual. But socially, one cannot help feeling. Hedda is gazeing out of the window to a world where woman has to conform to a rigid, familial, sexual, emotional, intellectual role, circumscribed by a dependent status on a husband; one has to ‘pray’ on. Hedda gazes at the world denied to woman, the world that may be but has not been born. Hedda’s transformation into the new-woman never even takes off. A very sobering thought for one who undertakes a feminist reading of Ibsen’s play, Hedda Gabler.

Hedda uses her authority over Tesman, Lovborg and Thea Elvested. As Hedda watches all the characters from a vantage point, she fails to realize that she is not only being watched by Brack, it is also being judged. Hedda, symbol of physical representation of power, controls all other characters through her visible/invisible presence. Berta, the old maid
is perturbed because she thinks she fails to satisfy Hedda. David Thomas comments on Hedda Gabler:

Hedda physically manipulates all the stage space given to the play. In Act II, she cleverly directs Brack and Tesman to use her upstage room for punch and cigars so that she can use the drawing room for her encounter with Lovborg. In all three Acts, she bullies Thea into sitting or standing in positions where she can dominate her. In Act IV, however, this changes drastically. As the consequences of her actions become known—the destruction of Loborg’s manuscript and his subsequent death she loses her previously dominant status. While the others literally pick up the shattered pieces of what Hedda has destroyed, she finds herself treated like the irresponsible child; she has become (Thomas 89-90, quoted in Zaman 82-83).

Thomas also explains how from this point onwards other characters intrude into the circle of dominance created by Hedda. With the excuse of putting together the notes of Lovborg, Tesman and Thea take their positions in Hedda’s private room. Thomas points out that as Hedda takes refuge by the stove Brack “stands over her menacingly, quietly making oblique sexual threats” (Zaman 90). Interestingly, after losing emotional control over other characters, Hedda loses physical control even over the interior of her house. Death and the mechanisms of power go hand in hand and Hedda, who desires so much to control the lives of other people, has to kill herself. Though Hedda shows her nonchalance to the whole affairs at the very beginning, she is the one who burns Lovborg’s forthcoming book. This book is something about which Lovborg is so proud. Hedda burns the book—this should be seen in relation to the fact that Thea has beautiful hair that Hedda threatens to burn. However, it is Tesman who sits after the death of Lovborg with Hedda to page together the book that has turned into ashes. This threatens Hedda’s position. She fears to be defeated by Thea. Hedda’s choice of committing suicide shows that individuals like her are never accepted by the conventional and disciplinary society. She has been dominating people around her, though by the power of sexuality. Hedda is challenged by a male authority figure Brack, who tries to blackmail her to subjection.

From above discussion, we may realize that Ibsen’s Hedda Gabler, one of the most powerful women in his plays, who never surrenders herself to male domination and order, through this character we can understand that Ibsen has emphasized on matriarchy rather than patriarchy. Ibsen’s feminist creation-Hedda is one of the most controversial female characters of his women. Many famous critics have commented on Ibsen’s Hedda Gabler differently. In this paper, I will discuss the critical judgments of several critics concerning Hedda Gabler:

In “Ibsen’s New Drama”, Sir Edmund Gosse points out that Hedda is one of the most singular beings whom Ibsen has created. She has a certain superficial likeness to Nora, of whom she is, indeed, a kind of moral parody or perverted imitation. Hedda Gabler is a spoilt child, whose indulgent father has allowed her to grow up without training of any kind. Superficially, graceful and pleasing, with a very pretty face and tempting manners, she is devoid of moral sense in reality wholly. She reveals herself, as the play proceeds, as without respect, for age or grief, without natural instincts, without interest in life, untruthful, treacherous and implacable in revenge. She is a very ill-conditioned little social panther or ocelot, totally without conscience of ill or preference for good, a product of the latest combination of pessimism, indifferentism and morbid selfishness all claws and this for blood under the delicate velvet of her beauty.

Hedda Gabler is a more pronounced type of the perverse erotic or anti-social woman than Ibsen has ever created. Through depicting Hedda Gabler, Ibsen seems to have expended his skill on the portrait of a typical member of that growing class, peculiarly frequent now-a-days the simple and masculine doctrines of obedience to duty, of perseverance, of love to mankind, are in danger of being replaced by “a complicated and sophisticated code which has the effect of making some of us mere cowards in the face of difficulty and sacrifice, and of disgusting all of us with the battle of life”. In the play, Hedda Gabler, we can see the religious idea violently suppressed under the pretext of a longing for liberty. She will not be a slave, yet is prepared for freedom by no education in self-command. In stead of religion, morality, and philosophy, her head is feverishly stuffed with an amalgam of Buddhism and Schopenhauer. Even the beautiful conventions of manners are broken down, and the suppression of all rules of conduct seems to be the sole road to happiness. In her breast, with its sickly indifference, love awakens no sympathy; age no respect, suffering no pity, and patience in adversity no admiration (Innes 55).

In “On playing Hedda,” Elizabeth Robins comments that Mr. Clement Scott understands Hedda? Any man except that Wizard Ibsen really understands her? That is the tremendous part of it. How should men understand Hedda on the stage when they do not understand her in the persons of their wives, their daughters, their women-friends? One lady of our acquaintance, marries and not noticeably unhappy, says laughing, “Hedda is all of us.” Hedda is not all of us, but she is a good many of us. Anyway, she is a bundle of the unused possibilities, educated to fear life; too much opportunity to develop her weakness, no opportunity at all to use her best powers.

Hedda is first represented to us as an enviable person. We hear of what General Gabler’s daughter has “been accustomed” to; how fond she is of dancing and shooting at a mark and riding with her handsome father “in her long black habit and with feathers in her hat.” It is the corrosive action of those qualities on a woman in Hedda’s circumstances

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that makes her the great acting opportunity. She is in her revolt against those common places surroundings that the book- worm she has married thought so “elegant” her unashamed selfishness; her scorn of so- called womanly qualities; above all, her strong need to put some meaning into her life. Hedda’s first and dearest dream has been to find contrasts with life through the attractive young man of letters, Eilert Lovborg that hope ends in driving him from her at the point of a pistol- not, as an eminent critic has said, “in the ostentation of outraged purity which is the instinctive defense of woman to whom chastity is not natural.” Hedda drives Lovborg from her in disgust; disgust at the new aspects of vulgar sensuality which her curiosity about life has led him to reveal. They make her gorge rise. She never denies it is her doing that he reveals these things; it is not her doing that he has them to reveal. The man who has swallowed in that filth must not touch Hedda Gabler not fresh from the latest orgy: the effect of that experience, plus the conditions of her own life and upbringing, is to throw her into marriage with the intelligible man she can find who is decent, and no one can deny that poor Tesman is entirely decent. Hedda speculates like many other women, on the opportunity politics would give to her husband, and through him, give to her; but she is too intelligent to have much hope of Tesman in that direction. She is no sooner home from her boring honey-moon than she finds that a girl she has looked down on and terrorized at school- her husband, and through him, give to her; but she is too intelligent to have much hope of Tesman in that direction. She is no sooner home from her boring honey-moon than she finds that a girl she has looked down on and terrorized at school- shrinking, gentle Mrs. Elvested.

Hedda’s passion for external material beauty is not the only kind of beauty that sways her. Lovborg in his moods of poetic exaltation has given her a glorious sense of freedom, of daring. She has her phrase for those of his high moods. When Hedda asks eagerly, “Did he have vine leaves in his hair?” (Act III, 331) She is not inquiring whether Lovborg is shrinking, gentle Mrs. Elvested.

It is a commentary on actress psychology that though in those days Elizabeth Robins accepts, and even herself uses, the description of Hedda as a “bloodless egoist.” Ibsen’s unwritten clue brings Robins close enough to the “cold-blooded egoist” to feel her warm to her (Robins) touch; to see Hedda Gabler as pitiable in her hungry loneliness – to see her as tragic. She is insolent and evil. Naturally enough, no critic, so far as Robins knows, has ever noticed the governing factor in Hedda’s outlook, her consciousness of one sort of power, anyway the power of escape. The reason, men have not noticed the bearing on Hedda’s character, and fate seems plain enough. Certainly, the particular limitations and enslavements threaten women, who do not threaten men. Such enslavements may seem so unreal to decent men as to appear as melodrama (Innes 58-61).

In “Hedda Gabler: The Play in Performance,” Janet Suzman points out that [...] Hedda is a prey woman to hers. Her strong heart pumps away inside her healthy body. She gets no ... feeling of illness from her. She suffers from an ancient disease, Accidie (i.e. sloth – one of the seven deadly sins, is like medieval medical term for listlessness, and has become used to signify a state where all the activities seem pointless since life has no purpose.) Suzman believes that Hedda cannot equate compromise with living, and in that sense is more true to herself than anyone in the play. Both Tesman and Berta adapt. Thea does anything to adapt. Eilert Lovborg tries and fails. Hedda cannot try and must not fail.

Paralyzed by her own perfectionism, tied down by the lack of alternatives, dowered by the unquestioning greedy lives around her and inside her, where Hedda is to direct that nervous animal energy of hers. She must be central to everyone’s attention and not peripheral. She must know everything and commit herself to nothing. The baby forbids that it is a very committal to the future. Her final act is a combination of expertise and taste. But, it is an absolute necessity, and in that sense, it is an act of passion and commitment.

In an interview, Janet Suzman also comments that Hedda must not be played as a cold, passionless, invulnerable creature that is superior to the situation in which she finds herself. It is true that she is bored with everything around her, and contemptuous, and this may appear to give her and air of superiority in relation to the other characters, but this boredom is not a passive emotion, and in its depth and intensity, it results in an intense inner frustration that threatens to paralyze her. Hedda is very provincial as well as being the proud daughter of her father, General Gabler. She fails to make her escape into the romantic world. She imagines Eilert Lovborg inhabiting there is no horse, no new piano, no butler, no entertaining – only her guns to afford her some relief from her frustration. And, the greatest threat of all is the expected baby, which destroys all her dreams of freedom, and reduces her status to that of a provincial housewife, mother and it is Tesman’s.[...]

Hedda feels trapped, and everything aggravates her situation, and when she fails to triumph over it vicariously through the suicide. She encourages Eilert Lovborg to commit. She has no alternative but to destroy herself. She sets up the scenario for her own death. Eva le Gallienne mentions in this respect that the curtains she draws, as if they were stage-curtains, before shooting herself. Hedda is a weak character in the sense that she has not the courage to face her mundane life of day- to- day existence, yet she has the courage to shoot herself. This shooting is adumbrated (i. e. to suggest or describe something in an incomplete way) by all unusual, “shocking”, and unexpected things that she does in
the play. Her weakness as an ordinary mortal and her struggle as an extra ordinary one give her, her tragic stature, and make of her an enigmatic, awesome creature. [...]

There is quite a lot of comedy in Hedda Gabler; it is an essential to it as it is, in Shakespeare. [...] Cleopatra’s ill-usage of the messenger who brings her news of Antony is a good example. We dislike her for ill-usage of he messenger— one should not treat a servant like that but there is also something laughable about her loss of self-control and the shocked surprise of he messenger which makes us warm to Cleopatra because it reveals her as human and fallible. The scene with the aunt’s hat is like that, both when she mistakes it for the servant’s, and when she tells Brack later with disarming candor that the mistake was calculated. We dislike her for her spitefulness laugh at the discomfiture of the fussy aunt, and appreciate Hedda’s irritability as all too human. [...] She might do so if she were not surrounded by such very unsympathetic people— the foolish pedantic husband, the smotheringly affectionate aunt with her unwelcome and arch allusions to her pregnancy, the predatory insinuating judge, the mouse like Thea. Hedda is no saint. [...] (Innes 100-101).

This paper focuses on the character of Hedda Gabler from different perspective, especially, her power structure who is the representative of the 19th century Scandinavian Bourgeois family. Through this female protagonist, we can realize the women question of Ibsen’s contemporary age. In the play, Hedda Gabler, the female protagonist has been shown as the paradigm of female power and dominance, rebellious personality, self-sacrifice soul, irresistible, undefeated modern woman. Ibsen, through the character of Hedda gabler, has tried to regenerate the revolutionary passion of a woman’s potentiality and self-freedom, and female power is mostly prioritized.

4. Comparative and Contrastive Analysis

In Shakespearean political tragedy, Macbeth and Ibsenian domestic tragedy, Hedda Gabler, both Lady Macbeth and Hedda Gabler are the manifesto of the 20th and 21st century radical feminism. Through these powerful women, we can comment that they have been upheld as the sharp weapon of the feminism; they never surrender themselves to the patriarchal rule and domination, not merely that they never hesitate to sacrifice their lives for attaining their self-power, self-dominancy, and above all, self-identity. Considering the female situation of their respective period, both Shakespeare and Ibsen were self-conscious critics of society, especially for the unnoticed treatment toward women. Female were considered to be inferior being; they had no basic rights in the patriarchal order and system. These dramatists have created the two radical women with a view to awakening the neglected women’s community of the Elizabethan England and the 19th century Scandinavian society respectively. Both Hedda and Lady Macbeth have raised turbulent echoes or initiated a dreadful revolt against the male dominated norms and order with a view to unveiling universal feminism. In these two plays, both playwrights have prioritized the female identity, revolt and dominancy more than the male order and custom. Through repressing the patriarchal domination and tradition, the purpose of our paper is to focus on the feminist message as articulated in Shakespeare’s Macbeth and Ibsen’s Hedda Gabler. In this paper, a plan has been prepared to expose Shakespeare’s treatment of woman, Lady Macbeth in his courtly tragedy, Macbeth demonstrating his thoughts concerning woman and ruling passions in the male dominated society of the Elizabethan Period. Lady Macbeth’s idea of masculinity is devastatingly conventional: a man is one who is not afraid. Throughout the play, her femininity is held in juxtaposition to the unnatural forces to which she appeals. Woman is, normally, the symbol of life and nourishment; but here Shakespeare emphasizes the unnaturalness of the contraries to which Lady Macbeth appeals.

Moreover, Hedda naturally falls into the bad woman catalogue. Hedda naturally has both the quality of strong (feminist) woman and the character of all the ordinary women. Therefore, the characterization of Hedda Gabler is by no means merely feminist-oriented. By analyzing the darling and demon in a deconstructive way, we may liberate Hedda from the demonic division, or interpret her beyond a seemingly evil image. Hedda as a woman character obviously has all the qualities of the new type of women created by Ibsen, but on the other hand, she has inherited some conventions that all women stick to. James Joyce’s evaluation of 1900 is the representative of Ibsen’s feminism: “Ibsen’s knowledge of humanity is nowhere more obvious than in his portrayal of women. He amazes one by his painful introspection; he seems to know them better than they know themselves. Indeed, if one may say so of an eminently virile man, there is a curious admixture of the woman in his nature” (Finney 93). On the other hand, Shakespeare moulded his heroine into extraordinary women who must have been an inspiration to all women who came to see his plays. Shakespeare’s portrayal of female characters is far more positive and more dignified than their portrayal in various sources. Taking into account the portrayal of the women’s characters in the source and the attitude towards women and their image at the time, it is clear that Shakespeare chose to make his heroines remarkable women.

Both Lady Macbeth and Hedda Gabler want to become unsexed, and they want their milk to turn to gall. They want to put aside their truly feminine qualities. Both of them are dominant, high ambitious and uncontrollable type of women.

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With the passage of time, Shakespeare's Lady Macbeth and Ibsen's Hedda Gabler will remain “Never-fading” in the History of English Literature. Thus, we sense that in the 21st century, both the two women are the embodiment of radical feminism.

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Italian Words in the Language of Petar II Petrovic Njegos

Cvijeta Brajičić

Filozofski fakultet Nikšić
cvjetabrajičić@yahoo.com

Abstract

This paper analyzes the presence of words derived from the Italian language and its dialects in the written heritage of Petar II Petrovic Njegos. The analyzed corpus includes his literary works, letters and his “Biljeznica”. Taking into account the statements of various experts that Italian words represent an integral part of people's speech in Montenegro of Njegos's time, and the fact that the bishop had the opportunity to be in many ways directly acquainted with the language, it seems reasonable to presume that some elements of the Italian lexicon must be present in his written heritage. The collected material was compared to the Italian vocabulary registered in the colloquial speech of Kotor, Budva and Paštrovici to determine the extent to which Italian words from Njegos's written heritage coincide with those that entered the vernacular, regardless of the fact that those locations are not a part of his homeland. In this way, we tried to establish the extent to which the presence of Italian words in Njegos's language is determined by the fact that he knew Italian, as several authors who have dealt with this issue have already proven.

In questo contributo tratterremo della presenza delle parole provenienti dall'italiano e dai suoi dialetti (soprattutto da quello veneziano) negli scritti del poeta e vladika montenegrino Petar II Petrović Njegoš. È noto che l'Italia, ed in particolare Venezia, per secoli hanno occupato un posto rilevante sul nostro territorio lasciando tracce importanti nella nostra arte, nella cultura e, in particolar modo, nella lingua. Per questo motivo non sorprende il fatto che la presenza di italiani nel parlato sia stata oggetto di interesse di molti linguisti, tra cui Vesna Lipovac Radulović che ha esaminato le parole provenienti dalla lingua italiana nel parlato di Budua e Paštrovići, nonché nella parte sudorientale delle Bocche di Cattaro, e Srdan Musić che si è occupato della presenza di parole provenienti dalle lingue romanze nella parlata popolare della parte nordoccidentale delle Bocche di Cattaro.

L’influenza dell’Italia e di Venezia era più rilevante sulle zone costiere del nostro Paese, specie sulle Bocche di Cattaro, ma anche il territorio del Montenegro di allora, pur non trovandosi sotto il dominio diretto della Serenissima ne subiva, tuttavia, l’influsso. Influsso che, ovviamente, non poteva essere così forte come lo era nelle zone direttamente controllate dai Veneziani. Non si può dire che tra il Montenegro e Venezia non esistessero rapporti, contatti e relazioni politiche, ma in nessun caso si trattava di un’alleanza stabile. Secondo alcuni storici, i Veneziani, nella loro condotta verso il nostro Paese erano guidati esclusivamente da interessi egoistici. Nel periodo di cui ci occupiamo noi, che comprende, cioè, la prima metà dell’Ottocento, Venezia era già da tempo scomparsa dalla scena politica europea, e perciò poteva esercitare soltanto un’influsso indiretta sul Montenegro – tramite il patrimonio e la tradizione culturale, nonché tramite la componente linguistica.

La prima metà dell’Ottocento, e più precisamente il periodo tra il 1830 e il 1851, nella storia del Montenegro, è segnato dal regno di Petar II Petrović Njegoš. Oltre ad essere capo politico e spirituale del popolo montenegrino, Njegoš è stato uno dei suoi più grandi poeti. Si suppone che Njegoš abbia finito la sua prima opera, Glas kamenštaka, nel 1833. A causa dei problemi relativi all’autorizzazione alla stampa da effettuare a Vienna, il manoscritto non venne pubblicato. In seguito fu ampliato e stampato a Zemun nel 1854 con il titolo Svobodljada. Nel 1834 Njegoš scrisse una raccolta di poesie chiamata Pustinjak cetinjski, e l’anno seguente un’altra, con il titolo Lijek jarosti turske che conteneva soltanto 4 poesie. Le opere Ogledalo srpsko e Luča mikrokozma vennero pubblicate a Belgrado nel 1845. La sua opera più nota, il poema Gorski vijenac, fu stampato nel mese di febbraio del 1847 a Vienna, la città in cui erano stati pubblicati anche due brevi poemi di Njegoš – Kula Aleksića e Čardak Đurišića. La sua ultima opera Lažni car Šćepan Mali fu stampata a Zagabria nel 1851, poco prima della sua morte. Oltre alle sue opere letterarie, oggetto del nostro interesse sono anche
le lettere di Njegoš. Esse, circa 1700, pubblicate dalla casa editrice Prosveta di Belgrado tra il 1950 e il 1955, vennero scritte in diverse occasioni e indirizzate a diversi stimati contemporanei del nostro vladika. Riteniamo che sia indispensabile prestare attenzione anche a questo segmento del patrimonio scritto di Njegoš per poter stabilire se, e in quale misura, i suoi contatti diretti con l’Italia e la conoscenza dell’arte e della cultura italiana, abbiano potuto influire sul suo linguaggio negli scritti di carattere non strettamente letterario.


Se si prendono in considerazione le affermazioni di vari esperti secondo i quali gli italianismi farebbero parte integrante della parlata popolare dell’epoca di Njegoš, nonché il fatto che il vladika ebbe modo di conoscere la lingua italiana in modo diretto, durante i suoi soggiorni nella Penisola italiana, sembra giusto supporre che nel suo patrimonio scritto debbano essere presenti elementi lessicali provenienti dall’italiano. Nel corpus da noi esaminato, che comprende italiano nonché il vocabolario del dialetto veneziano, sono stati registrati 235 italianismi, di cui 181 nelle lettere e 54 in altri scritti. Il corso è costituito prevalentemente da nomi. In questa categoria rientrano ben 198 vocaboli, cioè l’84, 25% del numero complessivo di parole. Al secondo posto per frequenza troviamo i verbi (20 esempi, 8,51%), al terzo gli aggettivi (16 esempi, 6,8%). È stato registrato anche un avverbio di modo. Il materiale raccolto è stato confrontato con gli Italianismi registrati da Srđan Mudić e da Vesna Lipovac Radulović. Come abbiamo già detto, loro due hanno analizzato la presenza di italianismi nelle parlate popolari delle Bocche di Cattaro e di Paštrovići, territori che hanno avuto contatti più stretti e più duraturi con l’Italia rispetto ad altre regioni del Montenegro. I loro lavori sono stati scelti come termine di paragone allo scopo di stabilire se, e in quale misura, gli italianismi registrati nel nostro corpus coincidano con quelli presenti nel parlato, sebbene non si tratti della parlata popolare della terra natale di Njegoš, e nonostante il fatto che la presenza di parole provenienti dall’italiano nel linguaggio popolare sia stata esaminata quasi 150 anni dopo la morte del vladika. Il significato originale delle parole italiane è stato verificato utilizzando dizionari monolingue della lingua italiana, nonché il vocabolario del dialetto veneziano.
Come già detto, nel corpus esaminato sono stati registrati 235 italianismi. Di questi termini (46,81%) 110 compaiono anche nei vocabolari di Musić e della Radulović, 16 parole (6,81%) sono state registrate solo da Musić, mentre 20 vocaboli (8,51%) sono stati riportati soltanto dalla Radulović. I rimanenti 89 termini (37,87%) non sono stati registrati ne nel parlato delle Bocche di Cattaro, ne in quello di Budua e Paštrovići. Tra le parole non registrate nelle parlate popolari prevalgono toponimi e idronimi, nonché gli aggettivi possessivi da essi derivati. Nessuna delle 16 parole registrate nel corpus appartenenti a queste categorie compare nei vocabolari di Musić e della Radulović. Njegoš usa spesso nomi geografici originali (Tršt, Furlanija, Vezuvij), anche se nella nostra lingua esistono forme corrispondenti (Trst, Frikulja, Vezuv). Abbiamo registrato anche i termini come Venezia, Ragusa, evocando anche i termini come Triest, Friul, Vezuv. Inoltre, abbiamo registrato la forma vecchio nome della città di Dubrovnik; Antifar (it. Antivar) – Bar, skutarski (it. Scutari) – della città di Scutari. Abbiamo registrato anche la form Boka di Kataro che è stata coniata combinando due toponimi – montenegrino e italiano. La forma Lizonco è molto interessante, perché Njegoš utilizza non soltanto il nome geografico originale, ma anche l’articolo determinativo ad esso collegato, visto che questi due elementi, nella produzione orale, vengono percepiti come una sola parola.

Nella seconda categoria di nomi non registrati da Musić e da Radulović rientrano i termini che indicano diverse istituzioni e cariche amministrative. Questo è comprensibile, se si prende in considerazione il fatto che la maggior parte di queste istituzioni era già scomparsa nel periodo in cui i due studiosi hanno effettuato le ricerche. Musić e la Radulović hanno registrato soltanto termini quali providur (it. provveditore, ven. proveditor) – fungzionario della Repubblica di Venezia e prokaradur (it. procuratore, ven. procurador) – procuratore legale, pubblico ministero, mentre Njegoš usa anche i termini come bailo (it. bailo) – chi ricopriva la carica di ambasciatore o console nelle colonie venete o fiorentine nel Levante; sindik (it. sindaco) – capo di amministrazione di un comune; princip (it. principe) – chi è investito del titolo nobiliare, doge di Venezia; konte (it. conte) – titolo nobiliare.

Njegoš utilizza anche diversi termini appartenenti al linguaggio dell’economia e del commercio. Tra i principali esempi citiamo: interes (it. interesse) – somma dovuta da un debitore per la concessione di un credito; ipotekati (it. ipotecare) – gravare di ipoteca; sensal (it. sensale) – intermediario nella compravendita; vidimirati (it. vidimare) – attestare l’autenticità con atto pubblico. In questa categoria possono rientrare anche i termini che indicano alcune valute oggi fuori corso: rušpa (it. rupia) – moneta veneziana; cekin imperiale (it. zecchino imperiale) – zecchino reale; lud (it. lira) – moneta aurea francesa; talijer (it. talero) – grossa moneta d’argento.

Nel corpus esaminato abbiamo registrato anche termini quali cir (it. circo) – anfiteatro romano; foro (it. foro) – centro dell’antica città romana; koloseo (it. Colosseo) – anfiteatro romano; foro (it. foro) – centro dell’antica città romana; koloseo (it. Colosseo) – anfiteatro romano; foro (it. foro) – centro dell’antica città romana; koloseo (it. Colosseo) – anfiteatro romano. Queste parole non sono state registrate nelle parlate popolari, ma si può supporre che Njegoš le abbia apprese durante i suoi viaggi alla scoperta delle ricchezze del patrimonio culturale italiano.

La seconda parte del corpus comprende i termini registrati sia nelle parlate popolari che negli scritti di Njegoš. In questo segmento gli elementi che richiedono particolare attenzione sono le parole che, pur avendo la stessa origine, presentano alcune differenze di significato. Nella maggior parte dei casi, le parole registrate da Njegoš hanno un significato più generico e più vicino al significato originale, mentre nel vocabolario di Njegoš appaiono in un significato diverso, a volte meno comune e più raro. Come esempio, riportiamo il nome skala (it. scala) che, nel parlato, significa “gradinata”, mentre Njegoš utilizza questa parola nel significato di “roccia” che è molto più raro. Un esempio interessante riguarda il termine tutela (it. tutela) che, nella parlata popolare, significa “protezione”, mentre da Njegoš viene usato nel significato di “protezione” anche se la parola non può avere questo significato nella lingua italiana.

Nonostante questi esempi, bisogna dire che la maggior parte degli italianismi che appaiono sia nel parlato che nel vocabolario di Njegoš condividono lo stesso significato. Questa parte del corpus può essere suddivisa nelle seguenti categorie: termini che indicano generi alimentari, parole che denotano capi di abbigliamento e, infine, nomi che si riferiscono agli oggetti e agli aspetti della vita quotidiana. In seguito riportiamo alcuni esempi: barka (it. barca) –

imbarcazione di piccole dimensioni, galija (it. galea) – nave veloce e leggera, gondula (it. gondola) – imbarcazione tipica della laguna veneta, trabakula (it. trabaccolo) – piccolo veliero, vapor (it. vapore) – piroscavo, barilo (it. barile) – botte, bistijerna (lat. it. cisterna) – serbatoio per la raccolta dell’acqua piovana, depozit (it. deposito) – magazzino, serbatoio per l’acqua, magazin (it. magazzino) – locale adibito al deposito e alla conservazione di merci, beškot (it. boccio) – cotto due volte, piccolo dolce cotto a lungo nel forno, cukar (it. zucchero) – sostanza usata per dolcificare cibi o bevande, frut (it. frutto) – prodotto delle piante derivante dal fiore, kastradina (ven. castradina) – carne affumicata di agnello, skoranca (ven. scoranza) – pesce affumicato, kamara (it. camera, ven. camerà) – stanza, kasetta (it. cassetta) – baule, lama (it. arh. lama) – recipiente di metallo, lincul (it. lenuzolo) – telo che si stende sul tetto, pirun (ven. piron) – forchetta, saket (it. sacchetto) – piccolo sacco di carta usato per contenere e trasportare oggetti, dondo (it. arh. donno) – zio, familja (it. famiglia) – insieme di persone unita da parentela, medik (it. medico) – dottore, portantina (it. portantina) – barella, pijaca (it. piazza) – trg, riva (it. riva) – obala, školj (it. scoglio) – greben u moru, malo ostrvo, butiga (it. bottega) – negozio, buslo (it. bussola) – strumento di orientamento in grado di indicare la posizione dei punti cardinali, ura (it. ora) – unità di tempo pari alla ventiquattresima parte del giorno solare, maškara (it. maschera, ven. mascara) – persona mascherata, multa (it. multa) – pena pecuniaria prevista per determinati reati, miritati (it. menitare) – essere in condizione di poter aspirare a una ricompensa un favore o un aiuto, resto (it. resto) – ciò che rimane di un tutto o di un insieme, faculet (it. fazzoletto) – quadrato di tessuto leggero usato per soffiarsi il naso, per asciugarsi il sudore e sim.

Per quanto riguarda il livello di adattamento dei prestiti registrati nel corpus, si può notare che essi appartengono alla categoria dei cosiddetti prestiti integrali. Analizzando il livello di adattamento dei prestiti, Musić parte dalla loro classificazione in base al grado di adattamento a livello fonemico e morfemico. A livello fonemico si possono distinguere tre categorie di parole – prestiti non assimilati, prestiti parzialmente assimilati e prestiti completamente assimilati. Anche a livello morfemico possono essere individuate tre categorie di prestiti, ossia - prestiti non adattati, prestiti parzialmente adattati e calchi semantici. Secondo Musić, il parlato delle Bocche di Cattaro ha la capacità di assimilare con facilità tutti i prestiti provenienti dalle lingue romanze, in particolar modo dall’italiano e dal dialetto veneziano, grazie alle spiccate somiglianze tra i loro sistemi vocalici. Parlando del grado di adattamento dei prestiti a livello morfemico, Musić parte dalla definizione di Ivan Klajn secondo cui l’assimilazione morfologica consiste nell’aggiunta di desinenze flessionali (quando una parola passa da una lingua analitica ad una linguistica sintetica). In caso contrario, cioè se la parola passa da una lingua sintetica ad una analitica, di tutte le forme flessionali ne viene conservata soltanto una. Musić afferma che la maggior parte degli italiani parlanti nel parlato della parte nordoccidentale delle Bocche di Cattaro si è adattata anche a livello morfemico. Tra i cambiamenti che subiscono questi prestiti il più frequente è il cambio di genere dei nomi, a volte dovuto a diverse analogie, ma molto più spesso al fatto che nella lingua italiana, a differenza dalla nostra, non esiste il livello morfemico. Tra i cambiamenti che subiscono questi prestiti il più frequente è il cambio di genere dei nomi, a volte dovuto a diverse analogie, ma molto più spesso al fatto che nella lingua italiana, a differenza dalla nostra, non esiste il livello morfemico. Tra i cambiamenti che subiscono questi prestiti il più frequente è il cambio di genere dei nomi, a volte dovuto a diverse analogie, ma molto più spesso al fatto che nella lingua italiana, a differenza dalla nostra, non esiste il livello morfemico. Tra i cambiamenti che subiscono questi prestiti il più frequente è il cambio di genere dei nomi, a volte dovuto a diverse analogie, ma molto più spesso al fatto che nella lingua italiana, a differenza dalla nostra, non esiste il livello morfemico. Tra i cambiamenti che subiscono questi prestiti il più frequente è il cambio di genere dei nomi, a volte dovuto a diverse analogie, ma molto più spesso al fatto che nella lingua italiana, a differenza dalla nostra, non esiste il livello morfemico. Tra i cambiamenti che subiscono questi prestiti il più frequente è il cambio di genere dei nomi, a volte dovuto a diverse analogie, ma molto più spesso al fatto che nella lingua italiana, a differenza dalla nostra, non esiste il livello morfemico. Tra i cambiamenti che subiscono questi prestiti il più frequente è il cambio di genere dei nomi, a volte dovuto a diverse analogie, ma molto più spesso al fatto che nella lingua italiana, a differenza dalla nostra, non esiste il livello morfemico. Tra i cambiamenti che subiscono questi prestiti il più frequente è il cambio di genere dei nomi, a volte dovuto a diverse analogie, ma molto più spesso al fatto che nella lingua italiana, a differenza dalla nostra, non esiste il livello morfemico. Tra i cambiamenti che subiscono questi prestiti il più frequente è il cambio di genere dei nomi, a volte dovuto a diverse analogie, ma molto più spesso al fatto che nella lingua italiana, a differenza dalla nostra, non esiste il livello morfemico. Tra i cambiamenti che subiscono questi prestiti il più frequente è il cambio di genere dei nomi, a volte dovuto a diverse analogie, ma molto più spesso al fatto che nella lingua italiana, a differenza dalla nostra, non esiste il livello morfemico. Tra i cambiamenti che subiscono questi prestiti il più frequente è il cambio di genere dei nomi, a volte dovuto a diverse analogie, ma molto più spesso al fatto che nella lingua italiana, a differenza dalla nostra, non esiste il livello morfemico. Tra i cambiamenti che subiscono questi prestiti il più frequente è il cambio di genere dei nomi, a volte dovuto a diverse analogie, ma molto più spesso al fatto che nella lingua italiana, a differenza dalla nossa, non esiste il genere neutro. Una parte dei nomi conserva suffissi italiani, mentre alcuni adottano suffissi caratteristici della nostra lingua. Alcuni verbi conservano i prefissi originali, mentre altri, subendo l’influenza del montenegrino, assumono i suoi suffissi. Gli aggettivi di solito adottano i suffissi caratteristici della nostra lingua, ad eccezione di una piccola parte che mantiene la forma originale.

Le osservazioni precedenti possono essere applicate anche al nostro corpus – i prestiti registrati sono adattati alla nostra lingua secondo le stesse regole che valgono per i termini che sono entrati nelle parole popolari. Questa conclusione vale non soltanto per i vocaboli registrati nel parlato, ma anche per quelli che compaiono esclusivamente nel patrimonio scritto di Petar II.

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Forced Illiteracy of Women, the Incidence of the Rural Areas

Brikena (Buda) Dhuli

Aleksander Moisiu University, Durres, Albania
kenadhuli@yahoo.com

Abstract

The purpose of this paper is to identify the illiteracy of women in rural areas of Albania in the past two decades. The reasons that led to forced child illiteracy of peripheral areas will be also considered, especially focusing on the consequences that illiteracy left among women. Their illiteracy affects the next generation through their children's education. The comparative approach is what dominates the paper, referring to the comparison of the educational system in two periods, the communist and the post-communist regime in Albania. It is an interstate comparison, only in a few cases will be referred to regional and global comparisons concerning certain parameters of compulsory education. References of the paper will be mainly based on statistics fro the Institute of Statistics and the Ministry of Education and Science. Cases published in the print will also be to the attention of this paper, as well as standards and strategies regarding compulsory education in the country and in Europe. The paper seeks to attain an in-depth look at the problem and an approach from all angles, the factors and actors that have led to such a rate of female illiteracy in rural areas. One of the expectations of the paper will be the connection between reality and educational reforms in the country, the non-objective/biased approach and as a result the failure of the educational reform in the whole territory, in cases when specifics, social groups and gender are not taken into account. Illiteracy of women is not a sum of unfortunate cases, but a failed educational reform.

Keywords: illiteracy of women, rural areas, consequences, communist/the post-communist regime, education.

Illiteracy is the term used to indicate that without the ability to read and write in any language usually of the native people. To understand the general problem of illiteracy, we should know what is literacy, what is reading and writing, and who are those that are quasi-literate? According to prof. B. Samolovčev, "Illiteracy is a lack of basic knowledge and mathematical language, which means the human inability to successfully use them in everyday life knowledge, and semi-literate is someone who does not have full knowledge about communication successful in contemporary media recognition, and thus incomplete development in terms of self-education. Basic literacy skills present successful human communication in support of the written and the spoken word and mathematical symbols.

Illiteracy rate represents the cultural level of a population. This level reflects the basic needs of normal human development. Tools and methods that influence the reduction of these percentages vary from such as education, educational capacity building, information and communication and the impact of larger social groups (parents, family, religious leaders, politicians, community leaders, etc.).

Albania is a country where once illiteracy disappeared, but now it has begun to show signs of the disease significantly serious for the society and the development of a nation.

The number of those who could not read and write is very high, especially the generation over 50 years, but cases of those who have been fortunate enough to attend school and later forced to stop studying for very different reasons is now many times greater.

Regarding females, besides the economic conditions, disruption of schooling often come as a result of sufficient uncertainty, prejudice and material insufficiency. One of the factors that had an impact on increasing the level of illiteracy was the social order and educational policies of the country, where education was not compulsory and consequently it was natural to be only followed by the wealthy people who were few in number.

In the communist system we must not forget to mention the economic factor and advanced state policies as great facilitator, for fighting illiteracy. Primary education system was required and consequences were obvious if a child was not sent to school. This influenced the number of illiterates to be minimal. After the collapse of the communist system Albania suffered a series of changes, failure to register in their schools and drop out especially in girls there was a significant increase. Girls' dropout was a major problem. Lack of infrastructure, resulted in a decrease of the level of education, school abandonment. Schools were remote and students had to walk about two hours to go to school. The lack of security in schools and the way to go there brought women to abandon it. Illiteracy increases year after year.

Rural women and illiteracy during transition were followed by the privatization of land, unemployment, poverty, struggle for existence, reduction of the state control, uncontrolled movement of the population and the increasing number
of school dropouts of the elementary schools from girls and their engagement in farming. Illiteracy of women and girls in rural areas was 15.84% in 1998. Besides leaving because of the conditions, we note that the number of secondary schools has also fallen. From the 428 such schools in the countryside in 1992, there were only 252 in 1998. Decrease in the number of secondary schools has been accompanied by the decline in the number of girls attending school. Also, the number of students from the countryside dropped drastically, and figures show that in 1998 they accounted for 11% of girl students (Ekonomi, Muço and Rama, 1999: 78-9). Later studies reinforce the concerns conveyed by the figures above. INSTAT data for 2001 show that if the 25-29 year-old age group is 45.5% of rural women with secondary education and above, for the 15-19 year-old age group, the percentage is only 14.7% (INSTAT, 2005: 24), which shows that women in the countryside are increasingly less educated.

The same conclusion was reached from a study of the Ministry of Education and Science and the UNDP in 2005, under which the 20.48 % of them are without a degree, 68.15 % with only the elementary school, 10.60 % with the high school and 0.77 % with a university degree (2005: 41-2). De Soto et.al. argue that besides the closing of schools and poor infrastructure, children not are not attending school mainly for reasons such as the economic difficulty, the higher uncertainty and the decline of the importance of school evaluation in people's lives. If the economy is doing bad, the boys leave school for employment. As far as girls are concerned, the cultural factors, preferences of parents who consider it as unnecessary for girls education, economic difficulties and inability to cope with their education, as well as fear for their safety are the main reason for leaving school (2002: 59-61). Consequently, the decline in the level of education affects not only the preparation of girls and women in the countryside, but also their expectations for life and vision of the role and rights in society, and consequently adversely affects their awareness for the necessity of their engagement and political representation.

According to the Ministry of Education, this phenomenon was at 3-5% of the population in the entire territory of the country. A recent study of the World Bank finds out that 12% of the population in Albania are illiterate. As most problematic areas and the highest number of illiterates are considered areas such as: Dibra, Mallakastra, Kukes. While talking about the European Union, such questions come out as: “what will happen tomorrow with all these children who grow up in these situations as citizens of the European Union?” and, “with what knowledge will they face the European Union?”

According to UNESCO, it is said that "the person who knows how to read and understands the text, but that is not able to write a text of ordinary daily life, is known as a semi-literate", but “he who does not know how to write and read is called illiterate”.

Statistics arising from UNSKO convince us that in the world there are many people who do not know how to read and write, and there are those who know the characters, but do not understand what it read. Therefore, illiteracy is a problem that should be taken seriously. The data say that in the world 965 million people are illiterate. And a more bitter fact is that this number is not in reduction, but rather increased. Data from 1985, according to a report from UNSKO, in 100 adults in the world 30 of them are illiterate. It is also interesting to note that 702 million are concentrated in 10 states: 6 of which in Asia, 3 in Africa and one in Latin America. In the Asian continent in the top of the list are countries like India, China, Jordan, Thailand etc. Only in China over 80 million are illiterate or quasi-illiterate, and in some regions of China the percentage reaches 90%. The most drastic example of illiteracy in Africa (Nigeria, Libya, Ethiopia, Ghana, Egypt), and in Latin America with the largest number of illiterates in lead countries such as Peru, Venezuela, Ecuador, Colombia, Chile, Bolívia, etc. These data clearly show that illiteracy was not only characteristic of undeveloped countries, but also countries under development. In the dramatic spread of this phenomenon many factors have a great impact, such as fertility, life conditions, the large number of languages and speaking, the large number of tribes, the status of women in family planning, unemployment, wars and cultural stagnation of development, which are usually characteristic of undeveloped countries and developing countries.

According to the World Bank functional illiteracy in Albania is 57%. Not infrequently, we compare everything to the world even though the level, conditions or standards are different. In the Western countries as functionally illiterate are mainly classified children or adults who have mental disorders as well as immigrants who have trouble with the language and could not understand well, therefore neither can interpret correctly. However, in Albania, children are Albanian and they have their own language and speak it everyday, but do not understand what they read.

5. Recommendations

1. The improvement of the quality of school programs and improvement of the attendance of women and girls in the teaching, planning and management of education.
2. The strengthening of the capacity of educational institutions to integrate the issues and concepts of gender
3. The improvement of social and cultural attitudes of the communities and families that promote values and the importance of girls' education, including the roles and contributions of women and girls in development.

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The Correlation between Personality Dimensions Measured by the Questionnaire Called Velikih 5 + 2 and Dimensions of the Level of Aspiration

Rajković Dragica, MA

Department of Psychology, Faculty of Philosophy-Nikšić
University of Montenegro

Abstract

This study is about searching the correlation between personality dimensions and dimensions of the level of aspiration. The study applied two instruments: Velikih 5+2 (VP+2; Smederevac, Mitrovic and Čolović, 2009), which assesses seven dimensions of personality and their subscales, which are Neuroticism, Conscientiousness, Pleasantness, Extraversion, Openness to experience, Negative valence and Positive valence, and Aspiration Index (Aspiration Index, Kasser and Ryan, 1996) designed to measure the level of intrinsic and extrinsic aspiration. The results show correlation between the Positive valence and Importance of extrinsic values, the Probability of intrinsic values, the Probability of extrinsic values and the Achievement of extrinsic values. Negative valence correlates with the Importance of extrinsic values, the Probability of intrinsic values, the Probability of extrinsic values, the Achievement of intrinsic values and the Achievement of extrinsic values. Openness is associated with the Probability of intrinsic values, the Importance of intrinsic values, the Achievement of extrinsic values and the Achievement of intrinsic values. Extraversion is associated with the Importance of intrinsic values, while Conscientiousness correlates with the Achievements of intrinsic values. When it comes to gender, there is a significant correlation gained with variables measuring Importance of intrinsic values and Probability of intrinsic values, and the results show that higher scores on these dimensions are achieved by women.

Keywords: level of aspiration, personality dimensions, multivariate analysis of covariance

1. Introduction

The study is about searching the correlation between personality dimensions and the level of aspiration. Recent research now prove that people reported about less positive and more negative mood, less life satisfaction, poorer psychological adaptation when achievement of intrinsic goals is less important than extrinsic goals. Several correlative studies have demonstrated that people who have strong aspirations for extrinsic life goals, relative to intrinsic ones, show signs of poorer satisfaction of basic needs, lower quality bonds, less cooperative behavior, a lot of prejudice and compliance with the attitude that is currently is dominated in society. This pattern is present in different cultures and in different age groups. (Kasser and Ryan, 1996.)

What are the factors that push toward extrinsic motivation, although it is unlikely that it will lead them to happiness and well-being? Although the answer to the question is not certainly one-sided, we believe that the selection of targets can become more extrinsic rather than intrinsic when people experience psychological threats, which makes them feel insecure or anxious.

Variability of individual differences is almost endless, but most of these differences are considered insignificant, take place every day in interpersonal interactions and on that way remain largely unnoticed. Francis Galton is one of the first scientist who explicitly pointed out the importance of lexical hypothesis, which says that the most important individual differences in human transactions will be coded in terms of some or all of the languages of the world. As a result of the second one psycholinguistic study in the Serbian language was created questionnaire VP+2, which we use in this study to measure personality traits by it.

The study was conducted in the territory of Montenegro and Serbia. The sample consisted of 199 subjects, aged 18 to 60 years. Respondents of both sexes and 90 male respondents and 109 female respondents. Level of educational attainment of the respondents ranged from elementary to high school education.

2. Instruments

During the investigation thing used the following instruments:

1. Velikih 5+2 (VP+2; Smederevac, Mitrovic and Čolović, 2009). This questionnaire is the product of second psycholinguistic study in Serbian language which assesses 7 dimensions of personality and their subscales:
1. Neuroticism - This dimension refers to individual differences in reactivity to potentially threatening stimulants. Subscales in this dimension are: anxiety, depression, and negative affect.

2. Conscientiousness - This is the second dimension of individual differences related to the attitude towards obligations. In this dimension, volition is the dominating component. Subscales are negligence, self-discipline, and respect for rules.

3. Pleasantness - This dimension includes three subscales, namely: aggression, peace, and a temper. It is clear that two of the three dimensions are directed towards conflict interpersonal relationships, and the only one in the direction of the pursuit of harmonious even the dimension is called pleasantness, to other dimensions in the context of the results of studies of lexical.

4. Extraversion - In this dimension, individual differences in responsiveness to the external environment are assessed. This dimension consists of three subscales, namely: sociability, positive affect, and cordiality.

5. Openness to experience - This dimension refers to the tendency towards progress and development and is largely determined by cultural factors, as manifestations of this tendency in their daily lives must be shaped by culture. Includes subscales search for novelty and intellect.

6. Negative valence subscale of this dimension are manipulative and negative self-concept. When it comes to manipulative people who achieve high scores are intrusive, boastful, and prone to manipulation. Negative self-concept, i.e., high score on this scale speaks of expressed negative self-evaluation, which is a consequence of the experience of their incompetence.

7. Positive valence - This dimension includes subscales: superiority and positive self-concept. People who have overrated their opinion of themselves and who want to be close to the centers of power have high scores at the subscale of superiority. When it comes to positive self-concept, high scores with people who have high self-esteem and a positive attitude to their own abilities, talents, and virtues. These people invest a lot of on themselves and their education and then feel pride and a sense of their qualities.

A five-point scale and a Likert-type (answer by circling the numbers 1 to 5, while numbers indicate the following: 1 - strongly disagree, 2 - mostly disagree, 3 - not sure, 4 - mostly agree, 5 - strongly agree). The scale consists of 198 items.

2. Index of aspiration (Aspiration Index, Kasser and Ryan, 1996) The authors of the scale are Kasser and Ryan, and the scale first appeared in an article published in the Journal of Personality and Social Psychology Bulletin. Other scales have fewer items, 35 because they are items that are not shown to be predictive in the first scale (42 items) revised or omitted. From the 35 items included in the aspirations of the category life goal. Categories are: wealth, popularity, image, physical health, personal growth, affiliation, and contribution to the community. The three categories are related to extrinsic value (riches, popularity, image) and four related to intrinsic values (personal growth, affiliation, physical health, contribution to the community). In addition to the first version of the scale assessed the importance of the goal and the chance to achieve it in the second version are evaluated: 1.probability(likelihood) 2.importance 3.achievement. In answering using five- or seven-level scale, but the authors believe that it does not lead to significant differences in the results obtained. Respondents answer on a five-point of Likert scales.

3. Data Analysis Method and Results

Data analysis was performed in the statistical package SPSS for Windows. In the first phase of data analysis, principal components analysis was applied in order to reduce the initial set of variables. The initial set of variables in this study consisted of respondents' answers to the 35 items of the scale aspirations and respond to 198 items of the questionnaire. Within VP +2 responses to items were reduced to the first principal component, i.e., seven subscales. In further analysis were used factor scores on the principal components of all seven dimensions - neuroticism, extraversion, agreeableness, conscientiousness, and openness to experience, both positive and negative valence. And when it is scale of aspirations factor scores on the principal components of the six dimensions of space questionnaire for the assessment of aspiration were used.

Correlation between gender and personality traits of the area measurement questionnaire Big Five plus two and dimension of the space scales of aspirations were examined by multivariate analysis of covariance. In this analysis, categorical predictor sex, continuous predictors (covariates) are the factor scores on the principal components of the seven scales of the questionnaire Big Five Plus Two, a criterion variables were the factor scores on the six dimensions of space questionnaire for the assessment of aspiration. The first three dimensions are the extrinsic value (the value, importance and achievements in the domain of the value), and the other three on the intrinsic value (the value again, the importance and achievement, but this time in the domain of intrinsic value).

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Table no.1 Multivariate predictors effects

<table>
<thead>
<tr>
<th></th>
<th>Wilks Lambda</th>
<th>F</th>
<th>Df(effect)</th>
<th>Df(error)</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>0.999</td>
<td>0.018</td>
<td>6</td>
<td>185</td>
<td>1.000</td>
</tr>
<tr>
<td>Neuroticism</td>
<td>0.947</td>
<td>1.732</td>
<td>6</td>
<td>185</td>
<td>0.116</td>
</tr>
<tr>
<td>Extraversion</td>
<td>0.970</td>
<td>0.962</td>
<td>6</td>
<td>185</td>
<td>0.452</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>0.948</td>
<td>1.705</td>
<td>6</td>
<td>185</td>
<td>0.122</td>
</tr>
<tr>
<td>Pleasantness</td>
<td>0.982</td>
<td>0.565</td>
<td>6</td>
<td>185</td>
<td>0.758</td>
</tr>
<tr>
<td>Openness to experience</td>
<td>0.878</td>
<td>4.275</td>
<td>6</td>
<td>185</td>
<td>0.000</td>
</tr>
<tr>
<td>Positive valence</td>
<td>0.890</td>
<td>3.792</td>
<td>6</td>
<td>185</td>
<td>0.001</td>
</tr>
<tr>
<td>Negative valence</td>
<td>0.906</td>
<td>3.203</td>
<td>6</td>
<td>185</td>
<td>0.005</td>
</tr>
<tr>
<td>Gender</td>
<td>0.942</td>
<td>1.905</td>
<td>6</td>
<td>185</td>
<td>0.082</td>
</tr>
</tbody>
</table>

When we look at the chart we can conclude that Openness, Positive valence, and Negative valence correlate with criteria variables. The multivariate effect of other dimensions is not proved to be significant.

Table no.2 Multiple correlation coefficient

<table>
<thead>
<tr>
<th></th>
<th>Correlation coefficient (R)</th>
<th>R Square (R²)</th>
<th>Adjusted R Square (R²)</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>The importance of extrinsic value</td>
<td>0.494</td>
<td>0.244</td>
<td>0.212</td>
<td>7.662</td>
<td>0.000</td>
</tr>
<tr>
<td>The importance of intrinsic value</td>
<td>0.557</td>
<td>0.311</td>
<td>0.282</td>
<td>10.703</td>
<td>0.000</td>
</tr>
<tr>
<td>The probability of extrinsic value</td>
<td>0.479</td>
<td>0.229</td>
<td>0.197</td>
<td>7.068</td>
<td>0.000</td>
</tr>
<tr>
<td>The probability of intrinsic value</td>
<td>0.589</td>
<td>0.347</td>
<td>0.319</td>
<td>12.608</td>
<td>0.000</td>
</tr>
<tr>
<td>The attainment of extrinsic value</td>
<td>0.482</td>
<td>0.233</td>
<td>0.200</td>
<td>7.203</td>
<td>0.000</td>
</tr>
<tr>
<td>The attainment of intrinsic value</td>
<td>0.565</td>
<td>0.319</td>
<td>0.290</td>
<td>11.131</td>
<td>0.000</td>
</tr>
</tbody>
</table>

The coefficient of multiple correlations were significant for all predictors and their values indicate a moderate correlation. Therefore, in this study, all criteria were significantly associated with a set of predictors, where the connection with variable intrinsic probability of maximum intensity.

Positive valence was significantly associated with the importance of extrinsic value (β = 0.43, p <0.001), the probability of intrinsic value (β = 0.20, p <0.05), the probability of extrinsic value (β = 0.31, p <0.001), the achievements of extrinsic value (β = 0.23, p <0.05). All beta coefficients have a positive sign. Negative valence associated with the importance of extrinsic value (β = 0.22, p <0.05), the probability of intrinsic value (β = 0.32, p <0.001), the probability of extrinsic value (β = 0.17, p <0.05), the attainment of intrinsic value (β = 0.36, p <0.001), the attainment of extrinsic value (β = 0.27, p <0.05). Openness is associated with the likelihood of intrinsic value (β = 0.29, p <0.001), the importance of intrinsic value (β = 0.33, p <0.001), the achievements of extrinsic value (β = 0.21, p <0.05) and achievements of the intrinsic value (β = 0.26, p <0.05). Other predictors are connected by a plurality of dependent variables. Extraversion is associated with the variable importance of intrinsic value (β = 0.22, p <0.05), and Conscientiousness with the achievements of intrinsic value (β = 0.23, p <0.05). All beta coefficients have a positive sign when it comes to sex significant correlation was obtained with the variable importance of intrinsic value (β = -0.16, p <0.05) and the probability of intrinsic value (β = -0.12, p <0.05), and the results indicate that the higher the scores on the dimensions of the women achieved.

Table no.3 Partial contribution of predictors

<table>
<thead>
<tr>
<th></th>
<th>Importance of extrinsic value</th>
<th>Importance of intrinsic value</th>
<th>The probability of extrinsic value</th>
<th>The probability of intrinsic value</th>
<th>The attainment of extrinsic value</th>
<th>The attainment of intrinsic value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>β</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Intercept</td>
<td>0.075</td>
<td>-0.049</td>
<td>-0.088</td>
<td>-0.133</td>
<td>-0.051</td>
<td>-0.134</td>
</tr>
<tr>
<td>Neuroticism</td>
<td>0.036</td>
<td><strong>0.223</strong></td>
<td>0.063</td>
<td>0.104</td>
<td>0.036</td>
<td>0.077</td>
</tr>
<tr>
<td>Extraversion</td>
<td>0.001</td>
<td>-0.084</td>
<td>0.058</td>
<td>0.102</td>
<td>0.157</td>
<td><strong>0.229</strong></td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>-0.067</td>
<td>-0.062</td>
<td>-0.050</td>
<td>-0.011</td>
<td>-0.052</td>
<td>0.050</td>
</tr>
<tr>
<td>Pleasantness</td>
<td>0.063</td>
<td><strong>0.332</strong></td>
<td>0.149</td>
<td><strong>0.292</strong></td>
<td><strong>0.211</strong></td>
<td><strong>0.262</strong></td>
</tr>
<tr>
<td>Openness to experience</td>
<td>0.428**</td>
<td>0.107</td>
<td><strong>0.307</strong></td>
<td><strong>0.203</strong></td>
<td><strong>0.234</strong></td>
<td>0.156</td>
</tr>
<tr>
<td>Positive valence</td>
<td><strong>0.225</strong></td>
<td>0.053</td>
<td><strong>0.322</strong></td>
<td><strong>0.169</strong></td>
<td><strong>0.358</strong></td>
<td><strong>0.271</strong></td>
</tr>
<tr>
<td>Negative valence</td>
<td>-0.062</td>
<td>-0.158*</td>
<td>-0.052</td>
<td>-0.123*</td>
<td>-0.080</td>
<td>-0.078</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

~ 51 ~
These results are indicative of the relationship between gender, personality traits and dimensions of the scale aspirations. It is not proven the existence of a significant correlations of Pleasure and Neuroticism with any of the dimensions of the level of aspiration. Conscientiousness and Extraversion were significantly correlated with one dimension related to intrinsic value, while the remaining three dimensions of space questionnaires Big Five plus two more dimensions correlated with the level of aspiration.

4. Conclusions

The results show the correlations (connection) between Extraversion and the Importance of intrinsic goals. We can suppose that the cause of this correlation sub-dimensions of Cordiality and Sociability and that achievement of goals related to the contribution of the community is particularly important to people with these characteristics and what is one of the categories of intrinsic motivation. Of course this does not exclude the correlation of achievement in the field of personal development, affiliation and physical health with extraversion, moreover, we can say that the achievement of intrinsic goals is important for extraverts to establish a quality contact with other people and managed to adequately respond to the demands of the environment.

There is an evident connection between Conscientiousness and the achievements of intrinsic value. A high score on Conscientiousness dimension is typical for people who are ambitious, and want to work and invest in themselves in order to achieve their goals. We can say that it is quite natural that, consequently, they realized people, both in work and private life. Usually, the achievement of these individuals higher than average, and are in some way motivated to be more persistent, more durable and more valuable. Therefore it is reasonable to expect a satisfactory achievements in the field of personal development and contribution to the community and therefore the field of intrinsic value.

Openness to experience shows correlation with all three dimensions of intrinsic value, and achievement of extrinsic value. This feature includes the ability to improve and progress in intellectual terms and in terms of experiencing new experiences. It can also refer to personal development (regarding intellect and physical health) and to contribute to the community. These people are largely devoted to themselves and want to improve (increase) their knowledge and abilities, therefore the achievement of some intrinsic values is also essential, as well as constantly working on it to give some results and there is satisfaction with that that has been achieved in the realization of extrinsic goals. Work on achieving intrinsic goals means that a person will acquire new knowledge, skills and experiences, the development of communication society and strengthening links with the individuals in it, as well as the contribution of the very community in which one lives. All these papers attract people who have a high score on Openness to experience, and therefore choose this type of motivation as a default.

The positive valency is associated with all three dimensions of extrinsic values and with of probability of achieving intrinsic value. According to the fact that people with high scores on this dimension consider themselves superior to others is not surprising that they find that they have reached a higher level of achievement of certain goals, as well as the high probability that these goals will be fully realized in the future. Inclination of the people towards positive self-description probably was not missing either during this test, and therefore we have these results. The results show that special attention is paid to extrinsic values. We can say that the wealth, image and popularity is very important to these people because it helps them feel powerful and superior to others. Because of the fact that people characterized by a positive self concept is always trying to get positive feedback (which motivates them to progress), popularity in society and recognizable image represent a way to achieve that goal. Recognizable image and popularity in social circles make them be in the center of attention and people perceive them as special and different from others, and they have need for that. It Makes them feel more important than others, build a positive self-image because it is obvious that other people love them therefore only logical thing is that they love themselves. Material wealth brings a sense of security and power, and besides the image and popularity will contribute such persons to feel superior to other people and to affirm themselves and because of that the achievement of extrinsic goals is very important. However, those people characterized by high scores on the Positive valence believe that the achievement of intrinsic goals is important, ie. they believe in the possibility that they will achieve them in the future. This comes from their belief in themselves and their abilities of awareness of one’s own qualities, but also from an idea that is in base of their attitude of superiority to others, and that is the idea that they are destined for great things. From this idea, thought that they can achieve anything they want, and their achievement of intrinsic goals in the future will not be a problem was probably born.

Negative valence does not correlate only with the importance of achieving intrinsic value. As the negative valence dimension which is characterized by self-presentation in a bad light, and low attitude about themselves, it seems that perhaps these people's desire to become better and worthy of others’ attention caused an increased desire to achieve both extrinsic as well as intrinsic value. These people probably perceive the achievement of extrinsic goals as a way to

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begin to respect themselves and to respect others. Wealth, image and popularity seem like a quick solution that will help them respect others and to appreciate themselves. However, due to the extremely negative opinions of themselves, these people think they do not deserve a positive opinion of others and are often unable to recognize that if it exists, and probably even the achievement of these goals would not lead to the desired state. Absence of correlation between the importance of achieving intrinsic value could be connected with fact that confidence in the people is shaken at people with high scores on this dimension, (undermined) and there is generally a negative attitude towards them and they think that the achievement of intrinsic goals is not important because it is not appreciated enough in today's society. The fact that these people believe that there is probability that they will achieve these goals in future and there is satisfaction in the accomplishment of the present moment can be explained by the sub-dimension-manipulation. So these people are prone to manipulation and showing off and trying to always express these qualities. They tend to show that they are more capable than others and that in most situations it is not true. It is possible that these traits come to the fore in patients and during testing, and therefore their scores on the dimensions that measure achievement and the probability of achieving intrinsic and extrinsic values are high.

Regarding sex (gender) women have greater achievement in sizes of intrinsic value importance and probability of intrinsic values. These results show that women pay more attention to affiliation, communicating with other people, and that they are more empathetic, need to help others and contribute to the community. I would say that the need for achievement intrinsic goals is not as important to women as the fact that they are more willing to report about it. It seems that women are much more willing to talk about compassion for others, the achievement of significant intimate interpersonal relationships, personal development, than men and that's why we get such results.

Taking into account the results of previous studies, which show that people who choose extrinsic goals versus intrinsic goals are dissatisfied with themselves and their lives, we can say that in this study these claims are, in some way, re-proven. The fact that the negative valence dimension is not only related to the importance of achieving intrinsic values confirms the existence of negative self-evaluation, lower satisfaction with oneself and one's life at people to whom the achievement of extrinsic goals is very important. Also, anxiety, low self-esteem, insecurity may be the result of some psychological threat and cause marking the extrinsic goals as important (which has already been shown in some studies), and in humans these characteristics lead to high scores on the already mentioned negative valence dimension.

As one of four mini SDT theories, the theory of cognitive evaluation is about the impact of social context on intrinsic motivation, we can explain correlation extraversion dimensions of and openness to experience through this theory. In fact, it is obvious that people who have better social life, pay great attention to social contacts and are always open to new knowledge and experience of more importance to intrinsic goals. People who want to have good relations with others, to be educated, knowledgeable in cultural events, to experience new things, are aware that they will achieve their goals if they want to work on their personal development or if they contribute to the community and so on. So we can say that the results repeated in favor of this choice of extrinsic goals negatively correlated with self-actualization, vitality, global functioning, social productivity, positive affect and life satisfaction.

In this study the assumption of the existence of personality traits and levels of aspiration as a separate category is confirmed, but their strong connection, and the connection and intersection of model of the big five plus two and level of aspirations are emphasized. The obtained results show how personality traits affect the type of life goals that we choose as the most essential.

Due to the fact that in earlier studies correlation of psychological threats with extrinsic goals is repeatedly proven, and it is considered that people primarily meet basic needs, and then it comes the self-actualization, I suggest to include satisfaction with economic status, as one of the variables, in the following research. If some people are not financially provided and their existence is threatened, it is quite possible that due to that, they have primary extrinsic motivation, and that it affected the results of this study. Also I suggest to use more representative samples in the implementation of the following research.

References


Logos, Ethos and Pathos in Albanian Political Discourse

Ardita Dylgjeri, Phd Candidate

"Aleksander Xhuvani" University, Elbasan, Albania
Email address: arditadylgjeri@live.com

Abstract

Over 2,000 years ago the Greek philosopher Aristotle argued that there were three basic ways to persuade an audience of your position: Logos, Ethos, and Pathos. Even though several new attempts and studies have merged within the field of discourse analysis, the Triad persuading approach is still considered and examined as a crucial and inevitable component of political reasoning. By examining several pre-election political discourses in Albania, we will try to highlight the linguistic means, which are used by each politician to present the three dimensions of the argumentative persuasion – Logos, Ethos, and Pathos. In addition, we aim at comparing the ways that different political leaders build rationale and logical discourses; how they present their own personality; what methods they appeal to impact electorate emotionally.

Keywords: Logos, Ethos, Pathos, political discourse, argumentation.

1. Introduction

Rhetoric may be defined as the faculty of observing in any given case the available means of persuasion. (Aristotle)

Every time we use language (in speech or in writing), we engage in a rhetorical act. Whenever we use language, we have an intention: a message to communicate or a goal to achieve. In fact, a useful modern definition of rhetoric is simply the intentional use of language to influence an audience. It is obvious that rhetoric serves as the backbone of the political discourse. Michel Meyer concludes that rhetoric is “the analyses of connection of means and goals by help of discourse” (Meyer, 2001, p. 22)

As it is known, political discourse is a specific subject of interdisciplinary study and of the sciences such as political science, sociology, psychology, socio-linguistics and other. As a result, political discourse analysis is considered not only as a mere method, but as a cross discipline, a discipline in its own right in which a wide range of other fields of thought and study are encompassed.

In a political discourse analysis, two kinds of intentions have to be considered: first, communicative intention, and, then, persuasive intention. The fulfillment of those intentions is achieved by a successful persuasive-communicative action. The psychological, philosophical, and logical aspects derived from the pragma-rhetorical perspective are crucial in
view of its applications in several practical domains.

Any type of argumentation and persuasion is an attempt to impact on interlocutors, to persuade them that the thesis of a speaker (writer) is valid, and to make them to be engaged in the activities in speaker’s (writer’s) favor. Logos, Ethos and Pathos are inevitable components of reasoning but the combination of all of them enables a speaker successfully complete his/her discourse and achieve his/her goal.

Thus, the paper studies the force of word, internal consistency of the message in a specific communication situation, where it is exclaimed or in the other words, in specific institutional, social and cultural strata. To better, illustrate the effect of the Triade: Logos, Ethos, Pathos and the organization of discourses, one may also take into consideration the above schema.

2. Logos, Ethos, Pathos

Over 2,000 years ago the Greek philosopher Aristotle argued that there were three basic ways to persuade an audience of your position: Logos, Ethos, and Pathos. Even though several new attempts and studies have merged within the field of discourse analysis, the Triad persuading approach is still considered and examined as a crucial and inevitable component of political reasoning

Argumentative analyses aims at describing and explaining of all those means and methods, by help of which the discourse of a writer or a speaker endeavours to impact on audience. The goal of argumentative writing is to persuade an audience that the ideas of a writer are valid, or more valid than someone else’s. It consists of three important inevitable components: Logos, Ethos, and Pathos. For the first time the three elements of argumentation were presented by Aristotle.

- Logos, as an important element of argumentative judgment, means persuading by the use of reasoning, which includes critical cognition, analytical skills, good memory, and purposeful behavior, which is the most important argumentation. (Friedenberg, 1997., pp. 61-91). For Aristotle Logos is rationale, logical and argumentative discourse. Ethos is a style of a speaker by help of which he or she appeals to and tries to attract the attention of audience to earn their faith.

- Ethos refers to the trustworthiness or credibility of the writer or speaker. If the speaker is persuasive, the audience follows him or her. In his discourse, Aristotle calls Ethos the face of the orator that would affect audience by words, in other words it is a “face created by the discourse.” This is conditioned by the fact that the orator earns the credibility only in case if his or her arguments are competent, reliable, fair and frank. The impact of ethos is often called the argument's 'ethical appeal' or the "appeal from credibility. Maingueneau, describes Ethos as follows: “Orator's Ethos is related with his/her speech and the role that corresponds to his/her discourse but not the individual” (Maingueneau, 1993., p. 66)

According to Ruth Amossy, one of the most distinguished scientists and linguists, there are two types of Ethos: Preliminary Ethos and Discourse Ethos. Preliminary Ethos is what the audience preliminary knows about the speaker (writer), in other words, what it knows about speaker's authority, marital status and social status. Some orators attempt to ground on it and use such Ethos in his/her favor during a discourse, in case if it is positive. However, in case if the Preliminary Ethos is negative the speaker does his/her best to revoke such an impression of people on him/her. As to the Discourse Ethos, it is the Ethos created immediately for the specific situation and during the discourse (Amossy, 2000, p. 63)

- Pathos is directly linked with an audience. Audience is a collective subject of speakers on which an orator tries to impact by own argumentation. Thus having audience is one of the necessary conditions for communication. In Aristotle’s “Rhetoric” Pathos is the power with which the writer's (speaker’s) message moves the audience to his or her desirable emotional action. Thus a good orator should know for sure which emotion would effectively impact on audience considering their social status, age and other features. It is important to know not only how the orator can express but how he or she can by help of discourse cause favorable emotions, like anger, insult, empathy, fear, confusion, etc. (Amossy, 2000, p. 178)

3. A Pragma-Rhetoric Approach to Political Discourse Analysis

It appears that Rhetoric is as it were an offshoot of Dialectic and of the science of Ethics, which may be reasonably called Politics." (Aristotle, pp. 1356a 15-30)

Pragmatics and rhetoric are two crucial fields of study in political discourse analysis. The rhetoric aspect is
essentially devoted to a study of order, i.e. to the planning of discourse, which means the production of the structure of discourse in a dynamic perspective, given the fact that real discourse is what is finally performed as discourse with all the moves made in the process (Dascal, 1999, pp. 108-110)

Pragma-rhetoric is not isolated from logic, on the contrary, it takes logic at the very ground in discourse construction, but the crucial notion of the intention to persuade links rhetoric with pragmatics in a global intentional architecture of individuals, distinguishing and combining at the same time communicative intention and persuasive intention.

3.1 What is the content of persuasive intentions?

“Wherever there is persuasion, there is rhetoric. And wherever there is meaning, there is persuasion” (Burke, 1969, p. 72)

We are basically speaking about a very stable kind of intention, persistent through all the process of elaboration and performance of a discourse, oriented to a particular type of behavior on the part of the hearers (as communicative intentions, persuasive intentions lead to a particular kind of individual social actions), namely, their persuasion in terms of the acceptance of beliefs and goals expressed by the speaker (or, at least, a significant reduction in the distance between the mental states manifested by the speaker and those of the hearers, naturally intending to lead hearers to action.

Pre-election campaign discourse differs from other discourses by the following: during pre-election periods, the discourses of politicians and the disposition of their personality are the subjects of the greatest attention. Politicians should persuade electorate in the validity of their position and make the audience believe they are offering the best decisions or actions for supporting the candidate in future.

…but certainly, the people on June 23rd will have to chose between 2 teams. The fatigued puppet team of the PD owner and our national Renaissance team… (Rama, Evis Kushi, vlerë e shtuar në Skuadrën Kombëtare të Rilindjes, 2013)

In the above paragraph, the speaker aimed to reveal the “moral and political or professional potential” of the candidates, who were represented in the lists of the main opponent political forces participating in the electoral campaign of 2013. Having shown before the corruption and the power abuse of the at the time majority he showed out the professional integrity of the MP-s, the Socialist Party was proposing:

…Evis Kushi for the example she is giving to the Albanian academic ambient by being directly involved in the efforts for an Albanian Renaissance…The envolvement of Evis Kushi in the National Renaissance Team is to the Socialist Party in Elbasan a reason more to be proud in front of Elbasan and entire Albania, for this wining team.(Rama, Evis Kushi, vlerë e shtuar në Skuadrën Kombëtare të Rilindjes, 2013)

The building of the credibility of the representing MP candidates most of times was closely related with the European Union integration process, consequently:

Edi Rama, said no (to the integration process A.D.), he is not our enemy, but what should we consider the one that denies to the nation the European integration? This man cannot be and is not friendly to Tirana and Albania. (Basha,2013)

The more argumentative and persuasive their discourses are, more become the chances for politicians to win elections because “to impact on audience with words means change its existing mental status” (Charaudeau, 2005, p. 16). That is why in pre-election period every politician absolutely tends to use argumentation, or in other words, as Aristotle says, different strategies of the art of persuasion to achieve the favorite goal. For achieving the goal an orator should take into account and consider the values, opinions and faith of the audience to which he/she appeals to.

The one who governed Tirana for 11 years became an obstacle to the European integration, inconceivably left Tirana out from the list of European Union member countries capitals. (Tanushi, 2013)

As seen above the majority tented to provoke emotional attitude towards the obstructionism the opposition engaged to the integration program. The goal, the intention to gain electoral ground, had to be achieved at every cost. The strategy was to provoke emotional reactions, not to base their campaign to touchable realities.
4. Practical Examples of Logos, Ethos and Pathos in Albanian Political Discourse

Albanian political discourse has the inclination to mix the three components. Being directly affected by totalitarian discourse the division between allies and enemies, it is mostly the clash between the good and evil.

Though they used to consider each – other as filthy persons, they urge each – other to unite. Let they consider themselves as they wish, we will remain a Party of values... whoever joins us, will join a set of values (Berisha, 2013)

It is a complicated situation; in fact, it all begins with the professional freedom. The other factors are decisive, but the professional freedom here (in Albania A. D.) is completely violated on political ground, in fact not political but on party membership basis, completely electoral; these are damaging every day passing, the education system, the relationship between the teacher and the education institution, among the teachers themselves, the education institution and the community, the community and the children’s future. The first thing to do is to give the teachers back their professional freedom. To create a teachers’ recruitment process coordinated with the community. (Rama, 2013)

Sometimes ethos is veiled under the sophisticated pathos of the speaker:

MR. Rama mentioned a special taxes agency. None of you has read more has as we were forced about NEP, about Lenin’s special taxes policy, after the October Revolution, to deprive the wealthy from their fortune, for Lenin’s special agency, about NEP policy. (Rama agjenci speciale per taksat si Lenini me NEP-in, 2013)

Injustice lies in this society’s foundations; we have to amend it. It is unjust that your parents, common public or private employees, pay more taxes than the MP-s, ministers and prime ministers. This must change and we will change it (“Një Rilindje Shqiptare”, me dhe për të rinjtë, 2013)

In the first case, the tendency is to differ us from them. In one side we have the good versus evil (values versus moral filthiness, freedom versus political corruption).

In the second case both parts press on the emotional reaction of the audience. The socialist leader presses on the unjust distribution of wealth and the unfair fiscal system. The ex-premier presses on the Marxist oriented electoral program.

Both speakers tend to impose their point of view by pressing on audience’s emotional reaction. They hope that the Pathos on their discourse, emphasizing the injustice towards all, by reminding them the possible overthrowing of the democratic political system. Strangely, Ethos is mixed with the typical effects of Pathos. As mentioned before, Ethos is based on building credibility in the eyes of the audience, by not only distorting the stances of the opposite counterpart, but also by offering miraculous solutions, which would amend the unjust. Ethos, in the Albanian political discourse is rarely based on arguing or debating. Usually, it is subded to Pathos, since it appears that the Albanian politicians and the Albanian audience are influenced more by the emotions than the facts. Even though facts are offered, they are hyperbolized; they are not confronted or checked. In many occasions, they are even not true.

5. Conclusions

By the end of this paper, it may be concluded that:

A political phenomenon becomes tangible and discussable only after it has been expressed in words. Thus, politics and language are closely related to each other, depending on each other and using each other at the same time.

Political discourse analysis can be examined as political communication viewed linguistically and of linguistics viewed communicatively.

The most crucial characteristics of political discourse is argumentation and persuasion. Through their speeches, politicians aim at making the audience believe that their ideology, beliefs, and opinions are the best one to be offered.

Aristotelian Triad Logos, Ethos and Pathos and its several linguistic means of expression make the speech acts argumentative and it is very important for understanding the messages and impacting the audience.

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New Perspectives in Teaching and Learning: Reforms or Educational Revolution?

Draginja Jeftic

Faculty of Philosophy, University of Montenegro
N. Bojovica, bb. Niksic, 81400

Although all disciplines, including education, have experienced large-scale transformations during the last several decades owing to remarkable scientific development, in many instances, current practices in education still reflect the philosophy and standards of the mass production model which was a direct product of the Industrial Revolution. Namely, in order to educate as many children as possible in a short period of time, children were grouped into classes according to their age and not their abilities, needs, learning styles and social backgrounds; all learners in a particular class were exposed to the same curriculum and taught on a one subject-one lesson basis by teachers who usually specialized in one specific subject area. Today, many decades later, learners are basically still placed in classes according to age, are exposed to a curriculum that does not always successfully prepare them for the future workforce and are taught by teachers who often specialize in only one subject area, thus depriving learners of full exposure to the needs of the twenty-first century, that is, interdisciplinary, collaborative task-based project work.

All things considered, education throughout the world is still characterized by artificial barriers to learning; for example, holding lessons within the four walls of classrooms, using a bell system to denote the end of one subject/class and the beginning of the next subject/class, utilizing content-driven curricula based on the philosophy of one-size-fits-all classroom instruction. With the explosion of information in the fields of science and technology, professionals in education recognize the dramatic changes that have occurred during the last few decades, and acknowledge that a new insight into teaching and learning has developed.

Contemporary teaching practices in the classroom are very different to the methods of instruction utilized in past decades; twenty-first century teaching is centred on a completely different approach to the understanding of the learning process, and thus also, to the choice of accompanying classroom activities. Information gathered from multidisciplinary scientific research in the field of education has contributed significantly towards understanding the processes involved in acquisition of knowledge and skills. The pedagogical branch of neuroscience has offered educators essential information regarding the learners’ preferred cognitive path in acquisition of knowledge and skills, and how teachers can offer the most effective scaffolding in order to maximize the learners’ capacity to acquire knowledge, learning strategies and skills.

The above-mentioned unique challenges have made a great impact in the field of education and have launched a remarkable transformation in the classroom; not only are educators and learners required to take on new roles in the classroom, but also, the whole classroom environment has been channeled in the direction of the development of cooperative, collaborative learning communities.

Transformation in the contemporary classroom extends beyond mere reforms of existing teaching and learning methods or modernization of teaching/learning materials and techniques to embrace the dynamism of a revolution in education that includes empowering learners to self-invest in their education and the reconstruction of classroom strategies to meet these new perspectives. This new rationale for education recognizes learners and teachers as co-learners in a learning community that is based on shared teacher-learner responsibilities in settings that spread beyond the classroom walls and the school to include authentic learner experiences, often in the workplace, itself. Education systems that are contingent on learner uniformity, learner conformity and learner compliance are being replaced by systems that personalize education rather than customize education, that teach the learner and not the discipline, in other words, that meet the needs of the future. The development of transferable learner strategies, critical/reflective/rational thinking skills, creativity, leadership qualities including perseverance, collaboration, problem-solving skills, effective communication and conflict resolution skills, together with growth of global awareness and media literacy, highlight twenty-first century education.

1. New Roles of the Teacher and the Learner

As a result of new perspectives on standard occurrences in the classroom, teachers are required to re-examine their teaching strategies and learner expectations. The contemporary educational scene focuses on learner-centered
pedagogy which is established upon the merits and principles of learner autonomy. Holec (1981) defined autonomy as ‘the ability to take charge of one’s own learning’ (p. 3) Learner autonomy in the classroom necessitates an extension of the role of the teacher to incorporate teaching to the multiple intelligences of the learners and developing differentiated programs of instruction, accordingly. Autonomous learners recognize their own learning styles and study strategies, are able to formulate aims and objectives of their tasks, take an active, thorough and meaningful approach to their learning experiences, are willing reflect, self-assess, revise and reject unsatisfactory work, are able to monitor their work and ask for help when necessary, and are totally committed to their studies.

In light of these dramatic educational developments, teachers need to expose learners to a range of transferable skills, both cognitive and metacognitive, to facilitate enhanced learning. All astute teachers teach cognitive strategies such as repetition, in order to place the target information into long-term memory, resourcing, to be able to access and effectively utilize appropriate resources for studies, meaningful note-taking, increasing powers of deduction, for example, conscious application of rules, encouraging interdisciplinary transfer of knowledge, the skills of inferencing, recognizing main ideas, questioning for clarification, etc. Cognitive skills also comprise working independently on some tasks and activities, communicating clearly, interactively and logically, implementing self-discipline in group work, scanning and skimming through texts, summarizing, effective researching, categorizing, and comparing and contrasting. Superior teachers go beyond cognitive skills to include the skills and strategies that are necessary for learners to gain total ownership of their learning, the so-called metacognitive strategies. Metacognitive strategies are actually strategies about learning, or more precisely, learning how to learn and self-investing in one’s own studies; these strategies are the tools learners utilize in order to identify their aims and objectives so as to create a plan for an activity/task/project at the initial stage, to continuously monitor progress for the duration of the activity/task/project, and to reflect upon and evaluate the completed outcome of the learning activity/task/project, typically using a set of standard criteria. As maintained by Wenden (1998: 34), ‘metacognitive knowledge includes all facts learners acquire about their own cognitive processes as they are applied and used to gain knowledge and acquire skills in varied situations’.

Mastery of metacognitive strategies for successful learning is an essential component of all contemporary classrooms; learners are required to master a set of strategies and approaches to learning in order to function successfully in the classroom. Enlightened learners need to be able to define the aims and objectives of a lesson, activity or project, to be able to choose, judge and reflect on suitable resources such as literature, textbooks, etc., and, to know how to access libraries and computer material. Subsequent to identifying task/project requirements and determining performance evaluation, learners must master and consciously utilize the important metacognitive strategies of planning, monitoring and reflecting. This includes creating a workable timeline or schedule in order to be able to estimate the time required to complete a task or project and set priorities, making an appropriate checklist, organizing materials, and using strategies such as outlining, graphic organizers, and having the ability to organize an activity and to link it to previously mastered knowledge or skill etc. Finally, reflecting on the learning process, keeping track of successful strategies and monitoring one’s own learning by asking for help when necessary, and self-evaluating using appropriate rubrics, are all metacognitive strategies that help develop autonomy in the classroom.

Twenty-first century modifications in education include teaching learners the skills, attitudes and procedures necessary for successful studies. Effective management of learning also encompasses mastering approaches to learning. For example, learners need to develop study and organizational skills, time and stress-management skills, meaningful classroom cooperation and collaboration, powerful oral and written communication, the ability to make rational judgments using a variety of resources, reasoning/higher-order thinking skills, an effective level of information literacy, active listening skills, powers of reflection, problem-solving skills, and interdisciplinary understanding and connections.

As this innovative, more meaningful paradigm in education emerges, professionals in this field are faced with the question of how these historical changes can be realized in the classroom. Perhaps, these changes are most successfully put into effect in classrooms by providing learners with the necessary tools that allow them to be in control of their learning, that is, their experiences at school, from the earliest age possible. An important step in this quest is for learner-centered acquisition of knowledge and skills to be associated with constructivist learning theory which changes education from the transfer of knowledge from teacher-to-student to the construction of knowledge by learners who receive appropriate support at the right moments by an educator or even a knowledgeable peer. Problem/task- based learning projects are excellent examples of interactive and experiential learner-centered acquisition of knowledge and skills. In such learner-centered environments, learners are encouraged to participate in defining their own learning goals/objectives and designing their personal project-assessment rubrics. Obviously, learners need to be introduced to and become familiar with the expectations and standards required in such learning experiences; similarly, development of learner self-direction and learner self-monitoring is a necessary element in classroom strategies of the twenty-first century. Learners play a more active and responsible role in their own learning; they learn to collaborate and
communicate successfully, develop more natural, lifelong learning skills, and explore self-regulation and self-determinism in activities that effectively contribute to their learning experiences. Lea et al. (2003:322) summarizes some of the literature on learner-centred learning to include the following:
1. the reliance on active rather than passive learning,
2. an emphasis on deep learning and understanding,
3. increased responsibility and accountability on the part of the student,
4. an increased sense of autonomy in the learner
5. an interdependence between teacher and learner,
6. mutual respect within the learner teacher relationship,
7. and a reflexive approach to the teaching and learning process on the part of both teacher and learner.’

In short, as society and expectations are constantly being modified by developments in science, education must keep abreast of these changes in order to help transform traditional, institutionalized learning into a more personalized, authentic, meaningful experience.

A new rationale of education emerges in light of these developments. Learners and teachers become co-learners with shared responsibilities in the learning community. Negotiation strategies become a part of the classroom scene.

Teachers use negotiation strategies with learners in order to:
- make decisions on topics of research/projects
- determine the aims and objectives of the chosen project
- create well-balanced time-lines for completion of the project
- decide upon the style of presentation of the project
- choose the type of assessment for the project
- create rubrics for the different stages of the project, etc.

With the purpose of providing further insight into twenty-first century learning and teaching, it is essential to view the teachers’ and learners’ new, comprehensive roles in the classroom and to present crucial learning strategies and facts that empower and support the learner in the contemporary learning community. To ensure entrance into the workforce once they have completed their studies, learners need to be exposed to skills that today’s employers maintain will be required for future employees in order to be successful. Employers are not searching for employees who can memorize texts, lists of facts, periodic tables, or grammar rules, in fact, they are requesting that educators develop the learners’:
- critical/rational, higher-order thinking skills
- problem-solving skills
- creativity and powers of reflection and innovation
- level of effective oral and written communication
- leadership qualities (for example, perseverance in an activity, effective collaboration in groupwork, integrity, initiative, and conflict resolution skills)
- general global awareness
- media literacy skills

Integration of the above-mentioned skills and contextual applications of learning in the real world build learning communities of the twenty-first century.

Today, the educational focus is on learner-centered pedagogy which is characterized by the philosophy of learner autonomy; this has resulted in changed learner and teacher roles, the focus in the classroom moving away from teachers teaching to learners acquiring meaningful knowledge, experience and a set of transferable skills which ultimately gives them ownership of their own learning. Teachers can empower their learners by:
- giving the learners the tools that will teach them to be responsible for and committed to studies/homework/projects that also need to be completed out of the classroom/school
- assigning problem-solving activities that require the use of the learners’ critical/creative/higher-order reasoning skills
- offering both individual, self-paced learning experiences and cooperative, collaborative team-based activities
- providing learners with open-ended questions and problem-solving situations that serve to sharpen their creative, innovative thinking skills and allow multiple acceptable answers or solutions
- improving and meaningfully using the learners’ media literacy and networking skills in activities/projects
- teaching learners to develop the power to adapt to new, different situations
- giving learners the necessary tools so that they can have more ownership of their learning

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learning and the habits and routines of schools must change dramatically. Why continue with an educational system that educators and learners need not only to think but also, to act differently; the mindset of all involved in teaching and the twenty-first century.

To apply the results of current research in the field of education of children, the very essence of twenty-first century education; to exemplify, as previously mentioned, learners need to develop skills that develop autonomy so that they may become lifelong learners.

As in many scientific fields, there are in existence several problems in the implementation of the strategies noted in this paper. One of the most pressing problems seems to be the lack of time given to several issues including oral communication of the learners in the classroom, time for necessary reflection and for two-way feedback (learner-teacher; teacher-learner), processing of information and round-table discussions.

Effective application of technology and media literacy in the classroom also requires time which is not scheduled in the curriculum. Similarly, components of twenty-first century education such as higher-order thinking, applied imagination, leadership qualities, problem-solving, cooperation/collaboration, autonomous learning and global awareness are not given the time they deserve, or, are not even recognized by some educators as vital elements in today’s revolution in education, …yet, they are obligatory skills learners need to master in order to be successful in today’s complex, competitive world.

These problems are exacerbated by the lack of identification of appropriate educational standards and assessment components; teachers differ in their criteria and grades remain quite subjective, at times. The ever-present problems of writing the perfect, effective curriculum and the costly and over-ambitious objective of involving all active teachers in continuous professional development might remain actual for some time to come, however, at least teachers are required to apply the results of current research in the field of education of children, in order to meet the needs of the learners of the twenty-first century.

Learner exposure to these strategies/skills will better prepare learners for a successful future. Administrators, educators and learners need not only to think but also, to act differently; the mind-set of all involved in teaching and learning and the habits and routines of schools must change dramatically. Why continue with an educational system that does not function in the twenty-first century? Current reforms of existing teaching methods, materials and techniques in education need to be replaced by a revolution in education. We need new perspectives in teaching and learning.

Perhaps when the context-driven curricula are finally replaced by apprenticeship-like learning modules, meaningful acquisition of knowledge and skills will occur, and will be mastered by the learner from the perspective of the learner. As the world continues to change, it is urgent that teachers empower learners by reconstructing classroom strategies with skills that develop autonomy so that they may become lifelong learners.

2. Conclusion

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Education programs at the beginning of the twenty-first century will give the learner the tools that are necessary to acquire appropriate and meaningful knowledge, and to develop necessary transferable skills and a constructive, reflective attitude towards learning; the teacher will be trained through continuous professional development to effectively and successfully teach through innovative educational practices that encourage life-long learning.

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Borrowings or Foriesterisms

Brikena Furxhi

Lecturer, Aleksander Moisiu University, Durres, PhD Candidate, University of Tirana
Email: brikenafurxhi@hotmail.com

1. Terminological Debate

Albanian language along with standard and dialectal variants that vivify inside, is the mean of communication for speaking community in a wide geographical area with historical contexts and socio-cultural development of its being thus transformed into a social phenomenon, if we use a definition of Sosyr, but not only. It remains one of the main indicators of ethnicity as a marker of the history and culture of this nation also turning in his identification.

Through this community language speakers enables the creation of bridges of communication with the neighboring peoples or not, which arises between an exchange of cultures, ideas, information, achievements etc. This linguistic relationship is created between languages in contact, creates a passage of words from one language to another is called a loan. This term has already been part of the linguistic terminology, although not return after the note speech borrow.

But, let's first look at the meaning of this word by Albanian of Today's Vocabulary: "Rent or "borrow": money or something else of value given or taken someone for a certain time and back again. With the right question: Should reviewed this term, when some of the borrowings of Albanian itself have become part of its lexical corpus (without being turned away from the language has taken them) and has the Albanian language the possibility with its dough and tools to create a new term to designate this language process?

This terminological debate should analyze whether it is worth today, in our days, the replacement of the term should remain the same until it is transformed into an international linguistic term. Is an inner need of the Albanian people to change this term, while it has all the possibilities to create neologisms? Here, I think, requires a revision of the term by the linguists, researchers, who can throw it in a nationwide discussion to gather ideas and opinions about this terminology.

As a matter of fact the term borrowing was not entirely new: as early as 1921 E. Sapir dedicated a chapter of his book "Language" to inter-linguistic influence and said that the simplest way a language can influence one another is the borrowing of words. He also mentions cultural borrowing which happens each time a new cultural trend is being introduced into a society, that brings along new loan words. The term borrowing, although having been used for so many years, has in a way being misleading from the semantic point of view and several scholars have noticed that can not speak of borrowing in a strict sense, as it would imply the source language temporarily lending one of its forms to the target language and expect to be returned which of course, is impossible. In spite of the mentioned inadequacy the term has persisted.

2. Borrowing Causes

This phenomenon has emerged in fact, earlier when in his origins the human and human societies have had to communicate to interact in the same social group or different groups to solve problems that were encountered. Through language they do not realize just communication, but representing cultures, as well as the meeting points of civilizations and exchanges among peoples.

Later, Ascoli in his book "Scritti sulla questione della lingua" Torino 1975 sees these linguistic phenomenons not as a result of isolation, but the presence of people and influence over each one to another between communities of speakers. Here we also find use for the first term: foriesterism. Loan itself is a very complex linguistic phenomenon that arises therefore from contact between two linguistic cultures. Under its influence the languages rich and evolve. Bloomfield said that there are two types of loan: direct and indirect.

Direct loan occurs when two languages are used in the same community topographically and politically, therefore, the word goes out from one language to the other, while indirect borrowings occur between two nations that are not one politically, the foreign word comes through the language to the lexicon of the language that borrows it.
For example: borrowings from Italian into Albanian into the current speech of Albanian immigrants living in Italy, are direct. Borrowings from the Italian used in Albanian territory through a third kind of speakers, are indirect.

Borrowings in the lexicon of the borrowings Albanian language are embedded throughout the years, which have become part of the formative, as well as semantic vocabulary of Albanian people. Albanian such as: tray, ball, pocket, city, street, friend, etc. Besides constantly towards their language, especially recently encountered increasingly unembedded borrowings which compete unfairly Albanian own words becoming the barbarisms that violate our language. So, we have such as: update, engagement, commitment, experience, influence, implement. Entry into new languages of words is due to the need to respond to the overall economic development, social and cultural development of the country. The arrival of new concepts through new words, most of which are international words / terminologies, are the main tool of increase of this lexical system of language itself and any other means of communication can not convey the modernization of society without reaching the stage of the modernization of the language. This is because, as E. Sapir said himself: "Languages, as civilizations rarely sufficient to themselves." But, nowadays, the terminology and its use is shown as an important problem. The entrance of the foreign words in the overall lexicon is more limited, their acceptance allowed even less than in the terminological lexicon which carries the heavy of borrowing-words from other languages, converting the terminology in the principal gate of entrance of the foreign lexicon. A special type of loan are national words that during the years are also taken from other languages. J. Kole in his paper "Place of national words among Albanian borrowings" ("Our Language" 1/1987) states that when it comes to national words, we consider the extent of their spread in a few or more other languages. When a national word replaced with another word or translated by an Albanian word, then it is no longer national word and passes the rest of the borrowings. Albanian language as international terms has the words: body, bone, cocoa, typhoon, tank, taige, etc. Their distinctive feature is their stability in the Albanian vocabulary compared to other Albanian borrowings.

From the sociolinguistic perspective remains essential to recognize the reasons of transfer of a word from one language to another in a given situation and historical linguistic, by a group of speakers, prone to use these borrowings / foreign words in their language special registers.

Loan itself mainly affects lexical corpus of a language (therefore we call lexical borrowings), as this is the most sensitive part of the system of a language and the most prone to changes. Following the criterion of their diachronic distribution, we distinguish Albanian borrowings: græcisms, Latin and continued after the Roman period Albanian impacts from the Romance languages came from Latin: Italian and French especially, turkisms, slavicisms, recently, by English etc.,

So, what are the causes of their birth? Could it be that at certain stages of the life of a language, it may face more challenges, which arise from the pressure of the influx of these foreign words? What should make this language to survive, to save her vocabulary or cohabits with being forced to accept a portion of these foreign words in its vocabulary? Specifically what?

Borrowing remains the leading cause of contact between the two languages. Impacts between the languages are as old as language itself. And in the context of these impacts Albanian has survived. The most affected part by these linguistic and extralingual pressures remains the lexicon so, its vocabulary. For example: in her difficult historic journey, long occupations of Albania over the years by the Greeks, Romans, Turks, Slavs have made possible the use of these borrowings in our language.

But can stress lately, especially after the fall of communism in Albania, after the 90s, the main causes are:
1. changes that took place in a new way of governance, territorial division, the names of government institutions as well as state administration, the emergence of private property and of a new economic relationships in society.
2. Increase the intensity of movement of Albanians (as immigration) towards Balkans, Europe and all around the world.
3. studies, employment of its citizens abroad.
4. flow of information in a variety of foreign languages in a very short time via the Internet and the latest technology equipment.
5. trading exchanges, cultural relations between peoples, in which the introduction of a new product in our territory, require the introduction of its designation in parallel.
6. flow of a myriad terminologies that come along with new concepts, inventions, ideas taken from different states.

In the new conditions of globalization, an open society like the Albanian society, today, is under a great preassure of the nations that being politically and economically are powerfull, which we are in contact with. Sh. Islamaj as expressed in "Language and identity" Tirana, 2008, p.52: "Is it a language that will withstand the
demands of Albanians increased communication and pressures every time the largest outside? It can be said that it is going to be found in situations that are found today and other prestige languages standards with similar opportunities ... In this coping road it will need to address all layers of linguistic first of own resources, dialects and idioms organic, will address the foreign sources, as do finally all languages in the intense development processes of their social, cultural, economic, technological fields*. So today we see two contrasting movements operating in Albanian language:

1. The movement related to cleaning and the "purification" of its foreign words and barbarisms that are suffocating Albanian. This movement has its genesis in the renaissance period, during which writers like K.Kristoforidh, Naim, J.Vreto, Sami, etc. was admitted as the fundamental task of Albanian vocabulary enrichment of it by staying away borrowings. Later, in the nineteenth century in the albanian lexicon had great movement, many words came from the dictionary of Albanian, many others were born and came into use. After declaring the independence in 1912, was not followed on with the cleaning power of the Albanian language of foreign words, as they had begun Renaissance. Distinguished some isolated efforts of patriots like: L.Gurakuqi, A.Xhuvani, P.N.Luarasi, M.Logoreci , etc, for cleaning turkisms mainly from Albanian, although some of them were already become part of the Albanian lexicon. The movement follows after the end of World War II with the persistent work of researchers: E.Lafe, J.Thomai, R.Memushaj, I.Ajeti, Gj.Shkurtaj, etc.

2. The movement as the "modernization" of its related latest fashion and trends to liberal foreign words commonly used in mass media: through the media, newspapers, magazines, television, politicians debates, etc., that to highlight the preparation and snobbery of some Albanian intellectuals. This movement is motivated by the fact that Albanian , emerging from a long period of isolation under communism, has inherited a poor vocabulary, foreign words to see as a breakthrough or innovation, but this argument does not bring them justifies to don't use these tools not only in the jargon of the day, but also in bookish register. This trend can be only two reasons through which can be explained:

1. Some of the intellectuals do not recognize their own language as well, as to use its words in in the place of foreign words.

2. The absences in their culture' language , but above all an awareness of the deficient value of their parent's language. However, this remains a concern not only for Albanian today. We can mention: the impoverishment of vocabulary, syntax banalization , mixtures of dialects, spelling deformities, etc. This reminds us of Konica, which postulated for illiterate diploma: "I now see a dark crowd of illiterates with diploma in their pocket, which is rushing towards Albanian and want to put a knife in its back, then to carve shape they like them; that the poor men remember that language is a piece of wood without soul. Do not know who is not only alive, and very thin, so much, is a little deformed knot or a vein, the whole body sways, suffers and loses strength with beauty. Meanwhile prof.Gj.Shkurtaj would translate with Sociolinguistics terms the transition from socialism to democracy, he would see it as a shift from a very high rating for its language and culture in a complete freedom in a position ready to open heedless of unified language and culture of language in general. Consequences: added flow and the irrepressible unnecessary foreign words, increased foreign terms instead of English terms, where the worst example of rulers give the politicians. ("Weight of the Albanian word" p.g.354). But foreign words spoil if they accepted the language used when riddles language has its own vocabulary. Over the years they can be accepted and used in those cases when they bring a new meaning, a new semantic nuance, a stylistic or emotional coloration that does not give people the tools here albanian. Over the years they can be accepted and used in those cases when they bring a new meaning, a new semantic nuance, a stylistic or emotional coloration that does not give people the tools here albanian. Remember that uses of borrowings (foreign words ) with stylistic feature in "The rise and fall of comrade Zylo" (phrase transparent inner impulses, abnormal disparities within normality of image ..) or by Kadare in "The File on H" (tonight is just the aksham, is neither evening, nor soir, vjeçer(Turkish word) much less, but is aksham), Turkisms that Noli uses in "March of Barabai" as :motherland, millet, derbederët, jabanxhinitë, fajdexhinitë, etc..

Today, the right question is what to do Albanian society and albanian linguistics. The answer was and is clear: Protecting language belongs primarily state and state institutions that depend on a social reproduction. I want only to remember the words of A.Xhuvani in “Linguistic Studies”. Tirane 1956: "As is known, the Albanian language, during many centuries has lost its own words, that are replaced by the words taken from foreign languages: Turkish, Slavic, etc., which some of us are trying to bring out from their own language and for substituted them , as long as possible with the Albanian words, preserved and founded in people's mouths. Not all, but many of these words, that are being lost, rowing and looking everywhere, can be found again in our language as forgotten words ,but with a different meaning from that first one ; a work that happens in every language permanently, because this, as a living
organism that is, evolution makes no interruption by the semasiological and phonetic changes.

3. Borrowings’ Fields Nowdays in Albanian

In the conditions of an open society facing the changes, Albanian language will be forced to "open the doors" in front of this influx of new words, which for many reasons do not find their riddles in its vocabulary.

This is conditioned by the trends and main areas towards which we aspire as a nation developing and changing. These rhythms and intensity has been accelerated changes linguists and language itself facing dilemmas that, if they will be able to respond with word-tools or neologisms spread of these concepts, inventions, etc..

This is because it is known already that the linguists are reaching in the “gates of informatics” ever more delay. Specifically informatics has become today an integral part of everyday’s life of many of us with the English language too, as its instrumental language. All of us have encountered terms: drive, manual, mouse, software, modem, etc. when we were working, but very few of us have thought to translate these english terms.

Efforts have been, but have proved somewhat unsuccessful, for example: monitor-ekran, password-fjalekalim, memory-kujtese, but do you translate mouse-miu or drive-ngas makin. This movement should elaborate, because not all people have knowledge of the english language, although she is putting its dominant role in the EU and beyond.

The main areas of use of foreign words today are:

1. political – social field with words like: majority, integrity, coordinate, assign, discouraging, conclusion, destination, actually, aggravate, influence, promote, diversity, bilateral, hegemonic, draft, summit, etc.
2. science’s field and technology: computer, software, modem, ezauroj, mental, etc.
3. the sport’s terminology:feirplei,
4. Medicine:medicament, koncentruar, distonike Etc..

At last, lexical borrowings, regardless of the source language, must be stratified according to their value in nowdays Albanian language, by emotional coloring, according to the level of use and territorial restriction.

That means that the value of lexical borrowings in Albanian language revealed through facing with Albanian word.

But this is not the only problem with foreign words in our language. We have to resolve the problem of their orthography, notably proper nouns. That is another challenge of our language today.

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Metaphorical Processes in English and French within the Source and Target Domain in Cognitive Semantics

Brankica Bojović, PhD, Associate Professor
Faculty of Philosophy-Nikšić, University of Montenegro

Abstract

Within cognitive semantics the metaphorical processes, which are very powerful, underlie the mechanism of thought. Semantic changes found in these processes are reflected in the connection between the source and the target domain through the semantic cognitive construction. Note is made of the broadening of the lexical meaning into abstract concepts within English and French cultures which changes the way in which the world is comprehended. The illustrated metaphors are based on their similarity and on cross-domain correlations, which give rise to the perceived similarities between the two domains within the corpus of English and French metaphors.

Keywords: metaphors, target domain, source domain, cognitive semantics, language, thought

1. Introduction

Cognitive Metaphor Theory has been brought to the centre by a diverse range of scholars within the field of cognitive linguistics. Lakoff and Johnson made it known and widely accepted in their pioneering book *Metaphors we live by*. This new view of metaphors, i.e. a cognitive linguistic view of the metaphor is developed by Lakoff and Johnson. According to them: a) a metaphor is a property of concepts not words; b) the function of a metaphor is to better understand concepts; c) a metaphor is often not based on similarity; d) metaphors are used in everyday life; e) a metaphor is an inevitable process of human thought and reasoning. This theory (CMT) holds that metaphors are central to thought. CMT’s tenets are that: a) metaphors structure thinking; b) metaphors structure knowledge; c) the metaphor is central to abstract language; d) the metaphor is grounded in physical experience; e) the metaphor is ideological. (Deignan 2005:13) Since 1980 up until the present day this topic has been elaborated, because the current interest surpasses the achievements made so far in the field. The stages it passes in psycholinguistics have been developing and it connects language and mind (Chomsky 1968). Descartes’ most persuasive arguments of immateriality of the mind includes the belief that thinking is non-physical process. His language philosophy influenced Chomsky’s. Metaphor is not only a matter of language but also of thought and reason. It is indeed a topical issue across different disciplines.

2. Conceptual Mapping Model and Domains

Ontological mapping across conceptual domains, from the source domain (SD) to the target domain (TD) will be considered here. The mapping in this semantic process is primary because it precisely explains how something is conceptualized and the language is secondary. The source domain consists of a set of literal entities, attributes, processes and relationships, linked semantically and apparently stored together in the mind. These are expressed in language through related words and expressions, which can be seen as being organized into groups resembling those sometimes described as ‘lexical fields’ by linguists. The target domain tends to be abstract, and takes its structure from the source domain, through the metaphorical link or conceptual metaphor. Also, above all, there are to be observed different definitions of metaphors in the field of cognitive metaphor theory as they are very powerful and natural cognitive processes, which help people understand the complex issues in nature and society and therefore can be perceived as mediators among mind, language and culture. Domain is also described as a semantic structure that functions as the basis for at least one concept. (Croft and Cruse, 2004). The domain TRADE includes the concepts of CUSTOMER, MONEY, SHOP ASSISTANT...

The word metaphor has come to mean a cross-domain mapping in the conceptual system. (Lakoff, 1992).

CMT uses the term ‘linguistic metaphor’ to refer to the realization of a cross-domain conceptual mapping. In linguistic terms, it defines a metaphor as follows:

A metaphor is a word or expression that is used to talk about an entity or quality other than that referred to by its core, or its most basic meaning. This non-core use expresses a perceived relationship with the core meaning of the word,
and in many cases between two semantic fields. This general definition can cover a wide range of expressions, including the following:

Elle doit épouser la mer éternelle.  
He attacked every weak point in my argument. (Lakoff and Johnson 1980:4)
Il a attaqué tous les points faibles de mon argumentation.
Freddie's life has been dogged by love troubles. (Bank of English)
La vie de Freddie a été marquée par les difficultés amoureuses.
....an ardent lover. (Bank of English)....un amant ardent.
You are making a serious mistake. (Bank of English)
Vous faites une grave erreur.

The first of these five expressions realizes A CITY IS A WOMAN, the second, ARGUMENT IS WAR, the third, EMOTIONS ARE ANIMALS, the fourth, EMOTIONS ARE TEMPERATURES, and the fifth a more general mapping of concrete onto abstract. Despite the similarity at the conceptual level, the expressions differ in important ways at the linguistic level. The first expression is an example of innovative linguistic metaphor, in that the word espoused is used unconventionally. The verb is not regularly mapped onto the target domain of cities and its subject is generally human in the source domain. The effect is probably marked for most readers. The second and third expressions, attacked and dogged, are probably unmarked for most language users, because they are regularly used with the meanings they have here. The fourth expression, ardent, is also only used in the sense it has here but unlike dog it has no grammatically related form that is used with a literal meaning in current English. The fifth expression, make, is a type of verb often called "delexical", a label suggesting that it is relatively empty semantically. (Deignan 2005:35)

The wide variety of linguistic metaphors that can realize conceptual mappings is not a problem for conceptual metaphor theorists. On the contrary, it is taken as further proof of the strength of their claims. The existence of the historical metaphors such as ardent is proof that metaphor has shaped the lexicon over centuries, while the exploitation of conceptual metaphors to generate innovative metaphors demonstrates their importance to creative thinking (Lakoff and Turner 1989).

Invariance Hypothesis: Metaphorical mappings preserve the cognitive topology (that is, image-schematic structure) of the source domain. (Lakoff 1990).
Frame is any system of concepts related in such a way that to understand any one of them you have to understand the whole structure in which it fits. (Fillmore, 1982).
A domain may be defined as any knowledge configuration which provides the context for the conceptualization of a semantic unit. (Taylor, 2002:439)
We will explore the role of domains and domain-based knowledge in the semantic structure of words and complex expressions.
Domains vary in complexity from basic conceptions of colour, temperature, space, time, and so on, which cannot reasonably be reduced to other, simpler conceptions, so highly complex knowledge structures, such as the rules of a game, social practices, complex technologies, and typical event scenarios. Most semantic units need to be characterized against more than one domain. The set of domains is called the domain matrix.
Langacker illustrated the notion of domain matrix on the example of the word banana.

Most concepts require specifications in more than one domain for their characterization. The concept [BANANA], for example, includes in its matrix a specification for shape in the spatial (and/or visual) domain; a color configuration involving the coordination of color space with this domain; a location in the domain of taste/smell sensations; as well as numerous specifications pertaining to abstract domains, e.g. the knowledge that bananas are eaten, that they grow in bunches on trees, that they come from tropical areas, and so on. (Langacker,1991:154)

He goes on to ask:

Which of these specifications belong to the meaning of the lexical item banana and are therefore included in the grammar of English? Otherwise phrased, which of these specifications are linguistic (or semantic) in nature, and which are extralinguistic (pragmatic)? Which constitute the predicate [BANANA], i.e. the semantic pole of the morpheme

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1 All French examples are taken from Professor Anthony Gaudillère (French native speaker)
As the reader might have anticipated, Langacker’s answer is that all these specifications belong to the concept [BANANA]. A full characterization of the meaning of the word needs to make reference to these domains and to incorporate them into the semantic value of the expression. Such an approach commits us, inevitably, to an encyclopaedic conception of meaning.

The reason why we need to adopt an encyclopaedic approach is easily stated: we need to appeal to domain-based knowledge in order to account for how words are used. The very fact that we can talk of a bunch of bananas (as compared to the impossibility of talking about *springs of bananas*) rests on our knowledge of how bananas grow (and of what bunches look like). If we were to exercise this knowledge from the meaning of banana, we should have to regard bunch of bananas as an arbitrary collocation—or else deny that the collocation is a linguistic fact. Neither option is satisfactory.

An encyclopaedic view certainly does not commit us to the view that each facet of what a person knows is equally central to the concept; some facets are clearly more intrinsic, others may be quite peripheral, while others yet again might be to all intents and purposes irrelevant. The shape, colour, and nutritional value of bananas are probably quite central to the concept and would need to be included in even a summary account of the word’s meaning. The fact that people can slip on banana skins is probably rather peripheral, but still capable of being invoked in stereotyped notions of slapstick comedy. Or consider the role of bananas in the economies of small countries in Central America. It is the knowledge that motivates the expression banana republic. It is remarkable the extent to which incidental knowledge about an entity can sometimes have linguistic manifestations. It would be wrong, therefore, to exclude in principle the possibility that even highly contingent aspects of encyclopaedic knowledge could, in certain circumstances, impact on the way a word is used.

There is also a more recent development in cognitive linguistics called Conceptual Blending Theory and the creation of novel metaphors. Blending is when structures from two domains are combined to create new structure. A metaphor is actually a special type of blending. Blending and metaphor create something new.

Lexically speaking a metaphor is defined as an indirect comparison between two or more seemingly unrelated subjects that typically uses “is a” to join the subjects.

A metaphor is sometimes confused with a simile which compares two subjects using “like” or “as”.

e.g. He was as sly as a fox. Il a toujours été rusé comme un renard.

While a metaphor would be He was a fox. C’était un renard.

More generally, a metaphor casts a first subject (tenor) as being equal to a second subject (vehicle) in some way. Thus, the first subject can be economically described thanks to the implicit and explicit attributes of the second. A metaphor is sometimes further analyzed in terms of its ground and tension. The ground consists of the similarities between the tenor and the vehicle. The tension consists of the dissimilarities between the tenor and the vehicle. The corresponding terms to tenor and vehicle in Lakoff’s terminology are target and source.

In the cognitive linguistic view, metaphor is defined as understanding one conceptual domain in terms of another conceptual domain. Examples of this include when we talk and think about life in terms of journeys, about arguments in terms of war, about love also in terms of journeys, about theories in terms of buildings, about ideas in terms of food, about social organizations in terms of plants, and many others. (Kövecses 2004:22)

Metaphor is a type of analogy and is closely related to other rhetorical figures of speech that achieve their effects via association, comparison or resemblance including allegory, hyperbole, and simile. In simpler terms, a metaphor compares two objects or things without using the words “like” or “as”. It is worth mentioning types of metaphors-the following number of types are defined and classified by Lakoff and Johnson 1991

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2 Absolute metaphor – Separated subject and vehicle. An absolute metaphor is one where there is absolutely no connection between the subject and the metaphor. e.g., I am the dog end of every day (It means “To fail to expend the effort needed to do or accomplish something”).

2 Dying metaphor – Unfashionable cliche. A dying metaphor is one which has become so over-used. It is considered unfashionable or lacking in eloquence to use it. In effect, it is a cliche. e.g., New era business is a whole different ball game (this means a completely different situation, often one which is difficult or which you know very little about).

2 Extended metaphor – One subject, many sub-elements. An extended metaphor is one where there is a single main subject to which additional subjects and metaphors are applied. e.g. All the world’s a stage and men and women merely players. (This means, life is like a play – we merely go through the stages of our life acting it out.)

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Metaphor is noticed in terms of transfer from one cognitive domain or donor to another recipient domain: people tend to draw upon experience in one area of life in order to give fresh insights and understanding to experiences in another, creating new conceptual realities,

e.g. Life is a battle. La vie est un combat.
A wolf in a sheep’s clothing. Un loup déguisé en agneau.
Metaphor is the main mechanism through which we comprehend abstract concepts and perform abstract reasoning.

Formally, metaphors are mappings from a source domain to a target domain. Both the source and target domains are structured by schemas and frames.

e.g. I have been feeling quite depressed of late. (happy is up; sad is down)
Metaphor is fundamentally conceptual, not linguistic, in nature. (Lakoff, The Contemporary Theory of Metaphor).

“...metaphorical meaning is not… a special kind of meaning: it is rather the case that metaphor is the result of a special process for arriving at, or construing, a meaning.” (Croft and Cruse).

A metaphor is a mapping between conceptual domains. The source domain is the domain supporting the literal meaning of the expression. The target domain is the domain the sentence is actually about. (Croft and Cruse).
Metaphors are mappings across conceptual domains. Mappings are a fixed set of correspondences between entities in a source as well as a target domain. They are grounded in the body and in individual everyday experience and knowledge.

Conceptual metaphor:
e.g. Try to pack more thoughts into fewer words.
Her anger boiled over.
How do you spend your time?
He knows where he is going in life.
Conceptual metaphor involves a relationship between a source domain, the source of the literal meaning of the metaphorical expression, and a target domain, the domain of the experience actually being described by the metaphor:
e.g. Pack thoughts into words. WORDS (target domain) ARE CONTAINERS (source domain)
Anger boiled over. EMOTION/ANGER (target domain) IS HOT FLUID (IN A CONTAINER) (source domain)
Spend time – TIME (target domain) IS MONEY (source domain)
Life is going – LIFE (target domain) IS A JOURNEY (source domain)
The head of the state, the face of the law, a legislative body are examples of body metaphors which are often addressed as metaphors for society.

4 Conceptual metaphors – These are metaphors (or figurative comparisons) in which one idea (or conceptual domain) is understood in terms of another. E.g. variations on the conceptual metaphor – Time is money (it means that time is precious, in a discourse on usury).
5 Simple metaphor – Single meaning and linkage. A simple metaphor has a single link between the subject and the metaphoric vehicle. The vehicle thus has a single meaning which is transferred directly to the subject. E.g. Cool down! (cool = temperature).
6 Synecdochic metaphor – This is where one uses a part as metaphor for the whole. A synecdochic metaphor is one where a small part or element of something is used to represent the whole. E.g. Try this nib (meaning to try something new).
7 Dead metaphor – Offers a comparison that is not symbolic in form, but to physical motion instead. A dead metaphor is simply a comparison that goes unnoticed because the metaphor rests on a comparison that has simply become part of the language. It often involves the use of an idiom. E.g. The committee will hold a meeting (this is a dead metaphor with respect to the word ‘hold’, the committee cannot physically grasp the meeting, but the word is being used to equate a physical action with a conceptual one).
3. Metaphors and Illustrative Examples in English and French

<table>
<thead>
<tr>
<th>Metaphors (in English culture)</th>
<th>Metaphors (in French culture)</th>
<th>Transferred meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>You should plan ahead.</td>
<td>Tu dois prévoir bien à l’avance.</td>
<td>The future is ahead, the past is behind</td>
</tr>
<tr>
<td>I cannot take my eyes off her.</td>
<td>Je ne peux pas détacher mon regard d’elle.</td>
<td>Seeing is touching/eyes are limbs</td>
</tr>
<tr>
<td>Her death hit him hard.</td>
<td>Sa mort l’a profondément touché.</td>
<td>Emotional effect is physical contact</td>
</tr>
<tr>
<td>What are you driving at?</td>
<td>Où veux-tu en venir ?</td>
<td>An argument is a journey</td>
</tr>
<tr>
<td>She is all heart.</td>
<td>Elle a un cœur.</td>
<td>Body parts are symbolic models of stable meaning in different parts of one’s experience</td>
</tr>
<tr>
<td>She has been a tower of strength.</td>
<td>Elle a été solide comme un roc. (Elle a été forte.)</td>
<td>An argument is a building</td>
</tr>
<tr>
<td>We cemented the agreement with a toast.</td>
<td>Nous avons scellé notre accord par un toast. (Nous avons confirmé notre accord.)</td>
<td></td>
</tr>
</tbody>
</table>

"Our concepts structure what we perceive... and how we relate to other people. Our conceptual system plays a central role in defining our everyday realities. If we are right to suggest that our conceptual system is largely metaphorical, then... what we do every day is very much a matter of metaphor." (Lakoff and Johnson, 1980A: 3)

1. Most of our concepts are abstract – concepts like TIME, EMOTIONS, COMMUNICATION, THE MIND, IDEAS...
2. Abstract concepts are defined metaphorically in more concrete...terms – concepts like SPACE, MOTION, FOOD, OBJECTS, etc.
3. However, no single, concrete, non-metaphorical concept is ever structured in exactly the right way to completely... define any single abstract concept.
4. As a result,... each metaphor defines only certain aspects of an abstract concept. (Lakoff & Johnson, 1980B)

Mapping: a set of ontological correspondences, that characterize epistemic correspondences about one topic onto another.

Mapping – Name: X as Y. Love is a Journey.

*e.g. LOVE IS A JOURNEY L’AMOUR EST UN VOYAGE
*Lovers correspond to travellers.
*The love relationship corresponds to the vehicle.
*The lovers’ common goals correspond to common destinations on the journey.

What constitutes LOVE IS A JOURNEY is not particular words or expression. It is the mapping across conceptual domains.

**LOVE = target domain.**
**TRAVEL = source domain.**
**LOVE IS A JOURNEY = TARGET DOMAIN IS SOURCE DOMAIN**
**LE DOMAINE CIBLE EST LE DOMAINE SOURCE**

Kövecses allows reverse mappings from TD to SD (p. 25), which seems to be an unnecessary concession. When SD and TD are reversible, it simply means that certain conceptual domains could be SDs sometimes and TDs in other times.

That is, a concept that acts as an SD in one CM can be a TD in another. It should therefore be retained that an SD is always used to understand a TD; this direction is irreversible. What should be allowed for will be that TDs are not always more abstract than SDs.
4. Strategies of Translating Metaphors

For many centuries, metaphor was studied within rhetoric. Evans and Green (2006:303) pointed out that an important idea relates to hiding and highlighting: when a target is structured in terms of a particular source, this highlights certain aspects of the target while simultaneously hiding other aspects. Invoking the metaphor ARGUMENT IS WAR highlights the adversarial nature of argument but hides the fact that argument often involves an ordered and organized development of a particular topic (He won the argument, I couldn't defend that point, and so on). In contrast, the metaphor AN ARGUMENT IS A JOURNEY highlights the progressive and organisational aspects of arguments while hiding the confrontational aspects. (We'll proceed in step-by-step fashion. We have covered a lot of ground.) In this way metaphors can perspectivise a concept or conceptual domain.

According to Newmark (1988a:104), "metaphor could be any figurative speech: the transferred sense of a physical word; the personification of an abstraction; the application of a word or collocation to what it does not literally denote, i.e. to describe one thing in terms of another. Note also that metaphor incidentally demonstrates a resemblance, a common semantic area between two or more or less similar things, the image and the object". He distinguishes six types of metaphor (1988:108): (1) Dead metaphors, whose images are highly unmarked, e.g. at the mouth of the river, (2) Cliché metaphors, which refer to the use of cliché expressions in text, e.g. Long time, no see. (3) Stock or standard metaphors, which he defines as "an established metaphor […] not deadened by overuse", (4) Adapted metaphors, where the ‘fixedness’ of a stock metaphor has been adapted or personalised in some way, (5) Recent metaphors, where an anonymous metaphorical neologism has become generally used in the SL. (6) Original metaphors, which are created by the writer or speaker usually to make discourse more interesting and often used to highlight particular points or as reiteration. According to Newmark (1988) there are strategies for translation of metaphors:

1. While dead metaphors are not especially problematical, literal translation is often not possible.
2. In vocative texts, cliché metaphors should be upheld in the TT (ibid.: 107). In informative texts, they should be reduced to their sense or replaced with a more credible stock metaphor.
3. For the translation of stock metaphors, the SL image should be legitimately reproduced in the TL, but the metonyms used may be transferred as long as the substitutes have the same connotations as the SL. However, the SL image is more commonly translated by images that are established to a similar degree. Stock metaphors may also be reduced to sense or literal language.
4. Adapted metaphors should be translated using equivalent adapted metaphors or reduced to sense.
5. Recent metaphors should be translated using componential analysis (ibid.: 114).
6. In vocative texts, original metaphors should be translated literally as they “contain the core of an important writer’s message…” (ibid.: 112). If the metaphor is obscure and of little importance to the text, it should be replaced with a descriptive metaphor or reduced to sense. In informative texts, consideration should be given to the number and variety of original metaphors in the text as a whole and a decision be taken between literal translation, reduction to sense or modification of the metaphor.

He also proposes the translatological strategies for metaphors in the movie industry since there are many difficulties in that field also. These are: 1. Reproducing the same image in the TL; 2. Replacing the image in the SL with a standard TL image; 3. Translating metaphor by simile, 4. Translating metaphor by simile + sense; 5. Converting metaphor to sense; 6. Deleting; and 7. Combining the same metaphor with the sense.

5. Summary

Metaphoricity is the main feature of almost all human languages. According to Lakoff, structurologically considered, metaphors are mappings across conceptual domains. Each mapping is a fixed set of ontological correspondence between entities in a source domain and entities in a target domain. Metaphorical mappings obey the Invariance Principle: The image–schema structure of the source domain is projected onto the target domain in a way that is consistent with the inherent target domain structure. Mappings are not arbitrary, but grounded in the body and in everyday experience and knowledge. There are two types of mappings: conceptual mappings and image mappings. Both obey the Invariance Principle.

In the cognitive linguistic view and figurative creativity analyzed by Kövecses, metaphor is seen as being constituted by a variety of components that interact with each other. The components include: 1. Experiential basis; 2. Source domain; 3. Target domain; 4. Relationship between the source and the target domain; 5. Metaphoric linguistic expressions; 6. Mappings; 7. Entailments; 8. Blends; 9. Non-linguistic realization; and 10. Cultural models. A reader can gain insight into choosing any of the strategies mentioned in the paper.
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The Impact of Physical Activity and Sports into Bodily Health

Ardian Shingjergji

Elbasan University “Aleksandër Xhuvani”, Faculty of Education Sciences.
ardianshingjergji@gmail.com

Abstract

The great economic and social changes have undoubtedly been reflected, among others, even into changing our lifestyle, bringing both positive effects as result of increases in people’s wellbeing as well as negative effects suchlike the sedentary work, overweight, etc. The last effects also favor the emotional stress as well as other illnesses, including blood pressure or cancer, making us, once more, estimate our common efforts and time to apply a healthy lifestyle, among which the physical activity and sports continue to be important elements. Therefore, once again, this study intends to bring into attention the need to preserve and check bodily weight, by making use of the means and methods giving the desirable physical shape to our own body, as well as to emphasize the importance the physical activity and sports in improving bodily health. The facts and data from world experience, alongside comments and conclusions, which have been presented as lectures, may serve to all categories and ages of the society, especially to the students of the Department of the Physical Education and Sports, at the Faculty of the Education Sciences.

Keywords: lifestyle, overweight, physical activity, sports, bodily health.

1. Introduction

For many people, the way the somatotype has been defined has to do with the classification of the physical appearance. “What we are and are made of” goes beyond the first sight and what we see on the mirror. This makes us think that human body is made of a wide range of components, (suchlike bones, muscles, fat), whose quantitative mass determine the state of bodily health and its physical performance.

Despite that fact that each one of us possesses certain knowledge about the persistency of the bodily fat, practical research methods intending to determine its value have been challenged, even nowadays, in terms of being developed properly to go deeper with their studies to this field. This assertion is true not only to the sportive medicine, the physiology of the physical exercises, epidemiology, and the growth and development domains but even to human biology, the nurture sciences and the physical activity and sports.

All the ready-made methods evaluating the composition of the human body are based in some conjectures and this is why the percentage of the bodily fat is only determined approximately.

This fact, alongside the discomfort information of the bodily fat percentage, should make the teacher so physical education, trainers or fitness centers managers to be more careful while presenting data about bodily composition to their pupils, students, sportsmen or fitness managers.

2. Concepts and Evaluations for Determining Bodily Fat

There are many ways to determine the mass of the bodily fat for an individual. One of the most important is the percentage of the bodily fat which has been considered as linked with the preservation of the body weight.

In an approximate value, there is a defined range within which can vary the percentage of an individual’s bodily fat. Thus, if a sportsman has been evaluated the hydrostatic weight defining that to be 15 %his bodily mass is fat, he should consider that the real percentage varies from 13.8 – 16.2%.

The physically active people are estimated to have a lot less fat than inactive people. In the following tabs there are some results taken from the great number of surveys by Wilmore, presenting fat percentage in sportsmen and sportswomen exerting different sport activities.
2.1 The concept of the desirable body composition.

Although it is not easy to have a clear perception regarding the concept of body composition, we will refer to the data from Table one, given by a panel of well-known experts. The data characterize individuals from the late adolescence age to the adult one.

![Table 1](image)

2.2 The concept of the desirable body weight.

Understanding this concept is linked with the knowledge between desirable body weight and the allowed weight. Here we are not considering one sole value of the weight but one of its variants. By sticking with the up-mentioned table, we can use the desirable classification to determine a “reasonable” weight. A reasonable intention would be, for instance, the value of the “optimal fitness”, namely, the determination of the body fat percentage in males to be 12-18%.

Then, what would be the variation of the corresponding weight? In the following data are presented the necessary formulas to answer to this question:

1. Counting the fat weight: \( FW = BW \times Ff \)
2. Counting the Fat Free Weight: \( FFW = BW - FW \)
3. Counting the desired weight target: \( FFW = \frac{TW}{1-Fx} \)

\( FW = \) Fat Weight \( BW = \) Body Weight \( Ff = \) Coefficient of the body weight %
\( FFW=\) Fat Free Weight \( TW = \) Desired Weight Targets \( Fx = \) Coefficient of the % of the body fat

3. Controlling Body Weight

Whenever we refer to controlling body weight the discussions focus on obesity, followed by the introduction of the necessary guidelines on how to maintain the desirable body weight and addressing issues to the sport and fitness.

Regarding obesity, it’s worth to mention the fact that most of the people become as such (namely: obese), mainly

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because of the lack of physical activity. This is the truth both for the adolescents and for the adults. To this regard, a study in California showed that 14% of the high school students (both males and females), were obese, as a consequence of the lack of the physical activity by since the elementary school and on.

Specialists and the specialized authorities to this field ascertain that the normal weight gained between 25 – 30 years old should not be surpassed during the rest of one’s life. The weight passing 15% to what has been referred to as normal is inclined to bring obesity, whereas 25% over the normal weight would truly be considered obesity.

Obesity is the main factor in triggering such illnesses as diabetes, hypertension and coronary and kidney sicknesses, liver and biomechanical disorders, (especially problems with the spine and the soles of the foot). As a consequence, life-expectancy is lower among the obese population.

3.1 Children and obesity

Children are another category of population being too much vulnerable toward obesity. This is because of the obvious changes occurring in the course of their growing up which are associated with weight gain. It is already well-known that the obese children of 10 years of age, risk becoming obese adults. Further labeling of these children as obese and recommendations to control their weight might have a negative effect since it is not always quite clear whether they experience a reverse effect in their general health.

It should be accepted as a fact that, studies accomplished so far about the issues regarding overweight in children have somewhat been limited, especially those dealing with the energy dispersion and macro-nutrition, as well into selecting the proper methods to measure and estimate the health indicators for this age-group. Specialists think that the overused methods so far should be abandoned, such as the practices of dividing human bodies into fat-free and fatty ones, and new methodologies should be embraced, the ones making possible for a more straightforward meaning regarding the changes happening into human muscles and bones. The most effective method to be used in children is the one defining the body-mass-index (BMI), since it reflects the real changes into the formation of the body and its further development.

A part of the issues regarding childhoood obesity is linked with the differences persisting in regard to obese and elegant children’s perceptions or approaches towards physical education and other school activities. Studies show that obese children react negatively toward physical activities taking longer in time and requiring exertion of force and react positively toward activities requiring flexibility and motoric coordination. The opposite occurs with elegant children.

4. The Impact of the Physical Exercises and Sports into Improving Bodily Health

Exertion of physical activities and sports is, undoubtedly, one of the crucial factors bearing undisputable values and effecting directly to the balance and preservation of the human bodily health. However, it is very important to make the proper choice of the physical and sport exercises effecting the energy systems of metabolism, the formation and the preservation of the muscular mass, the reduction of the fat mass, strengthening of articulations, ligaments and the preservation of the bones density.

We have selected four base exercises which can be classified as main physical activities which are: walking, jogging, aerobical dancing and ascending/descending stairs.

Walking and jogging can be considered as very suitable exercises of a great aerobical level which do not necessarily require the learning of other wonts and can be exercised via simple means.

Walking intensity can be determined basing on the fitness specific level, varying from 26 minutes per mile down to 12 minutes per mile.

Moreover, jogging is a natural activity activating more muscles than simple walking, leading to a faster weight loss. In everyday practice, these exercises can complement each-other satisfactorily.

Aerobic dancing is classified as a high aerobical level activity, too, effecting directly into improving the cardio-respiratory fitness and into the tonicization of the musculature.

Since the training sessions contain warming, stretching and friability exercises, the execution of movements provide both spiritual satisfaction and health improvements into organism.

Ascending/descending steps is another activity being proposed as a crucial exercise in our selection. They can be practiced in many variants such as using the step-machine or simply by ascending steps.

The four base exercises proposed above can as well be alternated through practicing one’s preferred sports, making use of their aerobic contribution of metabolism, their easy access and the satisfaction they provide. Such sports can be football, basketball, volleyball, handball, cycling in nature, swimming, rafting etc.

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4.1 The model of a training programme for the bodily weight preservation and control.

In addition, by evaluating the time and attempts to have a healthy lifestyle we are presenting a model of training programme based on and proposed to and applied by well-known authors suchlike Bob Green (specialist of physical exercises having twenty years of work experience with people of different social strata and professions, including well-known names such as Winfrey, O.)

The programme envisages some of the most efficient degrees to increase metabolism and lead to excessive weight loss by combining exercising with physical and sport activities and dieting.

1. Five to seven times a week aerobic training, (walking, walking, -jogging, aerobic running, aerobic dancing, ascending/descending steps, swimming, rafting, stretching, etc.), especially in the morning.
2. Training in the “area”, meaning exerting with proper intensity, (70 – 80% of the heart maximal rhythm), to burn the necessary calories with the proper rhythm to bring the increase in metabolism.
3. Maintaining each training session 20 – 60 minute long.
4. Balanced diet, using foodstuffs containing fat with low caloric values, based on the nutrition guideline pyramid.
5. Limitation or elimination of the alcoholic drinks.
6. Eating fruit at least twice a day three rations of vegetables.
7. Drinking 6 – 8 glasses of water a day.
8. By promoting your day-to-day commitment for a healthy life.

5. Conclusions

Our common efforts, the efforts made by the specialists of the Physical Education and Sports as well as those of the society as a whole, should be directed towards further improvements of the bodily health, by promoting an active lifestyle keeping bodily weight under control as well as preserving a certain percentage of bodily fat level.

Getting aware of the negative effects the overweight causes to the bodily health, makes us evaluate once more the role of the physical and sports activities as contributors to the further improvements of the energetic systems of metabolism, the increase and preservation of the muscular mass, reduction of the fat mass, strengthening of articulations, ligaments as well as the improvements of human organism in general.

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Some Aspects of the Primary Education Reform Process in Montenegro from the Perspective of Teachers

Doc. Dr Veselin Mićanović
Doc. Dr Dijana Vučković

Filozofski fakultet – Nikšić

Abstract

In the first decade of the XXI century, the Montenegrin educational system has undergone an extensive reform at all levels. This paper is aimed at identifying the most important reform processes in primary education, initiated by the 2004 practical implementation of the reformed curricula. That year the first generation of students was enrolled in the nine-year primary school program. The general objective of the primary education reform was a fundamental transformation of the ordered core of the educational context, which required significant structural changes such as the introduction of compulsory nine-year education, openness of school or increased availability of and access to education. On the other hand, the reform of primary education, which entails a curricular reform, was aimed at improving the quality of education (significant changes in the content and methods of teaching and learning, introduction of elective courses, etc.). In the end, the whole series of reforms initiated the continuous professional development of teachers in the field of application of modern methods and teaching techniques that allow adjustment and adaptation to the real situation of the reform process in the education system. The aim of this paper is to highlight the importance of the reform processes in primary education. Therefore, we have tried to present the fundamental values of the existing reformed educational context, supporting it by research results of the reform evaluation conducted in the period from 2011-2012 in the wider territory of Montenegro.

Keywords: primary education / reform / aspects of the reform process / nine-year education / teacher / student.

1. Introduction

Education is the most sensitive link of a society, since a society is developed and democratic to the extent that its educational system is developed and inclusive at the same time. "It's no secret that schools often have detrimental effect on children's self-esteem and that ideally schools should provide an environment in which our results are at least less negative self-esteem consequence than in the real world "(Bruner, 2000: 50). A good educational system is causally linked at all levels and requires continuous monitoring. This means constant reviewing, modification and improvement of its objectives, standards and outcomes. As the changes occur in various ways through the interaction of individuals in different situations (Datnow et al., 2002), these changes require detailed monitoring in the various school grades.

Since larger or smaller changes are periodically made in all spheres of human activity, the education system as well is subject to periodic extensive reform processes. Montenegro has started preparing reforms in education at all levels at the beginning of the 21st century which became fully operational in practice in 2009. This is a serious and completely organized approach to reform, supported by all institutions of the system. The reform aims to further develop the educational system as this has become an integral part of the process of social, political and economic transition of Montenegro in the context of global change. The basic objective of the reform is shaping the education system which will result in the creation of knowledge for personal and social development.

This objective entails the training of members of a society not only for gaining the competencies essential for economic growth and active participation in a democratic political community, but also to successfully cope with the world of continuous, rapid and usually global change. Thus defined key objectives on the Educational level require a fundamental transformation of the education system which results in numerous reform activities and significant structural changes. One part of these activities, such as the introduction of compulsory nine-year educational system and the application of the principles of inclusive education, has been directed towards increasing the availability of and access to education. The second part has been focused on raising the quality of education: it has involved a curricular reform (significant changes in the content and methodology of teaching and learning and the introduction of elective courses ...) as to establish and build institutions to support the system and improve the quality of education (Test Center, Department of Education ...). Finally, the whole scope of activities has initiated changes in the area of the educational system, by means of the principles of decentralization, deregulation and participation.
Thus, the crucial point of the education reform in Montenegro is a higher quality of education, which has resulted in numerous management mechanisms. It is understandable that the complex social reforms, such as an education reform, demand to be carefully managed. Such management is impossible without the relevant information on the implementation of reform activities, the degree of realization of the goals and, ultimately, their outcomes in the education system. The estimation of realization of the overall objectives (goals) of the reform, or consideration of end effects of changes in the educational system (output reform) requires not only continuous monitoring within proportionately lengthy cycle, but this needs to be done following their completion, which is logically possible only after a long period of time.

On the other hand, the assessment of the degree of implementation of reform activities (reform of inputs), and the degree of realization of operational goals (objectives) is possible during the entire reform process, and it regularly provides essential information to allow adjustment and adaptation of reforms in the educational system. For this reason, monitoring and evaluation are an integral part of the reform of the Strategic Plan of Education Reform of the Government of the Republic of Montenegro.

Some aspects of reform implementation partly drew the attention of some institutions or organizations. For instance, the Institute of Education carried out a research on certain aspects of the reform process in schools1 and evaluated a new curriculum for the first cycle of primary education2, while the Association of Parents of Montenegro evaluated changes related to the participation of parents in school management and organization of school life3. All of the aforementioned financial and professional evaluation was supported by the Open Society Foundation Institute - Representative Montenegro (FOSI ROM). However, as it lacked serious evaluation of a range of important aspects of the application of reforms that would provide systemic insight into the degree of its implementation and the major problems faced, FOSI ROM supported Evaluation of educational reform in Montenegro in the period 2010-20124. This evaluation included consideration of the degree of realization of the operational objectives of the reform of primary and general secondary education, as well as the final effects of changes in the educational system of Montenegro. This paper focuses primarily on basic education and the selected results are typical of a teacher’s point of view.

2. The Focus of the Evaluation of the Reform of Basic Education from the Perspective of a Teacher

Although the educational reform in Montenegro was aimed at transforming the entire educational system, we decided to show only certain aspects of these reforms regarding the primary education from the perspective of a teacher. The main point of the evaluation of the reform of the elementary education from the perspective of a teacher concerned five key aspects:

1. Evaluation of the reform;
2. Problems in teaching process;
3. Teaching competence;
4. The role of the central institutions of the education system;

3. The Methodological Framework of the Research

The research we carried out was mainly focused on the goals of the reform, which a special emphasis on the comparison of the reform objectives and their practical realization. The key questions that we wanted to answer were related to:

Determining the extent to which the reform has improved the quality of the teaching process and whether it is compatible with the expectations of teachers, or, more precisely, if the teachers believe that the dominant type of teaching practice reflects the goals of the reform (stimulates active learning focused on acquiring higher levels of knowledge and the development of higher cognitive skills, stimulating the development of critical thinking, communication skills and competencies for teamwork).

So, the answer to this question will involve a teacher’s attitude towards the teaching process (teaching and

3 The analysis of the teaching process and objectives of the curriculum of the 1st grade of thereformed primary school, Podgorica, Institute for education, 2005.
learning), curriculum, textbooks, teachers' competence and mechanisms for monitoring and improving quality.

**The objective and aim of the research** was to get the opinions of the teachers about the reform and its contribution to increasing the quality of teaching practice and educational system in general. The aim of the research was to, based on the empirical thinking and the comparison of the reformed school curriculum with the traditional mode, get a picture of the quality of the results obtained in terms of increasing the effects of the educational process in the present and the near future.

**The research sample.** Since the research was related to the reform that was put into force in the overall educational system, we decided to take five focus groups with a uniform number of subjects, 10 in each group from five Montenegrin cities.

**The methodology of the research.** In a survey we conducted a qualitative research with applied research methods of the theoretical analysis, as well as the technique of group interviews which helped us to, by means of the dynamic interaction of focus group; get a realistic picture of the studied problem.

4. **Results of the Research**

The results of the qualitative part of the research were obtained by interviewing five groups of respondents comprised of primary school teachers from five cities from three regions (Bar, Pljevlja, Berane, Podgorica and Niksic). Questions were the same for all groups of examinees, and were related to the assessment of the reform in a general sense, evaluation of various aspects of teaching (learning and teaching, curriculum, textbooks, teaching competence) and the assessment of the central institutions of the system, especially the aspect of quality assurance and quality improvement.

5. **Evaluation of the Reform of Education from the Perspective of the Primary School Teachers**

The teachers have different opinions regarding the educational reform, its effects and application. The positive comments are the following:

- The children now start school at the age of six, which is good that attention is given to the early development and opportunities of children of that age.
- There are elective courses, so that students choose courses according to their interests and abilities.
- The emphasis is placed on IT literacy.
- The children are taught a foreign language from the first grade, which results in their attention to learning foreign languages.
- About 20% of available program activities teachers can plan themselves.
- The reform has come at the right time; books are better than those offered in the traditional school system - both visually and thematically.
- The teachers note that the lessons have been prepared more efficiently.
- New educational system encourages the development of thinking and contemplative activity of the students.
- On the other hand, there were negative reactions and comments relating to the reform and the teaching process.

We will highlight the most frequent ones:

- The number of students is higher than what is acceptable for a new system of education, 33 students is too many for a quality work.
- The lack of modern teaching technology, since the reform has not provided the necessary equipment for the teaching process.
- The administration has significantly been increased. The teachers think that there is a lot of unnecessary paperwork and administrative duties.
- Evaluation is needlessly complicated in comparison to the traditional system.
- Descriptive assessment is pointless and it doesn’t motivate the students and teachers.
- Only the first generation of the teachers have passed all the courses, not the others.
- The free training for all teachers should be provided.

It can be concluded that the teachers are satisfied with the reform in the segment which refers to some important issues that increase the quality of education and teaching in general. One of the positive aspects of the reform, according to the respondents, is the scope of six year-olds, because the early age is very important for the development of intellectual skills. In addition, the teachers believe that the reform emphasis has been placed on computer literacy, which is much better than the old program. Another positive is introduction of a foreign language (English) from the first grade of primary school, which is fully justified and the authorities should be forced to declare English a compulsory subject,
because although optional in the first cycle, all children regularly take it and accept it.

As a good side of the reform teachers have emphasized the freedom they have been given while creating the curriculum, which refers to the 20% of program activities that can be created by themselves, according to the detected needs of the students. The good side of the reform are the elective subjects that students choose according to their own abilities. In addition, teachers point out that textbooks and workbooks are picturesque and more modern, meeting the needs of young people, and they stand out as a better solution than the old textbooks. The teachers think they are forced to prepare for the classes and are more productive than they used to be, which results in encouraging greater student activity as well as intense contemplation and reflection of the current problems.

Besides the positive reviews on the reform, the teachers mainly express discontent regarding the number of students in a class. Teachers expected that the reform would solve the problems of overcrowded classrooms and consequently reduce the number of students per class, however, unfortunately this was not accomplished. Besides the excessive number of students in their classrooms, the teachers are not satisfied with the equipment (in the work rooms and classrooms), so the question is whether the classes can be organized by modern standards, requirements and needs with the underdeveloped equipment, or, often, without any teaching equipment and in a poor working space.

The teachers think that their working space is not satisfactory, because it does not provide a variety of different materials that have educational potential, interaction and a collaborative approach to problem solving, as well as a sense of privacy, i.e. distancing from other events and activities (Fields & Boesser, 1988). The working place in schools should be functional and appropriate for teaching methods (Kyriako, 2001: 121).

The traditional way seating arrangement is the most unproductive, according to the students and even teachers (Jensen, 2003: 104). Besides, a quite noticeable objection of the teachers is related to the increased administrative duties, often unnecessary paperwork. Teachers consider descriptive assessment completely unnecessary, since it leads to unnecessary workload without specific positive effects to either teachers or students.

The teachers have also expressed their dissatisfaction regarding professional development, although there are numerous accredited professional development programs which they cannot attend, especially if they are situated in the northern region (Pljevlja, Berane). They believe that the Ministry, through the Department of Education is supposed to provide regular annual professional development of teachers, but the situation is completely different. In practice, there are fewer seminars and some teachers haven’t even attended the basic ones.

6. Problems in the Teaching Process

The objective of the research was to get the information about the teachers’ attitude towards the current problems regarding the reform its implementation. Teachers pointed out the following problems:

There is a mismatch between the education cycles. Students find it much more difficult to adapt to the material in the transition from one to the other cycles (from 3rd to 4th grade, as well as from class 6th to 7th).

- Poor connectedness between the subjects and programs.
- The material is unevenly distributed across the grades. The teachers cannot fulfil the curricula goals.
- The program is applicable to those students who are more than below average intellectual level, while the gifted ones are set aside.

The respondents’ answers proved that the reform has failed to bridge the present transition from a lower to higher grades that was a huge problem in the traditional elementary school, regarding the transition from the fourth to the fifth grade. The teachers now highlight the controversial transition from the third to the fourth and the sixth to the seventh grades. Moreover, the reform has inherited a poor inter-connectivity, and we are all well aware of the fact that without the integration of different program contents, the knowledge remains incomplete. In addition, there is a disproportionate burden of the age periods in the same subject area which is not at all commendable for a reform.

7. Teaching Competence: The Lack of Knowledge and Skills

When asked about the teaching competences, the teachers have pointed out the issues regarding professional development. They pointed out that the training helped them on the professional level in terms of improving their competence, but also highlighted the sorts of training they consider necessary in their professional development, mainly highlighting various types of training that would contribute to the development of their competencies, and, at the same time, commented on some of the earlier forms of seminars and trainings:

- We lack the competence assessment, especially those descriptive ones.
- It would be good to introduce online seminars.
There is a lack of competence in the development of critical thinking and active learning. We are never confident when it comes to working with children with special educational needs.

Since the teachers develop their own teaching skills which help the students learn what is planned, they are often repeated in similar situations and should be encouraged (Wragg, 1993). Since the training is one of the ways of acquiring specific competences, it is interesting that, despite the training the teachers have gone through, there are still numerous unclear things related to the teaching process. Respondents recognized the descriptive assessment as problematic, since it carries a number of dilemmas and inaccuracies.

Thus, this field seems inexhaustible in terms of teachers' interest in the disclosure of a number of dilemmas. Since the seminars organized by the Department of Education are becoming rare, the respondents recommended online trainings to ensure the dissemination of ideas of reform, while from an economic point of view it would be entirely feasible.

The equally important fact is that the teachers have concluded that they do not govern, to a necessary extent, competencies that provide encouragement and development of critical thinking and active learning, working on complex tasks in groups, because in this way their knowledge is put on a higher level, expanding the horizons of thought that would not be so successfully achieved in individual activities (Schaefer, 2005). In addition, as the work with children with special needs in inclusive education is a complete novelty in the work of the teachers, they realize that there is a big lack of competences when it comes to working with this group of students.

The respondents have pointed out the lack of competence in the area of critical thinking which is very important for education reform and changing awareness of the importance of their own views and opinions, since an unconditional acceptance and agreement with others, leads to the view that black can be white if it is claimed by others (Stoll & Fink, 2000). We, unfortunately, still believe that our colleagues were right. On the other hand, "being a teacher does not mean that you need to agree or share the same views" (Senge, 2003: 238).

As a part of this question, the teachers were asked to assess the extent to which the professional development programs organized by the Department of Education meet their needs. Teachers' responses were moving in the direction of criticism, such as:

Department of Education generally designs and implements the training programs well, but the problem is that you should plan and implement workshops for all the teachers in the state and not for a selected group. Usually, the same people go through a number of programs, and the vast majority is left aside. The problem is that the Department does not follow the continuity of all the teachers, regardless of whether their schools are included in these training programs. The teachers pointed out that it would be necessary that the Department of Education organizes open days with the objective to share opinions and ideas among the participants.

Therefore, teachers are generally dissatisfied since they are not able to attend all the seminars organized by the Department of Education, which does not take into account the equal rights of all to attend them, because that's one way to act in a "professional sphere with the aim of expanding professional, methodological, theoretical and practical view" (Mićanović, 2012: 51). This observation must be considered as justified since it should work on overcoming stereotypes and wrong habits. It is necessary to promptly and thoroughly educate teachers about the application of the principles of the reform, as a philosophy, ideology and approach to education with a detailed plan and work instructions (Gutek, 2004).

8. The Role of the Central Institutions of the Education System

The teachers were very critical when it comes to the operation of the central educational institutions. They believe that they are left to their own devices, to deal with the challenges of reform and there is not enough support and understanding for them:

Central institutions of the system are just always asking for something and that relationship is based on the commanding.

Filling in and sending data is the most important thing for those who created the reform.

The teachers often feel as if they have been administratively trapped. Specifically, in the course of primary education there are three central books and the same data is written over three times.

Central institutions always fail when it comes to their support, no matter how necessary it is at that moment.

When it comes to the attitude of teachers towards the support from the central state institutions regarding the implementation of the reform, we can conclude that there is a general dissatisfaction with numerous administrative tasks. However, they point out that you do not find understanding and professional support in terms of number of dilemmas in the course of work. They are expected to help practitioners to "break" the traditional approach, and they are the ones who have "experience, systems of thinking and original approach to the problem" (Vilotijević & Vilotijević, 2008: 143).
9. Mechanisms for Quality Assurance and Improvement

When asked about the mechanisms of quality assessment, the teachers are mainly critical. They consider that the quality of teaching and implementation of the curricula cannot be properly identified by the existing mechanisms, and that this should be revised and adapted to the real circumstances of educational institution.

Those who talk about quality usually criticize, without providing examples of good teaching, because they themselves are ignorant.

There is a need for usage of modern information technology for purpose of monitoring the quality of teaching and we know that reform hasn't done anything to modernize educational system.

In practice, every fourth year is supervised. I do not see how it could be possible for anyone to assess the quality of one's work after 4 years through observation of just one class.

The responses indicate a serious lack of tools for monitoring and verification of the quality of work. If we accept the fact that through constant checking and analysis of the teaching situations during the day, teachers are constantly learning and making progress on a professional and personal level (Šagud 2006: 38), then the question is whether one supervision every four years can assess the actual quality of the individual.

Besides, some quality indicators include renewing of the organization and implementation of the teaching and learning process, and in practice we know that reform doesn't include the modernization of teaching and the school environment. There is also a particular concern related to the fact that there is still protectionism that obstructs objectivity and applicability of the existing mechanisms for quality assurance in the educational process.

10. Proposals for Changes

Teachers have offered the proposed measures for improvement of the current situation in order to provide practical results for the reform:

- Reform should be done in all the areas, not only in changing the curricula and textbooks.
- It is necessary to provide better working conditions.
- No reform can succeed without any investments; you need to invest in education, to improve the financial status of the teaching staff.
- It is necessary to reduce the number of students in classes.
- Intensify education of the teaching staff; increase the number of trained teachers.
- Department has a monopoly over textbooks and should offer several alternative versions.

An analysis of teachers' recommendations for effective reform showed that they literally cover a wide spectrum and interfere with the social and professional spheres. It proved to be true that the financial status is a prerequisite of a successful work and motivation for continuous improvement in practice. In addition, teachers rightly point out evident deficiencies of the reform, such as the lack of investment in improving the conditions in which educational process is carried out.

We can rightly ask whether with the outdated technology of work an increased effectiveness of the teaching process can be expected. The mere substitution of the curricula and textbooks is not enough. The reform should recognize the deficiencies of previous systems, and based on that plan carry out the extensive modifications. In addition to the changes in terms of the curricula and textbooks, the modifications have to be related to the investing in the education process which involves equipping schools with new technology, reducing the number of students in the class community, providing continued support for the professional development of teachers and offering a variety of textbook editions.

11. The Conclusion with the Proposed Measures Aimed to Improve the Reformed Teaching

By analyzing the responses of the teacher-subjects, we can generally conclude that there is a positive attitude towards the reform, but their expectations have not been fulfilled to a great extent which indicates serious flaws of the reform process. The possible reason for this can be the material situation, poor socio-economic status of the society at a given time and a lack of the conditions for a complete implementation of the reform into the educational process that directly or indirectly affect it.

We can say that the teachers approve of the introduction of the nine-year primary school and consider the inclusion of 6-year olds into the educational process a great success since the early age covers the most intensive period of children’s intellectual development. The teachers believe that the reformed teaching process provides better
knowledge than the traditional approach, but they also believe that generally poor working conditions at schools and teaching competences in the application of modern methods in practice have a negative impact onto the teaching process. Thus, there is an evident competence problem.

We can note that the development of teachers’ competences in the tested population is not sufficiently attended, which inevitably results in suggesting the need for a more serious approach to central educational institutions of the additional professional development of teachers. As a result of the lack of quality teaching competencies we have a situation where teachers rarely plan and implement by active methods the activities that foster creativity, teamwork, active learning, communication skills and critical thinking in their work. For the improvement of practice we have to change a lot of things in all the areas related to teacher training as to obtain a reformed teaching.

The analysis of the responses obtained in the focus groups, in general, confirms the fact that the reform of the Montenegrin educational process brought numerous significant changes, but because of the many unresolved problems that followed the traditional teaching there is still the question whether its effects will be more productive than those obtained in the previous system.

It is understandable that teachers in the reformed teaching require continuous professional development seminars, since the existing expertise and experience in the practice cannot guarantee a positive outcome of the reform compared to the traditional instruction. At the same time, as the main disadvantages of the reformed educational system they point out the implementation of the reformed curriculum with outdated teaching technology work.

Bearing in mind that the reform of the education system of Montenegro came to life a long time ago, leaving space for a more objective assessment of its effects, teachers believe that there are limiting factors for successful implementation of reformed teaching in the primary school, in the first place the number of students in the groups (classes), then the lack of technical support, lack of professional literature and professional competences of the teaching staff.

In order to increase the quality of teaching, the planning and implementation of reformed teaching should improve teacher competencies, equip classrooms with modern equipment, reduce the number of students in the groups (classes), develop competencies for integrated learning and provide real support for the central institutions of the education system.

The results showed that teachers have a positive opinion about the reform, when it comes to the need to introduce changes. However, regardless of this view of teachers, there are many problems hindering the reform in the classroom. In this research we have been able to identify the problems that prevent the necessary curricula realisation. The key issues are the number of students in the classes, the lack of technical equipment in the classrooms, lack of professional literature, as well as the lack of teacher competences.

We believe that the following measures would be helpful, when it comes to overcoming the mentioned problems:

- Provide technical support in the implementation of the planned objectives. Equip the classrooms and offices with modern teaching equipment and educational material.
- Provide ongoing professional development for all teachers in order to enable a more effective planning and implementation of reformed teaching.
- Reduce the number of students per class to 25, instead of 33, and in the case of inclusion of children with special needs, this number should be reduced by 20% in mild cases and up to 50% in severe disability cases, subject to assessment of a special educational committee.
- Intensify the professional activities at schools regarding the exchange of experiences and team work, teaching the reformed planning requirements.
- Improve monitoring measures and determine the quality of the work in consultation with the teaching staff.
- Intensify the support of the central institutions of the education system (Ministry, Department of Education, Examination Centre and the Institute for textbooks and teaching aids.)
- Develop a system of monitoring and evaluation of teaching and practical work of professionals in the field of labour according to the reformed requirements in all subject areas and at all levels of schooling.

References

Facebook Use through Mobile Devices by Teenagers in Albania

Elda Tartari
PhD Candidate, “Aleksander Moisiu” University, Durres
eldatartari@gmail.com

Abstract

The purpose of this study is to assess the perception and use of social network (Facebook) by teenagers in Albania through mobile devices and to highlight its positive and negative impacts. Research method is descriptive. A questionnaire was designed and the sample taken was of age between 13-18 years old. The results showed an intense use of the social network, Facebook. The respondents access more often in their profiles but do not make posts. Positive impacts that have been are: strong relationship with family, relatives, friends and much more involvement in social, political and cultural activities whereas the negative impact were result of lack of studying and the long time they spent in this network. The respondents are mainly taken from several major cities in Albania, so we cannot make a generalization for the whole country. This research aims to show the importance that the social network, Facebook has on teenagers.

Keywords: social network, Facebook, mobile devices, teenager/s, Albania

1. Introduction

Today the Internet and social networks in particular are more impactful and effective than many important elements of society such as family or school. The Social Networking Websites has become an international phenomenon in the past several years. What started out as a hobby for some computer literate people has become a social norm and way of life for people from all over the world (Boyd, 2007).

These tools are features of social network sites (SNS), such as Facebook, Instagram, MySpace, Google+, SNS are part of a suite of Web applications, also called social media, which utilize Web 2.0 principles. The term Web 2.0 principles defines websites that are designed to: rely on the participation of mass groups of users rather than centrally controlled content providers, aggregate and remix content from multiple sources, and more intensely network users and content together (O'Reilly, 2007). The use of Web 2.0 technologies in every aspect of our lives has led researchers to consider the potential of social network use in education (Tılfarlioğlu, 2011). Teenagers and young adults have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Boyd, 2007). Facebook is the most visited site in Albania (Alexa.com 2014). Adolescents use social media in large numbers. (Albanian Facebook Statistics, 2014)

I use the terms youth, teenagers and adolescents because it’s difficult to define categories such as children, adolescent and young adults concrete terms. National studies often define teenagers as between the ages of 12-17 (see Lenhart et al., 2010). However, Ito et al. (2009) observe that terms such as children, adolescent, and yang adults are socially and culturally constructed labels. In their case studies of youth and media they define children as less than 13 years of age, teenagers and adolescents as between 13-18. This study is going to include adolescent between the ages of 13-18.

1.1 What are social network sites and how do adolescents use them?

When teenagers join a site like Facebook they first create a personal profile. These profiles display information such as one’s name, relationship status, occupation, photos, videos, religion, ethnicity and personal interests, these three features: profiles, friends, traversing friend list represent the core, defining characteristics of SNS.

Facebook is employed mostly to keep in touch with people and to know them better (Joinson, 2008). Facebook was also found to be frequently used to maintain distant relationships, as it allows for immediate communication between users who are geographically far (Golder et al., 2007) Social networking features are increasingly integrate into other types of media tools and online communities. Sonia Livingstone (2008) notes that SNS invite “convergence among the hitherto separate activities of email, messaging, website creation, diaries, photo albums and music or video uploading and downloading”. (394).

There are even researchers contending that social networking sites have potential to change educational system
radically, motivating students for better learning rather than being passive attendees of a classroom (Ziegler, 2007). Mason (2006) claims that social networking sites have enough capacity for a good „official” education matching the social contexts of learning and promoting critical thinking in learners (Mason, 2006). Many scholars suggest that students learn in new ways using social media and that educator should embrace these new platform (Ito et al., 2009; Jenkins, 2006). However, many researchers also found a positive association between use of internet and SNS and academic performance of the student users. Students, using internet frequently, scored higher on reading skills test and had higher grades as well (Linda et al., 2006) but most school district block access to SNS (Lemke, Coughlin, Garcia, Reifsneider, & Baas, 2009) for the safety of students.

1.2 Research questions

- Do Albanian’s teenagers have interest in the social network called Facebook?
- Do they use social network by phone?
- Do they spend more time on Facebook?
- Do they use social networks as a teaching tool?

2. Methodology

The quantitative method is used in a descriptive way in this study. The study involves 121 respondents which were interviewed by a questionnaire designed for these case. This questionnaire had the intention to measure the way of usage of the Facebook by the teenagers, according also to the main components Facebook was built. The teenagers that participated in this study were: 74.4 % females and 25.6 % males. These teenagers are from the cities Tirana and Durres.

2.1 Instruments

The instrument was organized into two sections. The first section gathered demographic data, as well as data on spending time and via phone and computer use while the second section collected data for the elements that make up Facebook. This section was organized by Likert scale. They must show the frequency of activities related to Facebook with the following statements (1= more often, 2= often, 3= some time, 4= rarely, 5= never).

3. Findings and Discussion

3.1 Analysis of the Quantitative Data

121 teens are surveyed for this study. 115 of them has now an active account in Facebook and 6 of them are not present at this social network. The reason why they did not open an account in Facebook was because they had no interest. Teenagers who had the account access during the day: only once = 5.2%, 2-3 times = 40.9%, 4-5 times = 24.3% and more than 6 times = 29.6%. So as seen, adolescents access many times to the accounts during their day.

Social network could be accessed by their personal computers (PC) or by mobile devices. Teenagers that participated to this study were split between these devices; 89 of them use mobile devices, generally they smartphone, and PCs do access their accounts, 19 of them use only the smartphones and 7 of them use only the PC. The usage of Facebook by a mobile device also affects the time spending. At the Table 1, we can see the time that they are spending in the social network. 19% of them spend less then 30 minutes in FB; 23.7% of them remain in the network one hour; 35.1 % 2 hours and 21.9% remain more than 3 hours there.

Table 1. The usage time of Facebook

<table>
<thead>
<tr>
<th>Time in Facebook</th>
<th>Frequency</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less then 30 minutes</td>
<td>22</td>
<td>19.3</td>
</tr>
<tr>
<td>1 hour</td>
<td>27</td>
<td>23.7</td>
</tr>
<tr>
<td>2 hours</td>
<td>40</td>
<td>35.1</td>
</tr>
<tr>
<td>More than 3 hours</td>
<td>25</td>
<td>21.9</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>100.0</td>
</tr>
</tbody>
</table>
3.2 The usage of FB by teenagers for communication

To measure this component of FB there were constructed 9 questions. These questions gathered information about the communication through private messages and voice communication, status posts, comments below the statuses and photos, poking friends and video posts. The results gathered showed that 12.3% of teenagers used FB very often for communication; 54.4% of teenagers use often the FB for their communication; 33.3% used that too rarely. There is a difference in the usage of the social network between males and females. According to the correlation of these variables is seen that the females use the FB to communicate more than the males. This communication has positive impact in their lives and strengths the relationship between friends, family members etc.

3.3 The usage of FB as a study source

To measure this component were constructed 7 questions which gathered info for study usage, search for information, and ask for help and exchange the homework, conversation in a foreign language as a practice, sending of links and pages for more information about the school and study in general. According to the analysis that came out of the research we have these percentages: 43.9% of the asked teenagers use very often the Facebook as a learning-study tool; 36% use it often, 20 % use that very rarely during the study process. Between gender and the use of social networking there is a weak positive correlation (r = 0.2, p <0:02). On the other hand viewed a weak negative relation between spending time and use the FB as a teaching resource by Pearson (r = - 0.1, p <0:05. As e result, we can say that the social network is used widely by the teenagers to help their study process.

3.4 The usage of FB for entertainment

The social network give the opportunity to be engaged and entertained. To measure the usage of this component there was constructed a set a questions that give information about these elements: listening of the music, reading poetry, reading and sharing of quotes, playing games in FB, and watching different types of videos. According the analysis, 35.1% of the teenagers part of the survey use Facebook very often for these elements, 47.4% use that often and 17.5% use Facebook rarely for these entertainment tools. There is a negative relationship between expenditure of time and entertainment in FB which interpreted statistically (r = -0.3, p = 0:01).

As it is seen, a considerable part of their time is used for entertainment, which has positive effects in their psychological condition.

3.5 The usage of Facebook for promotion and information

Promotion and information are to important element in the usage of Facebook. For these components there were constructed a set of questions as the location posting, and the posts of the teenagers about their achievements and personal success. The conclusions showed that 42.1% of the teenagers used Facebook very often for promotion of their self, 31.6% used it often and 26.3 % used it rarely.

As we can see, the teenagers has the open tendency for self-promotion in the social networks. At the other side, they use FB to take general information or news from showbiz and also information for socio-cultural activities in their areas and beyond. According to the findings, 68.7% of the teenagers use FB very often for general information, 16.5 % use it often and 14.6% use is rarely. The Facebook is now not only a social page, but also a media for these young people that generally do not read traditional media.

4. Conclusion

The main aim of this study is the measurement of usage of the social network Facebook by Albanian teenagers through their mobile devices and PCs.

According to the findings, 95 percent of these teenagers have an account in Facebook and access that regularly during the day. They have a very high interest to be part of this social network. There is a wide usage for communication and voice calls. Also they us it for entertainment, information self-promotion etc. These elements play an important role in the life of these teenagers and have impact in their personal development.

Also a positive finding is that teenagers use Facebook as a study-learning source where through communication with their friends, teachers and family members they can help their learning process.
Positive impacts that have been are: strong relationship with family, relatives, friends and much more involvement in social, political and cultural activities whereas the negative impact were result of lack of studying and the long time they spent in this network. But we cannot generalize this study for all the teenagers in Albania, because the main area that was studies is the capital Tirana and the city of Durres.

Empirical studies on the effects of SNS are not present in Albania. There should be more studies in this field. They are necessary for informing the Albanian society, parents and the teachers, because there is a discussion about the usage of the social networks by the teenager in the country.

References


Western Media Influence on Emiratis Women National Identity

Hala El Saj
Holy Spirit University of Kaslik, Kaslik – Lebanon
hala_saj@hotmail.com

Charles M Sarraf
Holy Spirit University of Kaslik, Kaslik – Lebanon
charlessarraf@usek.edu.lb

Abstract

In the last few years the expansion of modernism and globalization impact on different cultures has gained an importance among researchers. As borders have become increasingly porous as images; information and people are being exported with ease and speed across and beyond territorial boundaries. Thus as national boundaries have become increasingly permeable, susceptible to the outside influences of global information networks; this no doubt has an impact upon identities and communities sustained across space. This study examines the influence of the western media namely Oprah Winfrey show on Emirati working class women living in Abu Dhabi. This study explores the kind of Western programs consumed by these women, how these women perceive their national identity and to what extent their national identity is influenced by the media especially Oprah Winfrey show. The method adopted in this study is the multi-method approach using qualitative and quantitative methods in collecting data. The results showed that the Western talk shows are the most preferred programs among Abu Dhabi working women. A distinguishing attitude of belonging was expressed by all the participants asserting that they are proud to belong to the United Arab Emirates and proud to be Emirati. A concern and the feeling of a real danger was expressed by some participants regarding the modernization occurred in the country accompanied with the increase of expatriates number effecting the sense of nationalism among the locals. The study concluded that to some extent Oprah Winfrey has an impact on social and cultural thoughts among Abu Dhabi working class women, but did not succeed to have a significant influence on their national identity.

1. Introduction

Our mediated world has come to transcend the constraints of clock time and geographical location as communication and interaction now take place instantaneously between distant locations. However, the advent of modernity has changed this: sophisticated technological capabilities and more intense transnational communication networks have meant that space and place are no longer dependent on one another as relations now take place between ‘absent’ others and are not pre-conditioned by face-face interaction. Thus, as a consequence of modernity, Giddens (1990) highlights place to have become increasingly phantasmagoric, meaning that locales are now shaped in terms of social influences that may occur many miles away. Within this hyperspace, international media organizations are conveying images and representations to global audiences, making distant issues become events of local importance for local cultures.

Thus as national boundaries have become increasingly permeable, susceptible to the outside influences of global information networks; this no doubt has an impact upon identities and communities sustained across space (Georgiou, 2006, p.1). Georgiou (2006) focused specifically on the Greek-Cypriot diasporic community and how their sense of identity is shaped in the context of highly mediated everyday worlds. She highlighted how: “mediascapes...bring images of distant cultures close....they allow the re-appropriation of the distant in relation to the immediate, they represent and mediate meanings of localities, diasporas, homelands and communities” (Georgiou, 2006, p.12). Thus, the growing availability of communications technologies and on-going processes of media consumption have allowed a growing interconnection between distant locations, and increased interaction between disparate social groups. These patterns have become central factors in processes of identity construction for members of a global community.

In light of globalization, Steven Ross, asserts that the emergence of the new communication media will help transcend the differences between cultures and societies and to work towards a more genuine mutual trust and understanding (Morley & Robin, 1995). On the contrary, internationalization through globalization makes the maintenance of national sovereignty and identity increasingly difficult as the composition of economic, cultural productions and consumption become increasingly transnational (Collins, Garnham & Lockleys, 1987).
Liebes & Curran (1998) argue that the media plays a central role in our understanding of civil society. Media is not only regarded as a space where information is circulated so that citizens can be well-informed, but rather as a cultural space where actors and events become typified into more general codes and more generic story forms that resonate with the society’s culture (Liebes & Curran, 1998). Crane (2002) argues that increasingly rapid dissemination of all types of media will pose problems for the maintenance of national identities as cultures undergo increasing hybridization.

As it is, the western media or more so the powerful and rich American media industry threatens the pluralism through massive flow of information, both ideologically and culturally laden from the West to the other countries. With it come ideas, attributes, images, issues, and agendas that may or may not be readily agreeable and acceptable within the local context. Consequently, it creates unrealistic hopes, expectations, and violations that if left unchecked will lead to a disruption of local norms (Servaes, 2006).

Among the Western media, Oprah Winfrey introduced as the most popular and famous television talk show, with millions of audience around the world. Oprah Winfrey’s popularity in the Middle East has grown fast and it even exceeded her popularity in the USA (“Handbook: Satellite television in the Arab world”, 2007). As Tim Riordan, director of group TV for MBC says, Winfrey draws an average audience of about 22 million each month across the Gulf, Levant and North Africa (“Handbook: Satellite television in the Arab world”, 2007).

The show has become a common source of information and opinions about relationships, psychopathology and gender (Bhavnani & Phoenix, 1994). They also describe the show as cultural icon that signifies at the same time “lurid dilemmas, emotional intensity, fame and black woman’s success” (Bhavnani & Phoenix, 1994, p.63). In terms of Middle East influence, several reporters have discussed the influence of Oprah on her Arab audience. Such as Octavia Nasr, CNN Arab Affair Editor, where Oprah is viewed as the face of success and her story inspires many women, particularly in the Arab world (Octavia, 2008. “Oprah” of Arabia. CNN News. October 31, 2008). Also an article published in New York Times, mentioning that some women in Dammam, (Saudi Arabia) say that Winfrey assures to her viewers “that no matter how restricted or even abusive their circumstances maybe, they can control … and create lives of value [that] helps them find meaning in their cramped, veiled existence.” They add that they are drawn to Winfrey “not only because she openly addresses subjects considered taboo locally, but also because she speaks of self-empowerment and change” (Zoepf, 2008. New York Times, Dammam journal, p.3). The Emirati National Conversation (2008) reports that “Emirati women are attracted to Oprah show precisely because it tackles issues no one in the society talks about.” The article adds that “Oprah affects her viewers’ language and their lifestyles” and that many in the UAE consider her as a role model, “not in her personal life, but in her attitude on issues” (Khagey, 2008).

In this study we sought to explore the influence of the media particularly Oprah Winfrey show on working class women in Abu Dhabi, addressing the following questions: which kind of programs is consumed by working class women in Abu Dhabi? How do working class women regard their national identity? To what extent did media particularly Oprah Winfrey show influence working class women’s national identity?

2. National Identity

The national identity, as is directly related to individual and collective identity. Individual identity is defined as “a social identity that is shaped by certain characteristics as class, sex, and so forth, and refers to the individual level as distinct from ego-identity, which is different from how the individual is seen by society, but how it perceives itself” (Wodak et al., 2009, p.13). The individual identity is created by others and the individual itself and it relates to its present situation (Smith, 1991); it therefore is subject to change. A national individual identity is an identity in relation to someone in other nations that classify and are classified differently (Smith, 1991).

The social identity theory plays a more important role in understanding why people develop a national identity. If one belongs to a nation he/she is part of a certain social classification, for example, Arabian. It therefore allows an individual to identify itself with its social environment. It “is the perception of oneness with or belongingness to some human aggregate” (Ashford & Meal, 1989, p.21). Another level of identity is the system related identity; “a collective identity not focused on the individual but rather on groups or sub-groups of society” (Wodak et al., 2009, p.16). As the individual is shaped by its individual and social identity, the nation is shaped and shapes the collective identity of its members (Ashmore, Jussim & Wilder, 2001).

In the Emirati context, Kazim (2000) argues that the UAE’s collective identity has been formed, to some degree, in relation to both the internal presence of a large expatriate population and in relation to the external forces of globalization. A key feature of politico-economy scene in the UAE is an ongoing dispute between those varied issues of globalization that wish on one hand to preserve the socio-cultural status based on oil economy, and on the other to argue for pro-globalization policies that seek to liberalize and diversify the economy (as cited in Clarke, 2008, p.47). However, despite
ongoing concerns about ‘cultural contamination’ particularly from the West, Davidson sees that UAE has a collective identity as constructed purely in reaction to perceived external threats (Davidson, 2005). The UAE is a ‘willed nation’ (Findlow, 2000) or an ‘imagined community’ (Anderson, 1983). Moreover, the basis for UAE collective identity lies partly in shared social norms and partly in the common partaking in shared economic success, as well as the shared social infrastructure (Davidson, 2005).

As Findlow (2000) notes, “the UAE government actively encourages active participation in building the country” (p.42), and it is reflected in cultural narratives of ‘rags to riches’ transition whereby a nation has been built out of nothing. “The resulting collective identity, reinforced through media and the education system, becomes self-reaffirming through repeated performance” (Findlow, 2000, p.43).

Besides national identity, according to Smith (1991), it is predominantly a spatial or territorial conception: “nations must possess compact, well defined territories. People and territory must, as it were, belong to each other....” (Smith, 1991, p.4). Thus, to feel part of a national community, citizens must share a common culture, ideology, a set of common understandings, ideas and aspirations that are all encapsulated within a well-marked geographical arena, uniting them with the sense of one joint homeland. Such a traditional conception of national identity is very much an inclusive definition underpinned by a need for geographical place. As Georgiou (2006) confirms: “once ethnicity was bounded, or forced to be bounded, in place. The ownership of specific bounded space was a key element for sustaining identity and community space” (Georgiou, 2006, p.2).

However, in addition to well-defined boundaries, national communities are also sustained by more abstract commonalities such as “historical memories, myths, symbols and traditions” (Smith, 1991, p.11) that are shared by a particular group of people. According to Choueiri (2000) “the Arab nation came into being with the gradual elaboration of Arabic as a language of communication and the advent of Islam as a new culture and set of institutions” (Choueiri, 2000, p.23). A common language and shared religion, therefore, have united the dispersed peoples of this region into one joint community, and have constituted the cornerstone of their sense of a homeland. Although most Arab citizens have probably never had any contact with neighboring Arab nations, they feel united by the “myths, memories, symbols and values of Arab civilization, of which they feel a part of” (Choueiri, 2000, p.65).

3. The Media, Nation-State and Local Identities

Benedict Anderson’s seminal work Imagined Communities, confirms how the need for common myths and symbols are the foundations that sustain any form of national belonging. Anderson’s analysis adds an important dimension to the study of national identity that of the mass media (Anderson, 1991). As Smith (1991) suggested: “the task of ensuring a common public, mass culture has been handed over to the agencies of popular socialization,” (Smith, 1991, p.11), and so in this sense, “sharing common media has advanced and underpinned a sense of belonging in a common project- that of the nation” (Georgiou, 2006, p.11). According to Anderson (1991) even though members of a nation will never know, hear of, or see fellow-members of their community “in the minds of each lives the image of their communion” (Anderson, 1991, p.6). This was made possible by the advent of the printing revolution that allowed readers speaking in various local dialects to understand each other, as newspapers and novels were printed in the same language (Georgiou, 2006).

In this light, the media, through their creation of a “shared symbolic space” (Silverstone,1994, p.98) that allowed others to engage in a “joint, public ritual,” (Gillespie, 2000, p.167), helped epitomize the sense of a national consciousness. The television ever-present nature in our daily existence was pointed by Roger Silverstone (1994) who said: “how is it that such a technology and medium has found its way so profoundly and intimately into the fabric of our daily lives? How is it that it stays there?” (Silverstone, 1994, p. 2).

Thus, unlike other communications technologies, television has become so deeply embedded and entrenched in our daily routines, that it functions as “a kind of national calendar which organizes, coordinates and renews a national public social world” (Barker, 1997, p.134). Moreover, satellite broadcasting has made it possible for Arab women to witness developments and to follow the impacts of women’s movements in different parts of the world as well as to watch the many transformations that have taken place in the Arab region (Killini, 1997). The multi-channel environment via satellite “is expanding the Arab viewer’s choices of content without interference of governments” (Marghalani & Boyd, 1998, p.297). The Middle East has many platforms competing for Arab viewers, Egyptian Radio and Television Union (ERTU) / Nile Channels, ART, Orbit Showtime Network (OSN), Star Select, Abu Dhabi TV, DubaiMedialnc (dmi), Middle East Broadcasting (mbc) and others. All offer potential benefits to Arab women since they provide a lifeline to rural areas that terrestrial broadcast services do not reach and link the Arab household to the rest of the world (Amin, 2001).

As Anderson’s analysis (1991) focuses on a specific historical period, we can give it more contemporary relevance by mentioning the changes that have come about with the advent of the information revolution: the development of
modern and sophisticated communications channels mean the media's ability to sustain a sense of common identity across space has increased many folds. As Silverstone (1994) highlighted in today's media age, a “sense of identity and authenticity can be found not in the world of face-to-face relationships...but in the displacement of the real by the electronic and the virtual” (Silverstone, 1994, p.97). Today, the context is one of intense transnational interconnection rather than solely receiving symbols, myths and cultural images specific to their particular national community, people are exposed to foreign values and traditions from distant locations that invade their private sphere’s via mass media outlets. As for

Amin (2001) who comes with a broad perception that satellite broadcasting represents “a form of cultural imperialism and a highly corrupting power of traditional values” (Amin, 2001, p.2). Harbi (1996) supported Amin and mentioned that the social impact of satellite viewing creates new and different manners and attitudes in the Arab world (Harbi, 1996, p.7).

A landmark study in this respect was David Morley’s (1980) The Nationwide Audience, which attempted to investigate how the complex and divergent backgrounds of audiences who consume the current affairs program influences the meanings they give to it. Morley began by highlighting three positions that audiences can take in relation to an encoded message: the dominant code is where the audience takes the proposed meaning of the text fully, while with negotiated decoding, he/she takes the meaning broadly but can modify or partially inflect the given preferred meaning. The third position is an oppositional decoding where the audience brings to bear an alternative frame of reference which sets the encoded framework to one side (Morley, 1980, p.16). The results were quite ‘path-breaking’ as they demonstrated just how complex responses to the media can be (Morley, 1980). With respect to international television, this study demonstrated that the way audiences consume the media is a far from straightforward process: “Western news programs would be decoded by audiences according to their own cultural backgrounds in ways which would undercut the ideological effect of Western news within other cultures” (Baker, 1997, p.127).

4. Research Methodology

This study seeks to lay the basis for examining the influence of media (Oprah Winfrey show) on the national identity (sense of belonging) on working class women in Abu Dhabi (28 to 39 years of age). Given the lack of previous studies in the emirates, the current study can be considered as an important exploration of the dynamics of media in Abu Dhabi, and a beginning for future research.

Triangulation method is adopted in this study, defined as the combination of methodologies where the qualitative and quantitative methods should be viewed as complimentary rather than as rival camps (Jick, 1979). Each method is designed to answer different kinds of questions since the qualitative research involves analysis of data collected from interviews, observations, questionnaires, and so forth, while the quantitative method involves analysis of numerical data (Gay, 1996, p.11).

The quantitative component consisted of the use of 60 surveys. Originally 93 surveys were distributed among a sample of women employees and teachers across Abu Dhabi. In terms of age, the participants were relatively young, aged between 28 and 39. The level of education amongst the respondents was relatively high since all the participants hold Bachelor degrees.

To enhance reliability, unrealistic surveys that showed clear oppositions and inconsistencies, such as answers which users denied familiarity, were excluded. The qualitative component consisted of the use of a focus group session involving three focus groups (A-B-C) including six working class women per group. Group A consisted of six teachers aged between 28 and 31. Group B consisted of six employees working in Etisalat (Telecommunication Company) aged between 32 and 35 and group C consisted of six bankers aged between 34 and 39. Focus group participants also filled survey questionnaires. The session lasted one hour and a half. Upon their request, participants asked to remain anonymous. Focus group data is analyzed comparatively (Coomber, 1997) with survey data in the Results and Discussion section.

5. Results and Discussion

The introductory question was the choice of watching regularly a foreign talk show. As shown below, a strong majority 80% of participants answered that they watch Oprah Winfrey; it shows that Oprah’s Show is the highest-rated English-language program watched among women, an age group that makes up about a third of UAE population. The second is the Doctors with 33% watching rate. We can notice the significant percentage difference between the first rate and the second rate of talk shows.
Table 1 - Foreign TV talk show

In terms of the specific programs consumed, most focus group participants seemed to prefer ones that adopted Western programs such as talk shows and American movies preferring Hollywood productions. The focus Group A participants, tend to prefer light entertainment programs such as *Friends*, *Hell’s Kitchen* and *Oprah Winfrey broadcast on the Arab regional channel MBC4. Group B highlighted how is their trend of watching Western programs that feature Arabic subtitles. They referred to *The Drs* and *Oprah Winfrey* as the most popular.

Group C participants had a strong and obvious trend towards news channels such as *CNN*, *BBC* and *CNBC Arabiya* on a regular basis. *MBC4* was also mentioned referring to *Oprah Winfrey show* and *Dr Phil*. It appears, therefore, that satellite television is the most commonly viewed type of broadcasting amongst Emirati women, as Arab viewers watch more international satellite than Arabic satellite channels (Amin, 2001).

![Foreign TV talk shows most watched.](image)

Table 2 - Watching Oprah Winfrey show on mbc4

As indicated in the Pie Chart above, more than half of the participants 57% watch Oprah Winfrey, second rate of participants answered sometimes 40%, rarely 3% and never 0%. As it is shown the highest percentage provided by the majority of participants can represent that the female viewers try not to miss episodes from the show, it also represents the viewers’ attachment to that show. Among the participants, no one answered that they never watch the show with 0%.

![Watching Oprah Winfrey show on mbc4](image)

Table 3 - Oprah Winfrey contribution in affecting their lives

Asking an important question about the contribution of Oprah Winfrey in affecting the participants’ life, as shown a strong
majority 70% of the participants answered “Yes”, 30% of the participants answered “No”, Oprah did not contribute in affecting their lives. From the 70% of the answers derives different answers and different percentages. A significant percentage 24% answered that Oprah contribute in changing their lives by being more effective and stronger. 19% answered that Oprah guided them to solve several issues in their life and they wouldn’t succeed without her guidance. 14% answered that Oprah changed their lives by making them changing their attitudes, and by giving them new ways of thinking about local taboos. And finally 13% of the participants stated that Oprah contribute in changing their lives through inspiring them to lose weight. Most focus groups participants agreed that Oprah definitely has a significant impact on her audiences. Group A suggested that Oprah influenced the language of her viewers; group B and C suggested that Oprah influenced the social activities and attitudes of her viewers as most of her female Arab viewers tries to change their actions according to her advices and invitations. Hence, group C stressed that these changes might be not applicable in their society; viewers should select what fits to their “entourage”.

5.1 National Identity and the Media

Questioned about the factors that are the most influential regarding the sense of national identity, 73% of the participants respond social culture as well as 73% of the participants answered social values, which support the hypothesis of this paper. 57% of the participants answered language, 43% of the participants answered aspect of human behavior, as 33% of the participants respond nation mind. 27% answered sense of belonging. Same percentage 13% was given by the participants regarding legal rights and Islamic religious beliefs. Finally, 10% answered traits and 7% answered ethnic. A majority of the participants think that social culture and the social values are the most elements influenced by the American culture as national identity can be summarized as sharing memories shapes and influences the values of a nation (Smith, 1991).

![Table 4](image_url)

Table 4- Influence of American culture cause by the vast spread of Western mass media through satellite broadcasting

Participants of focus group A (aged between 28 and 31), agreed that the media in the UAE often played a negative role by emphasizing alien imported values instead of the indigenous culture. Group B participants (aged between 31 and 34) confirmed that the media caused Emiratis to become attached to a globally spreading Western culture at the expense of their own national identity. Participants of group C (aged between 34 and 39) adopt fundamentalist religious ideologies in expressing their opinions; giving a significant importance to the media influencing religion more than other cultural features. This group is the oldest among others, participants tried to constantly reinforce the fact that although they have been touched by aspects of Western culture, they are still able to maintain and observe the most sacred features of their identity. Additionally, they highlighted that those who consume Western media should have the ability to select what is suitable to their own cultural beliefs and ignore what contradicts it.

~ 97 ~
Table 5- Influence of Oprah’s show on culture

When questioned regarding the influence of Oprah Winfrey on her audiences, a strong majority 80% of participants answered social activities, 77% answered values, 43% think that Oprah influence the language of her audiences, 13% think that Oprah influence the inherited ideas of her viewers, 10% answered religious belief and finally 7% answered dress code.

Table 6- Values influenced by Oprah

In an attempt to find which values have been influenced among the participants multiple choices were given. Results are as shown: a strong majority 67% responded norms, more than half of the participants 55% responded concepts, 45% morals, 27% traditions, and 14% answered customs and beliefs. Minority 5% of the participants answered ethics.

The influenced values vary among the groups. Group A and C value of education was influenced, as they were encouraged to get benefit from their educational achievements in social and familial ways, and looking forward to hold higher degrees. Group B, suggested that the value of work has been influenced as they seek for jobs and they desire working.

6. Conclusion

This study illustrated that United Arab Emirates as a society has experienced considerable western media. The most notable expansion has been in the broadcasting of Talk shows. The popularity of Oprah Winfrey show unveils an emerging of new social and cultural behaviors among working class women in Abu Dhabi. Oprah Winfrey did succeed in changing social thoughts, but did not have a significant influence on the working class women national identity. The sense of belonging was characterized as being so strong, but a sense of fear was revealed among the respondents, due to modernization and the increasing number of expatriates influencing the national sense of the locals. Suggesting that to preserve and shape the cultural identity of young Emirates and adults, efforts should be made to manage western media penetration.

References


The Dimensions of Communication in Teaching Grammar

Gentjana Panxhi
Lecturer at the Faculty of Education, “Aleksander Moisiu” Durres University UAMD
Email: genta_panxhi@yahoo.com

Aida Kurani
Lecturer at the Faculty of Education, “Aleksander Moisiu” Durres University UAMD
Email: kuraniaida@hotmail.com

Abstract

Communicative language in teaching is not conceived simply as an object study, but as a communication tool and as a system of meaning. This one, as a practical activity that takes place in a social environment is closely related to communication. Teaching activities include attract attention or awareness of students' language forms in the context of meaningful communication. On the other side teaching methods based on different forms of communication ask for an increase more and more linguistic competence. Under this perspective, language is seen not only as a communication tool, but as the construction of thought. In this paper we intend to analyze communicative language teaching in general and grammar in particular, ways and methods that influence the selection of effective strategies in accordance with the context of language teaching. Since the purpose of the scholastic program is academic language acquisition for communicative purposes is clear that such a communicative grammar provides students with the tools that enable it to communicate through grammar in concrete situations. The question in the discussion currently is not whether teaching should focus on grammar, but how to teach grammar effectively for a successful communication.

Keywords: communication, language, grammar, teaching etc.

1. Introduction

The acquisition of language grammar is demanding more and more the growth of communicative competences. In this paper we intend to generally analyze communicative teaching of language and in particular grammar, ways and methods that influence the selection of effective strategies which are more appropriate to the context of language learning and communication.

Almost in all definitions of language, their common view is that the language is seen as a tool that serves to communicate. Sosyri (1966) the main representative of structuralism sees speaking as a skill, as a feature or a common trait of people to communicate. Within this complex he spotted the language as social component of speaking and speech as an individual and voluntary act. In his opinion the language is the link between thought and sound and is a tool where opinion is expressed through the sound. Opinions must be arranged properly and sound should be pronounced properly to implement the process of language. On his opinion, laguage is the boundary between thought and sound, both of which combine to provide communication.

In compliance to Sosyrit, Harris (1987) argues that language is not seen as something marginal to understanding the world where we live, but as a central aspect of it where words are not just names or voice communication aids overlapped on the given row of items.

Bloomfield (1970) describes language as a set of signals which can be studied by linguist. He joins the opinion Saussure's that the linguist should study the language as it is spoken in the time of the study 'and form of language has a constant and determined meaning.

Chomsky defines language as a set of determined and indeterminate sentences, each determined in length and constructed from a given set of elements. Similar to the "language" and "speech" of Saussure's, Chomsky made a substantial difference between the knowledge of the rules of language from the individual which he defined as "competence" and the real use of language in real situations which he defined as "performance". According to him, linguists should study not only the performance but also communicative competence as the speakers use the power to go beyond the limits of any corps, being able to create and distinguish communicative competences as the ability to know
when one should speak, when and why should not have spoken, with whom, when and in what ways.

Communicative competence is broader than linguistic competence, claims Stern, emphasizing that communicative competence means language competence, but the focus is intuitive domination of rules and social and cultural meanings forwarded by each sentence.

Harmer (2001) claims that from communicative point of view of speaking includes two major categories: accuracy, which includes the correct use of vocabulary, grammar, pronunciation and fluency, which is considered to be the ability to continue when spontaneously speaking. Knowledge of language and its use, are considered as two essential elements to effective communication (Bygate, 1987), While Anne Lazzarotto (2001) writes that oral communication is based on four dimensions or competencies: grammar competencies (phonology, vocabulary, word and sentence formation...); sociolinguistic competence (rules for interaction, social meanings); speech competence (cohesion and how sentences are related together); and strategic competence (additional strategies to be used in difficult strategies).

Language in communicative teaching is conceived not simply as an object of study, but as a communication tool and a system to express meanings. The fact that the language is used in daily life to share meaningful messages in concrete contexts of communication should be reflected in the auditorium.

The early 1970s, when communication methods appeared.

With appearance of this method the emphasis switched from learning the structure of language to the expression of its meaning. The support and its widespread use throughout the world has resulted in various discussions regarding the most effective approach to teaching language acquisition for communication purposes. Some have supported and continue to support teaching focused on linguistic form, others have rejected with the intention to focus on the communication of meaning.

This ongoing debate regarding the teaching and learning of grammar for communication purposes laid before all the recognition and implementation of appropriate methods efficiently.

The process of learning the language is a very complex process, where a role not only play an important teacher and his methods, but other factors, such as student with his individuality (his strategies styles of learning, his attitude toward school in general and in particular foreign language, his perceptions to teaching and learning of language and grammar), environment and culture of the learning.

Even in our country, Albania, with the entry of new technologies is felt the need for renewal of teaching language acquisition. Often teachers and students feel disappointed by the results they achieve in learning because they are not capable of apply grammatical knowledge gained during communication through spoken language.

Often students see grammar as difficult to acquire and as such, in some cases it becomes an obstacle to acquiring language. Many teachers, influenced by traditional ways of teaching and other factors, tent to give more importance to accuracy use of language, giving more exercises on grammar roles than is necessary, and do not promote the teaching and learning of language in function of communication. On the other hand, lies and lack of clear guidelines for teaching grammar in the curriculum and especially in problematic situations that teachers encounter in daily practice of language teaching.

In these conditions, and facing the challenge for teaching and acquisition of communicative function for an effective communication in Albanian language. If traditional teaching does not take into account the context of the communication, communicative teaching wins to broader contemplate the grammatical competence, taking into consideration not only the recognition of rules and their use, but also the ability to select them according to communication situations.

Referring Newby-t, grammatical competence includes the following components:

1. The forms (morphology, syntax): how to create correct forms and structure of words and sentences (eg past forms of irregular verbs, interrogative sentences);
2. Meanings (semantics): what are the possible meanings to express our thoughts through grammatical forms in a given language (e.g. to refer to the future in English, there are available several meanings: prediction, planning, decision of the moment of talking, etc..); which should be used in a particular context.
3. Goal (pragmatic): how to use grammar to show intent or communication desire.

It is clear that such a communicative grammar provides students with tools that enable to communicate through grammar in concrete situations. As teaching is aimed at developing communicative competence, language acquisition is conceived as acquisition of linguistic tools to perform different functions. This conception of grammar and its acquisition has restructured the programe and methodology of language and grammar areas in education, teacher’s and students' roles also the use of materials.

Language acquisition is considered successful through activities that are based on the principles of communication, task and understanding:

- Activities that involve real communication promote learning.
Activities in which language is used to perform certain tasks promote meaningful learning. Understandable language helps the learning process. So, the activities are selected considering the principle of inclusion of students in the use of language and not practicing in mechanical ways structural models.

Replacement of mechanical exercises (for structures practice) with communication activities focused on the meaning is considered effective in developing communication skills. Using communicative activities such as role playing, interviews, simulations, linguistic games and other activities organized in a way to naturally include student groups in activities such as understanding the message, making queries to search for information, making questions to clarify doubts, keeping records, logically data streaming to share message, etc.

These activities, which activate students in communication through interaction and information sharing, enable them to develop interaction and communication skills and achieve communication goals on foreign language program. Functional communicative activities encourage students to engage in tasks (such as comparing several paintings showing similarities and their differences, finding information that is missing in the picture); social interaction activities encourage students to consider social context in communication (e.g. conversations, dialogues, game roles).

Personalization and creativity are important elements of communication that are encouraged to integrate in this methodology. In everyday life language is used as a communication tool to express thoughts, desires, needs, etc., of the speaker, but at the same time it is part of a creative process in which the speaker constantly create new discourses.

According to Richards and Rodgers does not have a text or a model that is accepted as universally authoritative. This is because, for some people, communicative teaching means integration of grammatical and functional aspects of language, and to other means the use of methodical procedures where students work in pairs or groups to solve problems using linguistic tools.

2. Conclusions

In the course of centuries the concept of grammar, teaching and learning have been and are closely related to theoretical and empirical developments in linguistics, psychology, sociology and education, as different in size and social factors, economic, ideological, technological, etc.

In recent decades, the wide acceptance of the communicative approach to language teaching, resulted in relatively different interpretations and applications.

In terms of today's global economy, free movement of people, requirements for the acquisition of language for communication purposes is growing.

A successful communication is closely related to grammatical accuracy, as grammatical ability is an important component of communicative ability. Teaching methods based on different forms of communication require an increasingly growth of linguistic competence. Under this perspective, language is seen not only as a communication tool, but also as the construction of thoughts.

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Construction and Psychometric Properties of Sentence Repetition Test (SRT) for Latvian Primary School Children

Madara Orlovska
Malgozata Rascevska

Department of Psychology, University of Latvia, Latvia, Jurlamases gatve 74/76, Riga, LV-1083, Latvia
Email: madara.orlovska@gmail.com

Abstract

This study was conducted to determine psychometric properties of newly developed Sentence Repetition Test (SRT). The test evaluates ability to recall orally presented sentences in Latvian language, and it was constructed specifically for junior primary school children. The sample consisted of 136 first and second graders aged 7 to 9 years (52% girls). Final version of Sentence Repetition Test is composed of 12 items in increasing level of difficulty. Spearman-Brown split-half reliability coefficient of the test is sufficiently high to recognize SRT as reliable. Convergent and concurrent validities of the test were determined in smaller sub-sample of 64 children, using measurements of Digit Span sub-test from Latvian edition of Wechsler Intelligence Scale for Children-IV (Wechsler, 2003) and Phoneme Segmentation Fluency from Latvian edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) (Good & Kaminski et al., 2011; Rascevska et al., 2013a). Sentence Repetition Test has medium strong statistically significant correlations with both tests. The study affirms sufficient reliability and validity of the new test.

Keywords: Sentence Repetition Test, sentence recall, verbal short-term memory, reliability, validity

1. Introduction

Memory in general plays a very important role in learning process, literacy and knowledge acquisition. Studies along with verbal short-term and verbal working memory especially distinguish sentence memory which predicts learning difficulties (Alloway & Gathercole, 2005a). Sentence memory simultaneously involves both – short-term and long-term memory. Simultaneously to sequential memorizing process of sounds and words, activation of semantic system is ongoing, thus, allowing to retrieve meaning from words and sentences. Baddeley’s model of working memory explains the unique contribution of short-term and long-term memories illuminating sentence memory (Baddeley, 2000). In this model, central executive is a flexible system, which provides control and regulation of cognitive processes including temporary long-term memory activation (Baddeley, 1998), coordination of several simultaneously performed tasks, shifting from one task to another or from one strategy of retrieval to another and selective attention and inhibition (Baddeley, Emslie, Kolodny, & Duncan, 1998). Central executive is directly related to its three sub-systems. Every sub-system holds a responsibility for its own domain, specifically, episodic buffer is responsible for information from working and long-term memory to be integrated in a single episodic representation. According to Badeley’s model of working memory, sentence memory measures the capacity of episodic buffer. Furthermore, it forms separate construct not being related to phonological loop or visual-spatial sketchpad (Alloway, Gathercole, Willis, & Adams, 2004). Sentence memory is highly related to phonological memory which, in turn, is related to phonological ability (Alloway & Gathercole, 2005b).

In English speaking countries numerous of tests are used for sentence memory assessment. For instance, modified version of Test for Reception of Grammar (TROG; Bishop, 1989), Sentence memory from Wide Range Assessment of Memory and Learning (WRAML, Sheslow & Adams, 1990), as well as sentence memory tests specifically developed for each particular study needs and corresponding age group (Alloway & Gathercole, 2005b; Roselli, Matute, Pinto, & Ardila, 2006). To our knowledge, in Latvian language there are no specific tests assessing sentence memory, so we decided to develop a test taking some principles of Sentence Memory from Wide Range Assessment of Memory and Learning (WRAML; Sheslow & Adams,1990), and adding specifics of Latvian syntax and semantics. Sentence Repetition Test is aimed to be used for assessment of verbal short-term memory.

Studies prove that it is easier to memorize sentences than unrelated words, because in the process of sentence memorizing semantic information is integrated with phonological and lexical information (Alloway, 2007). Accuracy of sentence memory is related not only to short-term memory span (Alloway & Gathercole, 2005a), but also to verbal working memory span (Alloway, Gathercole, Willis, & Adams, 2004; Rohl & Pratt, 1995). Another aspect, which plays an important role in sentence memory, is word length and word count per sentence. Many studies report that increase of
word length and word count per sentence affects the ability to repeat sentences (Gathercole, 2001; Engelkamp & Rummer, 2002; Rummer, Engelkamp, & Konieczny, 2003). Taking into account this theoretical knowledge, Sentence Repetition Test was developed with increasing word length and increasing word count per sentence in order to increase difficulty level of the test and, thus, differentiate children with high and low ability to memorize sentences.

Short-term memory span can be characterized with item count successfully retained in the memory (Baddeley, 2005). Information in short-term memory is maintained only for a short period of time (1.5 to 2 seconds). From preschool to primary school age short-term memory span is still developing. For instance, four years old child can maintain 2 to 3 items in memory, but 12 years old child – approximately 6 items. In turn, sentence memory span is almost twice larger than separate word memory span (Alloway & Gathercole, 2005b). Since the test was performed by junior primary school children with perhaps different short-term memory span, then the easiest item was a three word sentence, but the hardest consisted of nine words. The content of sentences is made appropriate to experience of according age group. Sentences consist of words that are very likely to be in vocabulary of junior primary school children and, thus, might be grasped quite easily.

The first version of Sentence Repetition Test for Latvian children had 20 items, but the final version after the analyses based on Item Response Theory (Hambleton & Swaminathan, 1985), and analyses of difficulty and discrimination indices (Standards of Educational and Psychological Testing, 1999) is composed of 12 items. Reliability of the test was examined with Spearman-Brown split half reliability coefficient (Kline, 2000).

Convergent validation has to be made with test measuring similar construct (Kline, 2000). The best options for convergent validation would have been parallel measurements with other tests of immediate sentence or word memory. In our study convergent validity of Sentence Repetition Test was examined using sub-test of Digit Span from WISC-IV (Wechsler, 2003, Latvian edition). Digit Span assessment procedure states that in one task a sequence of numbers is presented orally and immediate repetition of numbers is required. This demands verbal short-term memory involvement, but specifically for partly verbal and partly symbolic content. Another Digit Span task asks to repeat numbers in the reverse order, thus, memorizing and simultaneously manipulating with information is taking place as working memory. We used measurement of Digit Span for convergent validity, because this was the closest and most reliable recently adapted instrument in Latvia, that in one task measures verbal short-term memory. However, the content of the test is partly symbolic and differs from content of our developed test. We presumed that Sentence Repetition Test will show moderately strong correlations with Digit Span sub-test because previous studies in other language populations show correlation of r = .60 between sentence memory with verbal-short term memory measured by number sequence recall (Sheslow & Adams, 1990; Alloway & Gathercole, 2005b).

Concurrent validity examination requires measurements representing similar external criteria that is involved during memorizing process of sentences (Kline, 2000). Concurrent validity of Sentence Repetition Test was verified with Phoneme Segmentation Fluency from Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) (Good & Kaminski et al., 2011; Rascevska et al., 2013a). A procedure of Phoneme Segmentation Fluency is following: A word is orally presented to a child and a he or she has immediately respond naming sequence of phonemes of a word. A part from the task, when a child has to keep into his or her mind a word, involves short-term memory of verbal content. The operation of chunking word into phonemes is an extra demand to short-term memory activation and this defines that whole working memory is activated. Although Phoneme Segmentation Fluency involves more than just verbal short-term memory and generally is representing phonological ability, we chose this measurement as the most appropriate tool for concurrent validity, because it is one of rare instruments that has been adapted in Latvia and can be accounted as reliable. Within PsychARTICLES data base did not came across studies reporting correlations between sentence memory and phoneme segmentation, but we presumed that correlation between Sentence Repetition Test and Phoneme Segmentation fluency would be moderate.

This study examined the extent to which psychometric properties of constructed Sentence Repetition Test meet standards of the reliability and validity requirements (Hambleton & Swaminathan, 1985; Standards of Educational and Psychological Testing, 1999; Kline, 2000).

2. Method

2.1 Participants

The sample consisted of 136 children aged 7 to 9 years (average age in month=96.82, SD=6.85, 52 % girls). Participants were 1st and 2nd graders from seven mainstream schools of Riga and two schools of region of Riga. Latvian was the first, native language for all children. Children were selected by availability principle. Parents of children had given written
permission for child’s participation in the study.

For convergent and concurrent validity examination with Digit Span sub-test from WISC-IV and Phoneme Segmentation Fluency from DIBELS Next was done in a smaller sub-sample of 64 children aged 7 to 9 years (average age in month=98.05, SD =6.65, 58 % boys), 1st and 2nd graders from mainstream schools of Riga and region of Riga, they had Latvian as their first, native language.

2.2 Measures

Sentence Repetition Test (SRT) consists of items with increasing level of difficulty. It was developed specifically for first and second graders to assess their ability to remember orally presented sentences. Items are made from 5 syllable and 3 word to 22 syllable and 9 word sentences. Example of easiest item (Item 1) is: “Es redzu sauli” (translation in English: “I see the sun”). Example of medium difficult item (Item 6): “Vakar notika kaut kas pavisam īpašā” (in English: “Yesterday happened something very special”). Example of most difficult item (Item 12): “Meitenes vecais ritenis, nokrāsots sarkans, izskatās ne pārāk ilgiski” (in English: “Girl’s old painted red bicycle does not look very great”). At the time of assessment the sentence is presented to a child and he or she has to repeat it immediately after presentation. The identical response is scored with 2 points, if the child makes one mistake (for example, omits word, adds extra word, uses changed form of the word), then this is scored with 1 point. If two or more mistakes are made - score is 0 points. At the end total score is calculated.

Digit Span sub-test from Wechsler Intelligence Scale for Children Forth Edition (WISC-IV) (Wechsler, 2003, Latvian Edition) includes Digit Span Forward and Digit Span Backward tasks. Digit Span Forward measures verbal short-term memory while Digit Span Backward assesses verbal working memory. During administration of Digit Span Forward the child listens to and repeats a sequence of numbers just said. In Digit Span Backward, the child listens to a sequence of numbers and repeats them in reverse order. In both tasks, the length of each sequence of numbers increases as the child correctly responds. Each correct response receives 1 point, if one or more mistakes are made, the response is scored with 0 points. At the end total score is obtained for each of tasks and Digit Span Total is calculated as sum of both tasks. Spearman-Brown reliability coefficient for Latvian version of Digit Span sub-test in sample of children aged 6 to 16 years is rsb =.82 (Rascevska, Sebre, & Ozola, 2013).

Phoneme Segmentation Fluency (PSF) from Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) (Good & Kaminski et al., 2011; Latvian edition: Rascevska et al., 2013a) is a measurement of phoneme awareness. All children participating in the study regardless to their age and grade were assessed with Benchmark Assessment for the first grade in the beginning of the school year. In PSF task child listens to words of three to four phonemes, and then verbally produces the individual phonemes in each word. One point is given for each correctly produced separate phoneme or each phoneme blending. Phonemes produced correctly in one minute determines the total score. The reliability Latvian version of PSF task is characterized by correlations between repeated measures (period of time between two measures was 2 to 3 month). A correlation between the end of pre-school and beginning of the first grade period on PSF is r=.52, p<.01 (Rascevska et al., 2013b).

2.3 Procedure

Individual testing was done with each child at school. Most part of children had only been assessed with Sentence Repetition Test, which procedure is around 5 minutes long. A part of children had been assessed first with Digit Span task, then Phoneme Segmentation Fluency and only after they had been given Sentence Repetition Test.

3. Results

3.1 Item analysis of the test

Item analysis was made according to Item Response Theory principles. In general the idea of Item Response Theory was supported for all items, and each of 12 items, appeared suitable to discriminate children along the ability scope. Additionally to Item Response Theory analysis, difficulty and discrimination indices were examined. Difficulty indices of the test are presented in sequence starting with the easiest and going up to the hardest item, and together with SD and discrimination indices they are displayed in Table 1.
Table 1: Difficulty and discrimination indices of Sentence Repetition Test

<table>
<thead>
<tr>
<th>Serial number of item</th>
<th>Difficulty index/ M</th>
<th>SD</th>
<th>Discrimination index*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>1.99</td>
<td>0.12</td>
<td>.40</td>
</tr>
<tr>
<td>Item 2</td>
<td>1.97</td>
<td>0.17</td>
<td>.30</td>
</tr>
<tr>
<td>Item 3</td>
<td>1.96</td>
<td>0.24</td>
<td>.37</td>
</tr>
<tr>
<td>Item 4</td>
<td>1.82</td>
<td>0.47</td>
<td>.40</td>
</tr>
<tr>
<td>Item 5</td>
<td>1.65</td>
<td>0.68</td>
<td>.49</td>
</tr>
<tr>
<td>Item 6</td>
<td>1.61</td>
<td>0.63</td>
<td>.53</td>
</tr>
<tr>
<td>Item 7</td>
<td>1.45</td>
<td>0.80</td>
<td>.53</td>
</tr>
<tr>
<td>Item 8</td>
<td>1.30</td>
<td>0.76</td>
<td>.52</td>
</tr>
<tr>
<td>Item 9</td>
<td>1.07</td>
<td>0.76</td>
<td>.60</td>
</tr>
<tr>
<td>Item 10</td>
<td>0.60</td>
<td>0.77</td>
<td>.57</td>
</tr>
<tr>
<td>Item 11</td>
<td>0.46</td>
<td>0.76</td>
<td>.45</td>
</tr>
<tr>
<td>Item 12</td>
<td>0.29</td>
<td>0.63</td>
<td>.42</td>
</tr>
<tr>
<td>Item mean</td>
<td>1.35</td>
<td>0.57</td>
<td>.47</td>
</tr>
<tr>
<td>Total scale</td>
<td>16.17</td>
<td>4.11</td>
<td>-</td>
</tr>
</tbody>
</table>

n=136 Note. *Corrected item total correlation was used as discrimination index.

Analysis of item difficulty indices suggest that all indices are almost within permissible boundaries from 0.40 to 1.80 (which indicates an optimal level of difficulty for items of 0 to 2 points) (see Table 1). The first three items are relatively easy, but they were maintained because are beginning items. The last item is the most difficult and its difficulty index is <0.40, however, perhaps in other sample this item might achieve higher average score.

The maximum score that could be reached was 24.00, the average score is 16.17. As the results for sample differed from normal distribution, more informative was median, which is 16.00. Spearman-Brown split-half reliability coefficient of test is sufficiently high rsb=.85 to recognize test as a reliable.

3.2 Convergent and concurrent validity

Correlation analysis between the results in Sentence Repetition Test and Digit Span sub-test from WISC-IV and Phoneme Segmentation Fluency from DIBELS Next was made in 7 to 9 years old children group. Correlation matrix is displayed in Table 2.

Table 2: Spearman rank correlation matrix of Sentence Repetition Test with Digit Span Forward, Digit Span Backward, Digit Span Total score and Phoneme Segmentation Fluency

<table>
<thead>
<tr>
<th></th>
<th>Sentence Repetition Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digit Span Forward</td>
<td>.40**</td>
</tr>
<tr>
<td>Digit Span Backward</td>
<td>.32**</td>
</tr>
<tr>
<td>Digit Span Total</td>
<td>.43**</td>
</tr>
<tr>
<td>DIBELS Next PSF</td>
<td>.47**</td>
</tr>
</tbody>
</table>

n=64; **p<0,01 Note. PSF – Phoneme Segmentation Fluency.

Sentence Repetition Test has positive, moderately strong statistically significant correlations with the results of Digit Span Forward, Digit Span Backward, Digit Span Total score and DIBELS Next Phoneme Segmentation Fluency.

4. Discussion

The examination of some psychometric properties for newly constructed Sentence Repetition Test showed that in general our developed test for verbal short-term sentence memory assessment meet standards of test reliability and validity (Standards of Educational and Psychological Testing, 1999; Kline, 2000).

Item analysis was supported by principles of Item Response Theory (Hambleton & Swaminathan, 1985). Each of items appeared suitable to discriminate respondents along the ability scope. Additional examination of item difficulty and discrimination indices of Sentence Repetition Test showed that items meet standards of psychometric criteria (Standards of Educational and Psychological Testing, 1999; Kline, 2000). The final version of Sentence Repetition Test for 7 to 9 years old Latvian children consists of twelve items.
Spearman-Brown reliability coefficient shows sufficiently high reliability of Sentence Repetition Test (Kline, 2000), it is very close to coefficient reported for Sentence memory from Wide Range Assessment of Memory and Learning (Sheslow & Adams, 1990).

Content validity of the test is confirmed in introduction when theoretical aspects are discussed. The sample of children participating in the study is quite large.

For confirmation of convergent and concurrent validity Digit Span sub-test from WISC-IV and DIBELS Next Phoneme Segmentation Fluency tasks were used. Sentence Repetition Test has moderately strong, positive, statistically significant correlations with the other two tests. The correlation between sentence memory and part of Digit Span sub-test, measuring number sequence recall, in our study a bit weaker than observed in studies before (Sheslow & Adams, 1990; Alloway & Gathercole, 2005b). This can be due to age range of participants, which was broader in the other two studies, and that is, probably, why showed larger variation in test scores that resulted in stronger correlation. In general convergent and concurrent validities were confirmed.

5. Limitations

We have to admit several limitation of our study. One of limitations is that sample consisted only of children from schools of Riga and region of Riga and is not representing whole population of Latvia. The other – children were not selected for the study using random selection. Thus, it might be essential to supplement sample with data from rural areas increasing representativeness of the sample. Also the population of Latvia consists of bilingual children which were not included in this study, but they might be included in future.

So far, our Sentence Repetition Test is made for a narrow age group, and in future age limits may be extended to both directions – preschool children and older primary school children. It is suggested to make test-retest reliability examination and validate test with the other test representing closer construct, particularly, measuring immediate verbally presented sentence or word recall.

6. Acknowledgements

This work has been supported by the European Social Fund within the project “Support for Doctoral Studies at University of Latvia”.

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Teachers Communication in a Physical Education Class

Gentiana Panxhi Phd Candidate
Lecturer at the Faculty of Education, “Aleksander Moisiu” Durres University UAMD
Email: genta_panxhi@yahoo.com

Abstract

Our study covers the correlation and usage of the verbal, non-verbal and preverbal communication of the teacher at a physical education class. As well the profit and results to be acquired through such combination. At a physical education class the teacher should not simply say something, impart a worded message, but he or she should raise a reaction on the part of his/her pupils. A verbal explanation is not enough in the teaching process. A non-verbal communication is needed to impart new knowledge, skills and activities. He should “breathe” life into his words through the usage of gestures, mixed kinematic and dynamic movements and body language. Every element should be tested practically by demonstrating it so that the pupil can learn the said element. It is of immense importance the way the teacher says the words, communicates a certain information. The way the words are pronounced, the rhythm, the volume, the pauses, the twinge of the voice all are important in stimulating the pupils. The communication of the teacher of physical education is not composed of only the content of the message, but also of the results to be acquired by the pupil.

Keywords: Communication, pupil, teacher, physical education, results, etc.

1. Introduction

True the teaching process takes place in a limited micro-pedagogical environment, yet judged by its communication dimensions it is quite wider, deeper and a much more complex one. Here we shall display the quality, the density, the intensity and the space of this communication. The style and the communicative strategy used by the teacher do influence not only the nature of the relations between the parties making up the teaching process, the development of the teaching process and the creation of a certain climate in the classroom, but also that the effects of the communication of the teacher are multilateral.

They are deeper and wider than that. In our paper we shall stress the importance and the usage of the communication teachers versus pupils during the teaching process and especially at the physical education class. We shall also cover the three main levels of communication to be defined along the application of such method i.e. verbal, nonverbal and para-verbal communication. We shall also concern ourselves with the way the teacher chooses to efficiently combine these three components in order to become as best understandable and as best influential to the pupils.

The communication between the teacher and the pupil should be a two way vehicle which enables the circulation of the information imparted by the teacher to the pupils.

2. Characteristic Qualities of the Physical Education Teacher

In such systematically organized mobile activities such as schooling, class etc the role of the teacher is one of the main factors, with visible and influential effects not only on the performance of the school and the results of the pupils, but also on on the personality of the pupils, thus directly influencing its formation and proper development.

The teacher of physical education alongside his communicative abilities should possess a series of qualities which are imparted to his pupils in different forms and through different means. The outer characteristics of the physical education teacher are easily perceived such as clean and appropriate clothes to manage physical activity which also serve to convey a certain image and to identify him and his job. At the same time such clothing communicates to the pupils a kind of preparedness for the coming teaching process.

The visible qualities such as the anthropometric and motor ones, a harmonic body etc. possess not only esthetic values but also communicative and orientative ones. Another characteristic is the close relations of the teacher to the pupil on individual or group bases as per the needs arising from different situations to come across the teaching process. The individual treatment of the pupil does not mean that a favorable or discriminatory treatment is offered to a certain pupil, but as I explained in another paper * the teacher should select and adopt the communication in order to
motivate the pupils according to their specific characteristics and needs.” (Panxhi, 2013).

Thus the process of the verbal, para-verbal and nonverbal (practical one) which includes the help, the encouragement, the intellectual and physical abilities, the understanding, the advice, sometimes even the authority enjoy a lot of importance not only to give an impetus to the feelings, the emotions in a positive direction, such as optimism, hope, happiness, perseverance, endurance, inspiration which are experienced by the pupil closely connected with such feelings as the pride of the victory, and the high results, friendship, cooperation, mutual assistance, respect for the other guy, harmony and the aesthetics of the movement, the colours and the furniture of the classroom, but also the role of the teacher is of special importance. His pedagogical and communicative abilities serve to resolve conflictual situations especially the grave ones caused by the feeling of the defeat.

He should explain to his pupils that negative emotions in case of defeat such as fear, inferiority, shame, dissatisfaction etc. can be less severe when the activity of movement is a successful one causing that such negative emotions are gradually replaced by initiative, courage, satisfaction and enthusiasm. In this case it is of great importance that all negative manifestations of the emotional sphere to be overwhelmed by the intellectual qualities, and those of the character of the individu in question.

The teacher of the physical education should also be immediately well aware of the physical capabilities, the motor and intellectual ones of each individual pupil as compared to the group. The teacher of the physical education should also be a creative one. Being a creative one means finding way outs, whenever he comes across obstacles during the teaching process and also a communicative one away from every kind of standardization in ideas or methods.

The creative abilities of the teacher call for not only intuition, but they should also rest on the foundation of the professional, pedagogical and psychological knowledge. During the process of the overcoming of the difficulties in communication it is imperative for the teacher to offer quick orientation, maturity, love, and respect to his pupil.

3. Methods Used by the Physical Education Teacher to Impart New Knowledge

According to A. Mehrabian the nonverbal signals are of great importance in a vis a vis interpersonal communication. In this case only 7% of the meaning of the message is transmitted verbally. The para-verbal communication (volume and the tinge of the voice, the rapid or the slow speaking) covers 38% of the communication of the message and the nonverbal communication (body language, movements and gestures, the mimics of the face and eyes) cover 55% of the communication (Mehrabian, 1972).

![Picture 1: The pyramid of the types of communication](image)

Naturally such percentages might not be quite correct ones, yet nobody belittles the importance of nonverbal behaviour in communication. By all means the teacher during the physical education class should combine these three aspects of the communication in order to impart knowledge aiming at forming and excelling of movement skills, in securing the needed influence in the function of the organism, in the development of motor skills in an optimal degree, in order to enable the pupils to understand and to apply different exercises. That’s why the teacher applies the three main groups of the methods:

- The group of verbal methods (explanation, commands, directions etc.)
- The group of nonverbal or concrete methods (exercises, the demonstration and the concretization in different ways.
- The group of correcting methods verbal and concrete ones.

We have two main groups here, according to the special character of the lesson and the application the teacher
can choose between the group of verbal methods (explanation) or the group of nonverbal methods, the concrete ones (exercise, demonstration etc.)

3.1 Verbal Method

First the teacher describes the technique, the tactics, defines the biomechanical structure and the practical importance of the movement action, to be learned by the pupil and latter he demands from the pupil to carry it out. Immediately after the execution of a certain activity by the pupil, the teacher defines and clarifies verbally the way the action was executed and then the teacher himself demonstrates the model and sets new tasks, new targets to be attained.

3.2 Nonverbal method, the concrete one (exercise, demonstration)

First the teacher demonstrates the exercise, the action to be learned, then he sets the technical requests and further on he describes in detail the peculiarities of the practical execution of such an exercise. Thus most of the action to be practiced by the pupils is received by them let us say “ready made” Such a method enables a rapid way of receiving information through the visual channel (the human eye).

In the first case (the verbal method) the activity of the teacher is verbally enriched and the results are visible ones, as since the very beginning the instinctive aping of the exercise by the pupils is avoided. In order to imagine as clearly as possible of a given action or exercise through words, the pupils have to concentrate their attention especially to the words of the teacher in order to understand the technical elements and then thanks to a powerful imagination they can create in their mind the whole figure, all the dynamics of the motor action and latter on to apply it.

These should generally be considered from the point of view of the verbal instructions, which can produce different and valuable sets of information during the move, such as the initial position of the limbs, or the “tools” used in a certain position, what to see, what to listen to and what to do. Maybe the most important thing is to create the “idea”, or the image of the movement which can be converted and can serve as a guide to help carry out the first test. The verbal instructions can also serve to emphasise the way someone can be aware of his own mistakes.

For instance the teacher can offer to the pupil this instruction: immediately after the movement check whether your arms are in a straight position. Such a type of instructions can serve to urge the pupil to develop the capability of the perception. Anyway such a method alone is insufficient to cover all the elements of the motor action. Only after the pupils observe once again a demonstration of the model, the example offered by the teacher, only after they compare the way the action was carried out to the additional, verbal explanation of the teacher, they acquire a more useful visual and logical information. In this case the educative effect is of special value i.e. the active attitude, the development of the thinking, the imagination and the initiative.

Anyway this method, the verbal one of the organization of the common actions (pupils and teachers) should not be considered as a unique one and as being always a necessary one. On the contrary the teacher should always search for new elements, better combinations of his actions with those of his pupils etc. The feedback serves precisely to define how successful was the application of this or that method, and their combination. The feedback also serves to show the progress in understanding the information, the message imparted by the teacher.

Actually the success of the communication regarding certain problems or situations is based on the feedback, which is an indispensable communicative stage in order to evaluate not only the success and the effect of the information, or the message, but also to appreciate the reaction of the subjects (the pupils) towards the situations created by the influence of the verbal and nonverbal communications imparted by the teacher.

The feedback also represents the element of the experiencing of the message, of the content, that’s why it has an individual and concrete character. One of the essential aspects of the feedback is that it reflects the perception and the acceptance of the information, of the messages which serve to gauge the quality and the degree of the communication between the teacher (impacting) and the pupil (receiving).

4. Para-Verbal Communication as a Tool to Achieve Higher Results

The way the teacher choses how to say things, the words needed to communicate a certain information is quite important, not only the selected words in themselves are important, but also the way they are pronounced, the rhythm, the volume, the pauses, the twinge of the sound, in general the para-verbal communication plays a part not at all less important in order to stimulate the pupils.

As Mr. Dornyey puts it “without enough motivation even the individuals with good abilities can not achieve long
term goals, also even the suitable curricula and a good teaching in themselves are not good enough to achieve the success by the pupils. On the other hand a good motivation could make for a lack of linguistic skills and the conditions the pupils are in'( Dornyei, 2005).

The voice tone is one of the most important factors, which is so powerful that sometimes inspite of the content of verbal communication it can receive another meaning even quite contrary to the meaning of the words we just pronounced. The tone of the voice can also impart to the listeners an emotive impact. Based on a particular situation it can transmit enthusiasm, happiness, sadness, apathy, liveness or motivation.

This is achieved thanks to its qualities such as speed, which can transmit tension, while slowness can transmit calmness, relax, a situation of comfort or monotony.


The volume of the voice helps in the variation of the intensity. The variation of the volume i.e. a low or a high volume of the voice can serve to make more conspicuous, to emphasize some words more than some other words.

For instance the tone and the rhythm being the force and the speed of the words of the teacher can cause tension, but suitably used it can serve as a means to motivate and mobilize the pupils in the first part of the class the preparatory one conditioning the pupils to be ready to participate in the class. This can be done through different commands, which on one hand serve to increase and equilibrate the attention and concentration, but on the other hand a slow communication and at a low tone can transmit calmness, relax, which can be used by the teacher of the physical education by the end of the class, i.e when the class is almost over, it can be used alongside physical exercises of a relaxation character to calm down the pupils, to relieve them not only of the physiological but also psychological tiredness.

5. Conclusions

We can conclude that the communication in the physical education class from the point of view of the communicational dimension can be quite a complex one. The teacher of the physical education is the composer of his teaching class. It is precisely him who selects the usage of the group of methods, either verbal or nonverbal methods (concrete ones), or the group of the correction (verbal and nonverbal).

He uses and combines the different methods of the communication (verbal, nonverbal, para-verbal ones) with the maximum efficiency and results to his pupils as it is him who knows the situation and the needs of his pupils, his class, better than everybody else in order to stimulate the motivation of his pupils to achieve high results, not simply in the educational process but also beyond it.

It is important the selection of the group of methods to be used to transmit information and knowledge, but it is also important the way the teacher chooses to say things, the words to be used to communicate a certain information. Here not simply the words in themselves are important but also the way they are said, the rhythm, the volume, the pauses, the twinge of the voice in short the para-verbal communication plays an important part in order to achieve the mobilisation of his pupils.

That's why the teacher of the physical education needs to embody a series of qualities such as professional, communicative, psychological, pedagogical and intuitive knowledge. All of which are communicated by him to the pupils in different ways using different methods. All these qualities taken together have a positive effect to the pupils, who very often simply adore the personality of their teacher and try to imitate all his positive qualities.

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Biomonitoring of Mono(2-Ethylhexyl) Phthalate and Mono-N-Butyl Phthalate in Roma Children in Slovakia

Berkešová, M.
Constantine the Philosopher University in Nitra, Department of Zoology and Anthropology, Nabrezie mladeze 91, 94974 Nitra, Slovakia
mariaberkesova25@gmail.com

Šidlovská, M.
Constantine the Philosopher University in Nitra, Department of Zoology and Anthropology, Nabrezie mladeze 91, 94974 Nitra, Slovakia, miroslava.sidlovska@centrum.sk

Petrovičová, I.
Constantine the Philosopher University in Nitra, Department of Zoology and Anthropology, Nabrezie mladeze 91, 94974 Nitra, Slovakia, ipetrovicova@ukf.sk

Pilka, T.
Constantine the Philosopher University in Nitra, Department of Zoology and Anthropology, Nabrezie mladeze 91, 94974 Nitra, Slovakia, tomas.pilka@ukf.sk

Kolena, B.
Constantine the Philosopher University in Nitra, Department of Zoology and Anthropology, Nabrezie mladeze 91, 94974 Nitra, Slovakia, bkolena@ukf.sk

Abstract
Background: Di(2-ethylhexyl) phthalate and di-n-butyl phthalate (DnBP) presents two of the most commonly used phthalate plasticizers with a wide use mainly in production of PVC products, food packaging, medical devices, cosmetics and personal care products. Objectives: The aim of study was to assess exposure to phthalates based on the determination of urinary concentrations of mono(2-ethylhexyl) phthalate (MEHP) and monobutyl phthalate (MnBP) as primary metabolites of DEHP and DnBP in Roma children (n= 26; boys=12; girls= 14; average age 9.08 ± 3.57) in condition of Slovak republic. Methods: The urinary concentrations of MEHP and MnBP were determined by high performance liquid chromatography and tandem mass spectrometry (HPLC-MS/MS). Results: The distribution of the MEHP levels ranged from 4.11 to 177.32 ng.ml-1 and from 56,41 to 628,52 ng.ml-1 in MnBP. The median value reached 14.53 ng.ml-1 in MEHP and 117.06 ng.ml-1 in MnBP. Statistically significant difference between the MEHP excretion and the age of a child (p≤0.0079) within boys' group was found. In addition, in the case of MnBP any statistically significant dependence of the MnBP concentration in the urine on the age of individuals (p≤0.7) was observed. Conclusions: Our results suggest that sociodemographic and habitual behavior and lifestyle could affect concentration of phthalate metabolite in specific type of cohort (Roma population).

Keywords: Biomonitoring. Exposure. MEHP. MnBP. DEHP. DBP. Roma children.

1. Introduction
Phthalates are a kind of synthetic chemicals widely used in the chemical industry. Because of their chemical properties they are used to enhance the flexibility of plastic polymers (e.g. PVC). The more phthalates are added into the material, the greater the flexibility is (Stanley et al. 2003). Since 1930 they have been used for various purposes: they have
Phthalates are synthetised as esters of 1,2-benzenedicarboxylic acid (phthalic acid) and are appreciated especially for their ability to promote the stability of plastics (Genuis et al. 2012). Physical properties and distribution of phthalate esters depend on the length and branching of the dialkyl or alkyl-aryl side chains (ester alcohols) (Latini, 2005). Phthalates are classified as endocrine disruptors defined as exogenous agents influencing production, release, transport, metabolism, structure, influence and elimination of hormones responsible for the stability of homeostasis in body, reproduction, development and behaviour. This definition concerns rather the heterogeneous groups of molecules – from naturally occurring substances (phytoestrogens) to biochemically generated components, such as plastics, pesticides, industrial solvents, pharmaceutical agents (diethylsilbestrol), and heavy metals (Genuis et al., 2012). Although phthalates and their metabolites, unlike stable, persistent organic pollutants as for example organochlorine pesticides (DDT), do not accumulate in the environment, and they are present in living organisms only for a short time, there still presents a constant threat of exposure.

Phthalates are synthesised as esters of 1,2-benzenedicarboxylic acid (phthalic acid) and are appreciated especially for their ability to promote the stability of plastics (Genuis et al. 2012). Physical properties and distribution of phthalate esters depend on the length and branching of the dialkyl or alkyl-aryl side chains (ester alcohols) (Latini, 2005). Phthalates are classified as endocrine disruptors defined as exogenous agents influencing production, release, transport, metabolism, structure, influence and elimination of hormones responsible for the stability of homeostasis in body, reproduction, development and behaviour. This definition concerns rather the heterogeneous groups of molecules – from naturally occurring substances (phytoestrogens) to biochemically generated components, such as plastics, pesticides, industrial solvents, pharmaceutical agents (diethylsilbestrol), and heavy metals (Genuis et al., 2012). There are three ways of exposure to phthalates: inhalation (inspiration – phthalates present in air and in dust particulates – PVC floor coverings, cleaning and polishing products), ingestion (consumption – food and beverages), and dermal contact (absorption via skin – cosmetics, intravenous injection – medical material) (Latini, 2005). Due to in utero exposure abnormalities in the development of a male reproductive system can occur (phthalate syndrome). These abnormalities include reduced anogenital distance (AGD), hypospadias, cryptorchidism, malformation of epididymis or of vas deferens, as well as reduced level of the fetal testosterone (Meeker et al., 2009; Koch et al. 2011). According to Pan et al. (2006) exposure to a high dose of DEHP and DnBP in adult males disrupts the biosynthesis of testosterone in testes and also influences the normal regulation of feedback on the hypotalamic-pituitary-testicular axis. Other effects on the human health are the connection to an occurrence of the disease diabetes mellitus, influence on the synthesis of thyroid hormones, alteration of adipocyte differentiation (and thus possible impact on the occurrence of obesity), and possible relation to the occurrence of respiratory diseases (Hatch et al., 2008; Boas et al., 2010; Bertelsen et al., 2013).

2. Material and Methods

The biomonitoring of the primary phthalate metabolites in urine (MEHP and MnBP) was realised in the Roma population on November 2012. Cohort consisted of 30 participants at the age 3 to 32 years (12 males and 18 females), Roma children and adolescents (n = 26) and their mother (n = 4) from segregated part of Nemcinany, district Zlatie Moravce (Slovakia). The collection of urine samples were carried out in five Roma families differing from each other from the viewpoint of their sociodemographic situation and factors of life-style (financial and habitual behaviour and hygiene). Participants were also asked to fill in a questionnaire related to personal and medical records (diagnosed diseases, current health status, smoking) but also monitored the frequency of use of plastics and plastic products, cosmetics and personal care products. The questionnaire also contained an informed consent. The participation in the research was voluntary - the participants could end their participation anytime during the research without stating the reason. The anthropometric data (height, weight, BMI) were obtained via standard anthropological methods. The urine samples were stored in a deep freezer at temperature -73 °C until analyse. Concentration of MEHP and MnBP was determined by high performance liquid chromatography and tandem mass spectrometry (HPLC-MS/MS) using the methodology of Pilka et al. (2003). Because of a small number of participants we used nonparametric Mann-Whitney U (Wilcoxon rank-sum) test by programme Statistica 8.0 (Stat Soft. Inc.).

3. Results and Discussion

We evaluated the levels of MEHP and MnBP in the urine of children at the age 3 to 15 years (n=24). The median concentrations of the MnBP was 117.06 ng.ml⁻¹ and for MEHP 14.53 ng.ml⁻¹. When gender was taken into account we observed higher concentrations of MnBP in boys (194.47 ±199.87 ng.ml⁻¹), than in girls (158.08 ±106.54 ng.ml⁻¹). In the case of median this difference was not that significant and the median in girls (122.12 ng.ml⁻¹) was higher than in boys.
(99.42 ng.ml⁻¹). For MEHP the average concentration and the standard deviation in boys (36.44 ± 30.28 ng.ml⁻¹) was also higher than in girls (31.88 ± 46.69 ng.ml⁻¹). These differences were, however, subtle when compared with the MnBP distribution. On the contrary, notable differences were observed within the median where the values in boys (25.98 ng.ml⁻¹) substantially exceeded the values of median in girls (13.94 ng.ml⁻¹).

We found statistically significant difference between the MEHP excretion and the age of the participant in boys (p≤0.0079). On the other hand, any statistically significant dependence of MnBP concentration in urine on the age of the participants was observed (p≤0.7).

Our research observed people from five different families because to estimated exposure by different habitual behavior and life-style factors.

The first monitored family consisted of five children (2 boys, 3 girls) and their mother. The median of the MEHP concentrations in urine was 91.03 ng.ml⁻¹, and 99.42 ng.ml⁻¹ in MnBP. The research participants stated in the questionnaire that they occasionally consume food packed in plastic containers, and their mother also uses decorative cosmetics and make up. In this family, waste by incineration, including products containing PVC was recorded directly in their indoor environment. One boy from this family had the level of MnBP in urine lower than the limit of detection. The level of MEHP of a 10-year-old girl was higher within the whole monitored group (177.32 ng.ml⁻¹) and an 11-year-old girl had as the only one from the observed group BMI value characteristics for malnutrition (first interval of percentiles (0-5)).

The second family provided four urine samples – from 1 boy and 3 girls. The 7-year-old boy had the MEHP and MnBP level lower than LOD. This boy, as well as a girl whose MnBP metabolite level was higher than 300 ng.ml⁻¹, belong to the interval of overweight (the fourth interval of BMI percentile). In the case of MEHP the levels of this metabolite in urine ranged since 14.53 ng.ml⁻¹ to 33.15 ng.ml⁻¹. This family stated they eat food packed in plastic containers at least once in a week and also that they use cosmetic products (eau de perfume). The median of MnBP concentrations in girls from this family was 306.58 ng.ml⁻¹ and of MEHP 18.79 ng.ml⁻¹.

The third family provided 6 samples – 3 females and 3 males. In this family consume food packed in plastic containers at least once in a week; all of them use toilet water and burn plastic waste. The median of the whole group was for MnBP 89.02 ng.ml⁻¹, which is the lowest median out of the five observed families. In the case of MEHP the median reached the level 23.14 ng.ml⁻¹, which was the second highest median out of all five families.

The fourth family consisted of 4 males and 5 female members. In samples from two men and one woman showed to have the urine concentration of MnBP lower than LOD. The median of the measured MnBP concentrations was 178.53 ng.ml⁻¹; the median of MEHP was 11.91 ng.ml⁻¹. A relatively high concentration of MEHP metabolite was detected in an 8-year-old boy (41.26 ng.ml⁻¹). In this family, they eat food packed in plastic containers only occasionally and that except for shampoo they usually use soap.

Within the fifth family samples from 4 girls and one boy were analysed. Two sisters aged 15 used toilet water. Highest concentration of MnBP from the whole observed group was detected in the 7-year-old boy. Moreover, this boy had the lowest MEHP concentration (4.11 ng.ml⁻¹) from all participants. The median of MnBP for this family, which stated that they consume food packed in plastic containers twice a week, was 90.22 ng.ml⁻¹. For MEHP the median of this family was the lowest from all five families (8.94 ng.ml⁻¹). Therefore, members of this family showed significantly lower levels of MEHP than other families.

Graf 1: Medians of concentrations of MEHP in every single family

~ 117 ~
Graf2: Medians of concentrations of MnBP in each family

Based on results we can summarise that in our research the highest MEHP metabolite levels (from 50.03 to 177.32 ng.ml\(^{-1}\)) were detected in the Roma family with children aged 6-11 years. These data are consistent with CDC (2003).

The CDC research brought a fusion of geometric means of demographic groups with regard to the ethnic origin, age and gender. Although a statistically significant dependence of participants’ age on the metabolite concentrations was not determined, a statistical analysis of the MEHP metabolite levels points at a higher level of phthalate in urban populations, in groups with low income and in men. The above mentioned facts are thus in accordance with our research for our monitoring was realised in the ethnic group showing a chronically low financial income. Adibi et al. (2010) also notes situation, when women with lower income and lower social status were associated with significantly higher levels of phthalate metabolites (mainly of those with lower molecular weight). In our study we also assume on effect of socioeconomic status which could affected the MnBP exposure in Roma ethnicity.

Within our group one has to take into account the possible sources of exposure, as for instance a presence of floor coverings containing PVC in the participants’ households, or plastic waste incineration provided in the questionnaire. These facts might have greatly affected the concentrations of phthalate metabolites in our group.

The medians concentrations of the MEHP and MnBP in the urine samples analysed in our study were compared to several studies realised in other countries. In general it can be observed that metabolite levels were higher in participants of our research than in participants from other studies, with certain exceptions (Tab.1). We presume that these differences might have been caused by the already mentioned sources of exposure, or by the lower social status of the families.

<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Age</th>
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<th>MnBP in ng.ml(^{-1})</th>
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<td>24</td>
<td>14.53</td>
<td>117.06</td>
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<td>6-7 y.</td>
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<td>X</td>
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<tr>
<td>Koch et al., 2011</td>
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<td>11</td>
<td>4.7</td>
<td>36.8</td>
</tr>
<tr>
<td>Kim et al., 2014</td>
<td>Korea</td>
<td>9-12 y.</td>
<td>39</td>
<td>13.2</td>
<td>X</td>
</tr>
<tr>
<td>Boas et al., 2010</td>
<td>Denmark</td>
<td>4-9 y.</td>
<td>342</td>
<td>3.6</td>
<td>121</td>
</tr>
<tr>
<td>Wang et al., 2013</td>
<td>China</td>
<td>8-11 y.</td>
<td>144</td>
<td>X</td>
<td>40.7</td>
</tr>
<tr>
<td>Colacino et al., 2011</td>
<td>Egypt</td>
<td>10-13 y.</td>
<td>29</td>
<td>X</td>
<td>47.5</td>
</tr>
<tr>
<td>GerEs IV (pilot) (Becker et al., 2004)</td>
<td>Germany</td>
<td>3-14 y.</td>
<td>254</td>
<td>7.2</td>
<td>166</td>
</tr>
<tr>
<td>NHANES 1999-2000</td>
<td>USA</td>
<td>6-11 y.</td>
<td>328</td>
<td>4.9</td>
<td>41.4 (GM)</td>
</tr>
<tr>
<td>NHANES 2001-2002</td>
<td>USA</td>
<td>6-11 y.</td>
<td>393</td>
<td>4.4</td>
<td>31.1 (GM)</td>
</tr>
</tbody>
</table>

Tab. 1: Comparison of the MEHP and MnBP concentrations’ medians in the group monitored in our research with medians from other studies

4. Conclusion

This paper brings new informations about biological monitoring of mono(2-ethylhexyl) phthalate (MEHP) and of mono-n-butyl phthalate (MnBP) in Roma children, based on analysing their urine samples by using HPLC and MS/MS methods. It is pilot study where comparison concentrations of MEHP and MnBP in Roma children from the viewpoint of their age, gender and social environment were realised in condition of Slovak republic.
Our results indicate that sociodemographic status and also habitual behavior play important role for phthalate exposure in cohort of Roma children from Slovakia. In future higher incidence of some health outcomes resulting from phthalates exposure are possible in this population.

In the future, greater number of participants is necessary to verify our result.

5. Acknowledgements

We would like to acknowledge a deep appreciation and gratitude to Ida Petrovicova, Branislav Kolena and to Tomas Pilka for providing the conditions for the research realisation and for their help within the analyses. Furthermore, we would like to thank to Michal Földesiova for her help with technical part of the research. This paper has been supported by the project VEGA 1/0042/12.

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The Situation of the Education of Romani Children in Albania

Elisabeta Osmanaj, PhD

University of Elbasan "Aleksander Xhuvani", Albania
Faculty of Education Sciences, Department of Civil Education
eli.osmanaj@gmail.com

In the Albanian territory, side by side with the Albanians, live other ethnic groups as well, such as: Greeks, Macedonians, Montenegrins, Vlacs, Romas and Gypsies. The Census of the Albanian Population of 1989, showed that non-Albanian ethnic groups used to represent approximately 2 percent of the population (Annual Report 1990, Tirana, 1991). The later independent researches supported the idea that these groups represented 5 percent of the population in Albania (Bërxolli A., Minorities in Albania, Tirana 2005, p. 19-24). The last national Census in 2011 has shown that the total number of the Roma community in the country is 8301 persons or 0.30 percent of the population.

As the history has witnessed, the Proclamation of the Independence of Albania in 1912 was followed with a relatively good treatment of Roma community (ERRC, Roma in Albania, An Unknown Case , 1997, p.56), although the social gap between Romas and non-Romas continued to exist (Koinova M., Minorities in Southeast Europe, 1999, p.135). During WWII, approximately half million of Romanis from different countries in Europe were executed or killed in nazi camps (Ringold D., Orenstein M.A., Wilkens E., Roma in an Expanding Europe: Breaking the Poverty Cycle, A World Bank Study, Washington D.C., 2003). While in Albania, the survival of Romanis was relatively better due to the fact that in the country was not built any concentration camp and did not occur any ethnic cleansing (Ringold D., Orenstein M.A., Wilkens E., Roma in an Expanding Europe: Breaking the Poverty Cycle, A World Bank Study, Washington D.C., 2003). Meanwhile, a lot of Romani people actively participated in the National War for Liberation side by side with the partisans. During the socialist regime (1945-1990), living conditions of Roma community had visibly improved regarding the housing, education, medical care and social services. As the majority of the population, Romanis enjoyed full right to work, although most of them used to work as unqualified workers (Fonseca I., Among the Gypsies, The New Yorker, 25 September 1995). In rural areas, they used to work in the agriculture sector. In urban areas, Romanis used to work in construction, public services and handcrafts (Taho B., Document on the Situation of Roma in Albania, 2002). The adaption of the Constitution of 1976 banned the private economic activities and any private activity was charged by law. Despite this fact, many Romanis continued with their small capacities in trading (De Soto H. et al., Roma and Egyptians in Albania: From social exlusion to social inclusion, 2005), which included bartering horses, the handcraft goods and other products that they bought in the cities and sold in the villages or vice-versa, thus playing the role of the intermidiator in trading between rural and urban areas (Courthiade M., Duka J., A Social and Historical Profile of the Romanis in Albania in 1990s. A draft paper provided by the authors). The inclusion in this informal activities provided them suplementary incomes and marked the difference with the other communities in the country. Consequently, their economic status experienced relative improvements.

During the period of the post-socialist transition, the collapse and closure of the state owned enterprises, as well as the onesided character of Romani professional abilities, including their low level of the education and their discrimination, transformed their status from a relative welfare to an extreme poverty. Currently, they are the poorest and most marginalised ethnic group in Albania (De Soto H. and Gedeshi I., Dimension of Romani Poverty in Albania, in ERRC Roma Rights Newsletter, No. 1/2002.) Also available at: http://lists.errc.org/rr_nr1_2002/noteb3.shtml).

1. Research Method

In this paper, the research method applied is the qualitative approach, because the research is dealing with the understanding of “the inside experience of the subjects” and with “the patterns of the social interaction” among Roma community and the society, seen through the eyes of their representatives and based on “cultural understanding” that they give to this experiences (Silverman J., Hindry M., Diophantine Geometry: An Introduction, Springer-Verlag, GTM201, 2000).

In the focus of this research are the parents of Romani children (both, mother and father), which in several cases are grandfathers as well, despite their young age. The focus-groups of this research included 39 participants, among
them 21 females.

Aiming at having a more comprehensive approach regarding the current level of the education among Romani children, and knowing better the perception of the state institutions concerning their level of education, several interviews with the key persons were conducted.

2. Geographic Perspective of the Research

The research was done in five districts of Albania: Tirana, Fier, Elbasan, Korça, Berat, mainly because of the high concentration of the Roma community in these areas. Roma community is more organised in the above mentioned areas, which offers the opportunity for a geographical extension of the research (Census, Instat, 2011).

Roma community has its own associations in all these areas. The district of Fier is considered “the capital” of Roma community in Albania. The capital of the country, Tirana, having the highest number of the population, is considered to be a wide source of information on the wide range of problems for Roma community. Meanwhile, Berat, Korça, Elbasan are big cities especially important for the high number of Roma community compared to other cities.

3. The Importance of the National Strategy for the Romani Integration in Albania

Romanis in Albania, as elsewhere in other countries of Europe, have had a very low level of education. Their nomadic traditions, their special way of living, their poverty and their discrimination are among the principal factors lying behind this situation. In the early 1930, while describing the nomadic tradition of Romanis, Hasluck highlighted the fact that Romanis once in a while settle in a city for several months, and afterward they go back to their tent way of living (Hasluck M., The Gypsies of Albania, Journal of the Gypsy Lore Society, 17 (2): 49-61, 1938). In these conditions, the education of Romani children is pretty hard to be achieved.

The level of education of Romani children was visibly improved during the socialist regime following the measures taken by the government, aiming at their integration in the society. By offering them a fixed settlement in the 1960s, a full and guaranteed employment, as well as an accommodation resulted in the improvement of their life conditions which was followed by a higher educational level.

The empirical datas of the above mentioned researches have shown that during the period from 1973 to 1983, the level of illiteracy for the Romanis from 35 years old to 45 years old had decreased to 30.6 percent; the average period of education for those who continued to study is 6,6 years; 25.1 percent of the Romanis of this age group have completed the elementary school; 33.5 percent have completed 8 years of education, 3.5 percent have finished the high school and 0.3 percent have a university degree.

During the post-socialist transition, the level of education of Romanis, as elsewhere in other countries of the Central and East Europe deteriorated. The high level of unemployment and their poverty, their discrimination and their social exclusion were reflected in the decrease of their educational level. Currently Roma population is facing the illiteracy (40.3 percent); the percentage of the elementary school completed is 25.9 percent and of the dropped out is 14.9 percent. Even less Romanis have completed the 8 year of education (16.1 percent) and the high school (2.1 percent). The average years of education for men are 5.6, and for women 5.3.

Meanwhile, a detailed study shows that comparing the level of the education of Roma community with the majority of the population, the differences and the gaps are considered very big (Ikonomi E., Musai B., Sotirofski K., Mapping Policies and Practices for the Preparation of Teachers for Inclusive Education in Contexts of Social and Cultural Diversity: Albania Country Report, Torino: European Training Foundation, 2010).

In 2003, the Albanian Government adapted “The National Strategy for the Improvement of the Life Conditions of the Roma Community (2003-2015)”. In this ambitious document, together with the social, cultural and economic aspects of the life, a special chapter is dedicated to the policies of the education of the Roma community. The drafting of this strategy was based on a plurality of sources such as: the knowledge of the socio-economic situation and on the quantitative and qualitative evaluation of the necessities of the vulnerable groups; the statistical data processing provided by official and unofficial sources regarding the rate of vulnerability and of the social exclusion; the extension and the density of the risk groups. But some definitions of the above mentioned strategy display some problems, for instance the proposal to study “the way of living of the Romas” within the objective “to improve” it.

In “The National Strategy for the Improvement of the Life Conditions of the Roma Community” is included as well a detailed action plan that foresees the responsible institutions and a budget for the accomplishment of each year objectives, starting from 2003 to 2015 (Ikonomi E., Musai B., Sotirofski K., Mapping Policies and Practices for the Preparation of Teachers for Inclusive Education in Contexts of Social and Cultural Diversity: Albania Country Report,
By comparing the measures taken and the foreseen objectives regarding the education of the Romani children in the "National Strategy", it seems that these objectives have been partially met, because of institutional factors, as well as for the lack of financial and humanitarian resources.

It is visible the contradiction between the very ambitious objectives of the "National Strategy" regarding the improvement of life conditions of the Roma community and the limited institutional, human and financial capacities that were foreseen for meeting these objectives (Tamo A., Karaj Th., Study report “The situation of the Romani children in Albania”, Tirana, 2007).

The only responsible institution for implementing the objectives of the "National Strategy" for the Romani in all the fields: education, national heritage, family, economy, employment, the reduction of poverty, social protection, health, infrastructure, justice, security and public administration, is the Monitoring Sector in the State Social Service Office within the Ministry of Social Welfare and Youth. This sector was created to coordinate the work with all line ministries foreseen in the strategy (10 ministries: Ministry of Education and Sports, Ministry of Interior, Ministry of Culture, Ministry of Justice, Ministry of Transport, Ministry of Foreign Affairs etc.). Another mission of the Monitoring Sector is to raise awareness for the local government to participate in the implementation of the "National Strategy for Roma Community", to coordinate with the representatives of the Roma community and the Roma non-governmental organizations in order to contribute to carry out and monitor the strategy, as well as to collaborate with donors and local and international non-governmental organisations for its successful implementation. In front of this multidimensional work, the Monitoring Sector at the State Social Service seems to run into difficulties in completely fulfilling its mission, because it is of lower level importance compared with the other institutions it has to coordinate the whole work.

Very often, partnership institutions in implementing the "National Strategy" are not seriously engaged in positively responding to the requirements of the Monitoring Sector in the State Social Service. It also seems that the multifunctional character of the Sector (monitoring, coordinating, implementing) is causing serious difficulties to the Monitoring Sector. The most difficult point seems to be the cooperation of the above mentioned sector with the regional and local institutions. The longer the distance from the executive institutions, the less is the information on the implementation measures of the "National Strategy", and thus the lower is the engagement for its accomplishment.

In 2007, the progress-report of the Ministry of Social Welfare, supported by UNDP has reported a very slow progress in the implementation of the "National Strategy" and called for its revision (Duka R., Progress Report for the National Strategy for the Improvement of the Life Conditions of the Roma Community, Tirana, 2007). Two years later, the European Commission against Racism and Intolerance (ECRI) demanded from the Albanian Government to increase the allocation of sources for monitoring the executive and the local government for the implementation of the "National Strategy". It also asked from the Government to include more in the process the Ministry of Interior, the local authorities and the Roma community (European Commission against Racism and Intolerance, ECRI Report on Albania, Fourth Monitoring Cycle, Strasburg: Council of Europe, 2010, p. 29).

Romani are represented in the State Committee for the Minorities within the Council of Ministers, an advisory body under the Prime Minister’s office. Nevertheless up to now, this body has not had any influence on the policies yet.

4. Discussion

In other researches, it has been highlighted that 54 percent of Romani households with children stated that they could not afford the education of their children, compared to 12 percent of non-Romani households under the same circumstances. On average, a Romani family spends 20 EUR per year on their children's education, while non-Romani households yearly spend 308 EUR for the same purpose (UNDP, At Risk: The Social Vulnerability of Roma in Albania, 2006, p.24). For 34 percent of the Roma surveyed, facing the expenses for the purchase of books, school equipment, paying fees and other education-related costs which would often exceed their income was the main reason why their education stopped (UNDP, At Risk: The Social Vulnerability of Roma in Albania, 2006, p.25). Additionally, data from qualitative sources suggest that many Romani families cannot afford to buy comfortable clothes or decent clothes for their children, unlike most non-Romani families (UNDP, At Risk: The Social Vulnerability of Roma in Albania, 2006, p.25). Bearing in mind the data on incidences of hunger, Romani children often suffer from malnutrition and consequently experience difficulties in concentrating during the learning hours (UNDP, At Risk: The Social Vulnerability of Roma in Albania, 2006, p.25).

This is a clear outcome of our research as well. The households and the teachers have stated equally that the hunger is one of the main reasons why the Romani children can not effort to stay in the classrooms during the learning hours.

The research has shown that some Romani children do not enrol in school because of the migration and
emigration, free movement in and out of the country, which happened especially during the transition of the early 1990. These caotic movements, economically motivated as defined by the parents in the research, have influenced negatively the education life not only of the children, but of the Roma community as well, which turned out to be more educated before 1990 than today.

After 1990, the Albanian population migrated massively to Greece, Italy and beyond. In this context, some Romani individuals and families emigrated as well, but Greece and Italy represent the most frequent destinations for the Romanis. Following the researches, when Romani men emigrated, their children left in the country of origin with their mother or their grandparents went out of control, abandoned the schools or went to work in order to guarantee some incomes for themselves and their families as well. It is almost the same picture for those children that emigrated together with their families. The children abandoned the school and went abroad with their parents. In the host country, most of them do not go to school (Karaj Th., Tamo A., The Situation in Education, 2007, p. 54). This is a clear outcome of our research too. Romani children even if they are enrolled in kindergardens or schools, they continuously move from one place to another. This phenomenon brings difficulties with the inscription procedures in other education institutions and the lack of control from the state institutions regarding the monitoring of the situation.

Meanwhile, our research shows clearly the difficulties that Romanis face when they return from emmigration and the barriers they have to re-enroll their children in schools, because of the required burocracies which take a lot of time and they have to bear the costs.

The research highlights that following the Romani tradition of child marriage, the young girls are more affected by this phenomenon, which conditions their level of education. The parents, the teachers and the experts have stated equally that the Romani girls that have accomplished an education level are less in number comparing to the Romani boys. Their level of education is considerably lower too comparing to the boys.

Child marriage frequently precludes Romani girls from attending schools, infringing their right to education, and giving them a new status, the one of the housewives. Despite the negative health and psychological effects, the child marriages deter the Romani girls in completing their education and becoming qualified by diminishing their chances of employment. (ERRC, Submission to the Joint CEDAW-CRC, General Recommendation /Comment on Harmful Practices: Child Marriages among Roma, 9 September 2011). This outcome is affirmed in other researches as well. Romani children, particularly girls, abandon school at a relatively young age because of early marriages, or prejudices that their parents and the community have. The latter is due to a patriarchal upbringing according to which girls should not associate with boys when they reach their early teenage years. Schools are perceived as places where this unwanted association would take place... However, starting from the fifth grade, many girls are kept at home because their parents want them to get married, so from the fifth to the eighth grade there are no Romani girls at school (UNDP, At Risk: The Social Vulnerability of Roma in Albania, 2006, p.27).

The outcomes of the research have shown that the language barriers that face Romani children are more evident in the 9-year education level, especially for them who did not attended the preschool. But even the Romani children that attend the preschool have problems of communicating in Albanian language with their teachers, which have difficulties in understanding them speaking in Romani language. In other researches has been stressed that in some big Roma communities, children use more the Romani language amongst them. Consequently, many of them face difficulties on first grade where classes are in Albanian, pushing them to drop out of school. Almost 8 percent of the parents stress out this obstacle (Gedeshi I., Jorgoni E., Mapping Roma Children in Albania, 2011, p.27). Most of Romani households highlight this barrier. But in none of the researches, it is not stressed the importance of the presence of the moderator or of the teacher assistant in the preschools and in the primary schools. These moderators or teachers have a specific role not only for understanding the language, but even for the support that it is provided to the Romani children.

This phenomenon, that is evidenced even in the preschool system, seems to isolate Romani children from the other part of the society. This fact has been highlighted even in regional and international studies, which push forward the idea that the concentration of the children in one school echoes “the special schools” in the countries of East Europe and shows elements of residential isolation, a phenomenon that has been criticised from the Albanian organisations too. (Cahn, C., Chirico, D., Mc Donald C., Mohacsi V., Proc T., Szkely A., Roma in the educational system of Central and Eastern Europe, in the Roma Resource Book (1999) Open Society Institute-Institute for Educational Policy, Budapest).
5. Conclusions

- The poverty of the Roma community is a key factor why Romani children do not go to school or they abandon their education. The life conditions of Romani households force the parents to keep their children home, because they can not afford the minimal life conditions of the children, such as: food and clothing.

- The absence of school equipments such as: copybooks, pencils, pens, bags and in some cases even of the schoolbooks is a problem that Romani children face very often. In different districts, the process of grace delivery of the schoolbooks and school suplies has been slow and difficult.

- The Roma community plays an important role in the life of Romani children, because this community is full of prejudices for the Romani young girls that go to school after having reached a certain age. Roma community is not supportive for the Romani children that are enrolled in schools and for their parents. This phenomenon appears after the girls reach the age of the fifth grade of secondary school.

- The child marriage is a big problem amongst the Roma community, which infringes the children to abandon the school at an early age. This phenomenon is very vivid among girls, which at the age of 12 or 13 years old get married against their will from their families, constraining them to drop out the schools. In the opposite, the girls risk to remain unmarried. Facing this phenomemon, Romani parents force their daughters to abandon the school and to have their own family. A similiar phenomenon is spread even among Romani boys. But for Romani girls this phenomenon has another meaning, considering that according to their parents they are exposed to the human trafficking.

- The location of the preschool institutions is a considerable problem for Romani children. Romani communities are settled in the suburbs of the big cities, in areas where preschool education is not provided at all. In this context, Romani parents should send their children in educational institutions which are far away from their place of living. Facing this inadequacy, Romani parents prefer not to send their children to the preschool institution.

- The inability of the preschool teachers to communicate with Romani children that do not speak Albanian in Romani language, is another problem in the educational institutions where the presence of Romanis is considerably high. The lack of communication between Romani children and their teachers it is not the only problem, as far as the same problem exist between Romani children and their peers from the majority. The language barrier between Romani children and children from the majority of the population, makes Romani children feel themselves excluded from the learning process.

- The enrollement of the Romani children in the elementary schools is facing the lack of the low number of Romani children that have continuity in their education process from preschool to elementary school.

- Romani community faces continuously the problem of not registering the newborn Romani babies in the General Register Office at the moment of their birth. Many Romani children are not still registered in the General Register Office. This gap of datas is reflected in the work of educational institutions, whose employees once in a while are forced to visit at home all Romani households in order to identify their children and to move forward the process of their registration in the General Register Office.

- The lack of capacities of the educational institutions in secondary districts has been reflected as well in the insufficiency of awareness campaigns regarding the importance of education for Romani children. In this context, the awareness campaing has involved the local teachers, who have been visiting Romani households one by one in the areas where the concentration of Romas is high, aiming at convincing them for the importance of the education for the future of their children.

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Teaching Students How to Master Spoken Presentation Skills

Sladana Živković

College of Applied Technical Sciences & Faculty of Civil Engineering and Architecture, University of Niš, Serbia

Abstract

The aim of this paper is to present the specifics of designing effective spoken presentations for professional purposes. In today’s highly competitive world speaking effectively is extremely crucial for success in most positions in a working environment. Once students acquire fluency in communication skills, they can practice and develop spoken presentation skills. Teaching students to design effective spoken presentations implies training them insightful and well-trained thinking strategies that can produce clarity in communication. The success largely depends on judging all the specifics of the situation and responding to those properly, and the impression one gives as a person. By making students aware of basic points, types, characteristics and styles of technical or science-related presentations, the paper is to serve as a starting point in an attempt to make them expand and improve their communication skills.

Keywords: communication skills, spoken presentations, professional settings

1. Introduction

This paper provides the essential elements on preparing, organizing and delivering successful spoken presentations for professional purposes.

In today’s fast-changing and highly competitive world the need to present a professional image is more important than ever. Communicate effectively is extremely crucial for success in most positions in a working environment. Graduates need to be proficient in spoken communication skills in order to function effectively in the professional setting (Živković & Stojković, 2011), present new ideas or progress reports to their colleagues, or share the findings of their researches with their peers (Platow, 2002).

For successful spoken communication students need practice, and the best practice is to give a spoken presentation. A spoken presentation is a type of face-to-face communication where you inform, guide, inspire the audience to think about your topic, and convince them to agree with the idea that you put forth. It enables students to participate fully in their learning, to demonstrate their ability to communicate, and it helps them develop competencies in areas of their future working places. It demonstrates one of the most successful way “to get the student’s attention, encourage curiosity, create challenges“ (Hutchinson & Waters, 1987).

2. Spoken Communication Skills – General Facts

“It is no longer sufficient for a new graduate to have knowledge of an academic subject; increasingly, it is necessary for students to gain those skills which will enhance their prospects of employment“ (Fallows & Steven, 2000).

Today’s global society needs young people who are flexible, active innovative and creative in problem solving and decision making, who can communicate effectively and work collaboratively. This rapidly changing world needs young people to develop their potential as individuals in order to be prepared for the unique demands of the 21st century world. The ability to communicate is important in order to be able to operate effectively in the real world (Hedge, 2000).

In the present era of globalization employability skills include, among all, communication and presentation, planning, creative thinking, problem solving critical thinking, active and reflective application of knowledge (Dudley-Evans & St. John, 1998). The ability to communicate is the most important goal that language teaching aims to reach. It is to be able to operate effectively in the real world (Hedge, 2000).

Communication for professional purposes occupies a significant part of language teaching classes. They should be designed to meet the job-specific needs of students (Hutchinson & Waters, 1987; Dudley-Evans & St. John, 1998), and allow them to present the acquired academic knowledge in the professional environment. Students need a lot of opportunity to practice language in situations which encourage them to communicate their needs, ideas and opinions.

Communication skills are required by students (future specialists) whether they are expected to give presentations
at conferences, symposia or other meetings. Because of the necessity for these skills, students need instructions and guidance in preparing, organizing and delivering spoken presentations.

Teaching students principles of spoken presentation skills at university level is an especially relevant curriculum segment, and is done with the ultimate purpose of better communicating professional knowledge to other professionals. It implies training them insightful and well-trained thinking strategies that can produce clarity in communication. The results are substantive, i.e., improving the quality of presentation actually improves the quality of thought, and vice versa.

Teaching students how to master spoken presentation skills presupposes two goals: enabling students to function successfully in the future professional surrounding, and preparing them for their possible further academic career. In that sense, the author of this text, both ESP lecturer and syllabus designer concludes from her own teaching experience that teaching principles of spoken presentations is a necessity if students are to perform well in the professional setting.

Spoken presentations provide "a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to have confident presentations in public" (King, 2002). If properly guided and organized, spoken presentations provide a learning experience and teach lifelong skills that will be beneficial to students in all school subjects, and later in their careers (Meloni & Thompson, 1980).

3. The Basics of Spoken Presentations

Speaking is the mode of communication most often used to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others. Being able to communicate effectively is the challenge of the current global job market. Communicating and, thus, connecting with colleagues and business partners is an essential skill in career development. Graduates need to speak well in their personal lives, future workplaces, social interactions. They will have meetings to attend, presentations to make, discussions and arguments to participate in, and groups to work with. If basic instructions and opportunities to practice speaking are available, graduates position themselves to accomplish a wide range of goals.

As Halliday (1978) explains, “communication creates, maintains and modifies social reality through the exchange of meanings and understandings in the process of communication”. It is a dynamic, interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. It is tailored according to the needs of specific professions and allows students to present the acquired academic knowledge in both academic and professional environment.

According to Murphy & Hildebrandt (1990) "knowing the content of the functional areas of business is important, but to give life to those ideas - in meetings or in solo presentations - demands an effective oral presentation." The success largely depends on judging all the specifics of the situation and responding to those properly, as well as the impression one gives as a person.

In order to be effective communicators, innovators, critical thinkers and problem solvers today’s students “enhance their skills and capacities by improving their means of linking their skills and capacities to the world market” (Reich, 1991).

Students' spoken presentations are a common part of many courses at colleges and universities as they are one of the ways to improve learning of course material. They represent an opportunity for developing real-world communications as well as leadership skills (King, 2002). The potential benefits of students' spoken presentations include (Girard et al, 2011):

- greater class interaction and participation,
- increased interest in learning,
- new perspectives not covered otherwise, and
- improvement in communication and presentation skills.

Students can gain knowledge not only from the research they and other students perform, but also by observing the other presenters' strengths and weaknesses to develop better communication and presentation skills” (Girard et al, 2011).

Spoken presentations represent an opportunity for developing real-world communications as well as leadership skills (King, 2002).

Among the many advantages of designing spoken presentations for students are (King, 2002):

- bridging the gap between language study and language use;
- using the four language skills in a naturally integrated way;
- helping students to collect, inquire, organize and construct information;
- enhancing team work;
- helping students become active and autonomous learners.
- to develop learners' confidence that they can achieve communicative goals,
to give learners chances to try out communication strategies (Willis, 1996),
to engage learners in using language purposefully and cooperatively.

Students are involved in their own learning process as active participants, they are engaged in real-world experience, and they build creative and critical thinking and problem-solving skills as important characteristics for success in the 21st century. The final goal is to help students maximize their potential, both personally and professionally.

4. Delivering a Spoken Presentation

Since spoken presentations involve multi-skills, a carefully planned and constructed guideline will help develop students' receptiveness to these presentations. Listing instructional objectives and explaining reasons for this activity can increase student participation and may always result in a heightening of satisfaction and achievement.

The fundamental purpose of scientific discourse is not the mere presentation of information and thought, but rather its actual communication (Gopen, 1990). The fact is that spoken presentations are much more than a simple delivery of one's scientific of professional knowledge. The preconditions of an effective, but most importantly good spoken presentations are many. Sole mastery of the required knowledge is insufficient in this case. The success largely depends on judging all the specifics of the situation and responding to those properly, and the impression one gives as a person. A spoken presentation should never be a monologue, but an active dialogue in which verbal communication is not the only constituent.

The content element of the spoken presentation includes aspects that need to be assessed such as knowledge shown, logical appeal, fielding of objections, questions posed, improvisation shown, and conclusion (Carroll, 2005). Separating your presentation into meaningful sections achieves some of the cognitive work for your audience (Platow, 2002).

The important aspects of spoken presentations are the following:
1. Introduction - Content: what the presenter will do;
   - Procedure: how the presenter will do it (Jordan, 1997);
2. The main body - Methods, Results;
3. Conclusion - Discussion; Participation and invitation in discussion.
   1. Introduction – Greet the audience, Introduce yourself, Explain the purpose of your talk – Start by introducing the topic, Outline the main points - State your purpose and announce the outline of your presentation in very simple, precise language. A good introduction will capture an audience's attention.
   2. The main body (methods, results) – Move to a point – outline your talk, State main ideas clearly and present examples, Introduce a visual aid Use visual aids to engage the interest of your audience. The information in the body needs to be well-structured. Decide on an organizing principle. It could be by chronological order, theme or order of importance.
   3. Conclusion (Discussion) – Conclude your talk, Summarize the main points, Invite questions and comments.

The facts that need close attention are the following (Živković & Stojković, 2013):

4.1 Identify the audience

The first thing to be done when preparing a spoken presentation is to identify the audience as precisely as possible (experts, technicians, executives, nonspecialists). Different audiences require and are prepared for different amount and depths of information. The success of a presentation depends on knowing those in advance.

4.2 Determine the aims of presentation

The presentation can have one of these aims: to inform, to persuade, to teach. Depending on these, the structure and the shape of the presentation will vary significantly.

4.3 Shape the presentation

Students should gain the mastery of organizing and selecting their arguments or pieces of information so as to respect the time allotted. Also, for the sake of their assertiveness they should familiarize themselves with the physical space for their presentation and visualize their movements within. The organization will depend on the overall purpose of the talk, but basically it may be of the following kinds: classifications, cause and effect, problem and solution, experimentation.
4.4 *Introduce appropriate visual aids*

The main thing is to encourage students to use support material and visual aids. When designing a visual, students should consider its effect on the audience. To help the audience follow the presentation, it is a good idea to use some of the visual aids: Slides, LCD and DLP Projectors, Laptops, LCD panels, Video, Multimedia, Laser Pointers, Lapel Microphones, Overheads, Photo-quality printers. There are a great many presentation tools available to presenters. “Even the simplest visual aid can provide a grasp of the structure and direction of the argument, which will help the listeners to understand and remember” (Turk, 1985).

Some advantages of using the visual aids (Walters and Walters, 2002):
- they can contain more details,
- they are good for audience participation,
- they can show motion,
- they are easy to modify or create,
- they keep room lights up,
- they can be a concrete reminder of the message.

4.5 *Gain the audience’s attention*

The introduction must draw the audience’s attention, identify the topic, and create expectations in the audience that the presenter will satisfy in the course of the presentation. Gain the audience’s attention by connecting their needs/values/knowledge to the topic of the speech.

4.6 *Familiarise the audience with the aim, content, and the structure of presentation*

The audience should know what to expect and should be immediately persuaded that these expectations will be fulfilled. This requires clear statement of the content organization at the very beginning.

4.7 *Prepare a closing summary*

An effective conclusion develops naturally from the structure and content of the preceding material. It reaffirms the connection between the audience and the material presented.

4.8 *Delivery*

During the presentation a presenter need to:
- face the audience - maintain eye contact with the audience as much as possible,
- use natural hand gestures,
- look presentable - it means to dress well for the presentation, usually a formal outfit is preferred to show the level of professionalism. Appearance says a lot about someone’s personality and confidence,
- speak in a clear and audible voice to get your presentation through to the audience even the ones sitting further away,
- pause periodically - it gives your audience a chance to digest your information and it also gives them permission to participate,
- be aware that nervousness is to be expected, just should be turned into enthusiasm,
- Engage your audience - pose a question to see how much they know about the subject you are about to discuss,
- give the talk a clear, logical structure with an introduction, the main body and a conclusion,
- emphasize key words to allow your audience what they really need to pay attention to; if you speak in the same voice tone throughout the entire presentation, no one knows what is really important.
- make the visual aids clear and easy to understand,
- respond to questions politely, good-humoredly, and briefly,
- summarize your main points and give a strong concluding remark that reinforces why your information is of value,
- invite questions from the audience at the conclusion of your presentation. A well-managed questions and
answers at the end of the presentation are of real value. Encourage the presenting student to invite questions and the audience to ask them.

As a well-known fact, English language instruction today is often one of the crucial aspects of preparing students for their vocation in a highly competitive international professional environment. Teaching principles of spoken communication at university level is an especially relevant curriculum segment and is done with the ultimate purpose of better communicating professional knowledge to other professionals. Every professional is involved in some aspects of communication which usually involve gathering, analyzing, and distributing scientific and/or technical information efficiently and accurately for specific audiences.

As a summary to all mentioned above, it is important to point out that spoken presentations for professional purposes need to occupy a significant part of language teaching classes. By their nature they can be taught only as an interactive kind of lecturing. Through practice work students reproduce the knowledge lectured through their own examples. The aim of such classes is practical and concrete. It is made according to the needs of specific professions and allows students to present the acquired academic knowledge in a professional environment.

5. The Changing Role of the Teacher in the 21st Century

In this new information and communication society teaching is facing challenges from traditional ways of instruction and learning towards more innovative ways. The challenge for the teacher is to provide a relevant framework for students upon which they construct knowledge and become active participants in the learning process.

Being a teacher today may prove a difficult transformation. Importantly, the teacher is no longer perceived as the knowledge dispenser and decision maker. Instead, the teacher has become the facilitator of learning whose main task is to set goals and organize the learning process accordingly. The teacher creates social and intellectual climates, where collaborative and cooperative learning methods are supported. The teacher is responsible for leading and coordinating the work and make learning progress easier.

Besides, the teacher is the supporter, one who supports the learner by means of suggestions that arise out of ordinary activities, by challenges that inspire creativity, and with projects that allow for independent thinking and new ways of learning information.

In Vygotsky’s (1978) theory of constructivism, the teacher serves as the mediator who coaches and encourages students to formulate their own level of understanding.

In the Bruner’s (1979) classroom, the teacher is the instructor, (direct and guide the learning process) who should try and encourage students to discover principles by themselves.

Moreover, there is a demand for the teacher in the classroom not to be only a guide, organizer, and supporter, but, as King (2002) comments, to hold questions and answers sessions, provide feedback, and evaluation of students performance.

We have to agree with Crystal (2003) who claims that the actor and the teacher inhibit the same stable. They both have to put on a show (the actor on a stage and the teacher in the classroom).

The teacher involves preparing detailed guidelines, organizing groups, helping students to select topics, guiding their research and helping them learn the use of various visual aids, providing feedback on the sequencing of ideas, and evaluating their performance (King, 2002).

6. Student-Centred Learning

Unlike the traditional classroom model (i.e. teacher-centered pedagogy), student-centered learning requires students to take an active role in forming new understandings, and are not just passive receptors (Dunlap & Grabinger, 1995). More specifically, the focus is on the practical experience and direct activity of students. Student-centered learning requires students to set their own goals for learning, and determine resources and activities that will help them meet those goals (Jonassen, 2000).

Students function as designers using the technology as tools for analyzing the world, accessing information, interpreting and organizing their personal knowledge, and representing what they know to others” (Jonassen, 1994). Students must be given opportunities to be active in ways that will promote self-direction, creativity and critical analysis of problems requiring a solution Jonassen (1994). “Learning becomes a continuous, life-long process which results from acting in situations” (Brown et al., 1989).

It has been observed by Kim et al. (1999) that students have more positive attitude towards learning as they share their experiences with their peers and the teacher, as well as they experience increasing discussions in the classroom.
Brown (1996) has proved that spoken presentations help students to work collaboratively and focus on a specific area useful for future work.

7. Transformative Teaching and Learning

In order to meet the challenges, it is the task of the teacher to introduce innovative pedagogies following up the trend in shifting the focus from teaching to learning. The design and implementation of pedagogical and technological knowledge in the teaching process is one of the most demanding tasks. So, the key challenge facing teachers is to refocus their teaching strategies and adopt new approaches, and to effectively and efficiently incorporate technologies in the language learning process. Within such context, to be prepared for the new role in the 21\textsuperscript{st} century, the teacher needs to maximize the potential of learning, and to provide models for the practical work.

An important issue to consider is the dialogue in the classroom – students’ interaction with peers and the teacher. The teacher should encourage communication through dialogue interaction aimed at mutual development and enrichment. The Socratic method, as a form of dialogic discussion, can be really efficient in courses, as it can empower and support group learning based on either individual or a social constructivist approach. It highlights students’ engagement in the discussion with a specific topic as a central focus.

Consequently, students learn to think critically by examining one another’s ideas and questions in an attempt to create a better understanding, and “to have their voices heard and build on their previous experiences and interests to plan for their continuing growth” (Dewey, 1938). According to Kennedy (2007) in-class debates are a means (for students) to cultivate both critical thinking and spoken communication skills.

All in all, the above points to the fact that transformation requires a teacher “whose main function is to help students become active participants in their learning and make meaningful connections between prior knowledge, new knowledge, and the processes involved in learning” (Copley, 1992) for multidisciplinary teaching and learning process. Teachers should also reflect on their own practice, and be willing to experiment with new instructional tools. Therefore, the existing programs should be updated by incorporating modern student-centered teaching methods and techniques (i.e. group work, simulations, case analysis, etc.) which would help to create a comfortable, high-quality learning environment, and encourage students to participate in the learning process more actively.

8. Concluding Remarks

We are currently facing globalization as “the widening, deepening and speeding up of worldwide interconnectedness in all aspects of contemporary social life” (Held, 1999). In this new world speaking effectively is extremely crucial for success in most positions in a working environment.

Graduates need to be proficient in spoken communication skills in order to function effectively in professional settings. Mastering the skills of professional presentations is more important than ever. The success largely depends on judging all the specifics of the situation and responding to those properly, as well as the impression one gives as a person.

The ultimate result of a successful presentation is communicating professional knowledge to other professionals. This innovative framework provides a holistic approach in assessing a student’s performance based on the content and the delivery of their presentation (Carroll, 2006).

References


Health Care Problems in Rural Areas Schools -Parental Point of View

Ma. Rina Gera
University “Luigi Gurakuqi”, Faculty of Sciences of Education, Shkoder, Albania
gerarina@yahoo.com

Dr. Zamira Shabani
University “Luigi Gurakuqi”, Faculty of Natural Sciences, Shkoder, Albania
shabanizamira@yahoo.com

Prof. As. Fatmir Vadahi
University “Luigi Gurakuqi”, Faculty of Sciences of Education, Shkoder, Albania
fatmirvadahi@gmail.com

Arlinda Ramaj
University of Medicine, Faculty of Public Health, Tirana, Albania
arlindaramaj@yahoo.com

Abstract

The rapid economical and social developments have put the school forward of some different challenges. These changes are reflected in the rural areas, too. The parents nowadays are not interested only on their quotidian duties toward their children, but also in other aspects, and of course one of them is school where they spend most of their time. One of the important things related to school is children’s health, even though it is not seen as a direct connection, it affects their life and their future lifestyle. In this study we aim to present some of these problems the parents face in their children’s health aspects, seen related to school. The purpose of this study is to identify the problems and the obstacles the parents face in front of school conditions and services they offered to their children. This article aims with the help of the answers of 274 parents of children of 6 rural area schools in Shkodra’s county, to reflect some of their point of view about health problems. This is a point survey. To select the sample was used the sampling with stratification, where in each layer was made from a simple random sample. 300 questionnaires were distributed (mostly with closed questions) in six different villages, 50 questionnaires for each village) Shkodra District. The distribution was in rural areas in North and South of Shkodra. The distribution period was December 2013 - January 2014. The data were elaborated with SPSS.20 program.

Keywords: children, health, parents, rural area, school.

1. Introduction

Nowadays, parents are more and more interested about the physical, psychological and social development of their children. They are also interested on their progress at school and they do not see the school only as a place where others, (teachers, headmasters and staff) to try the best for the children. The parents try to see the school not only in the educational point of view, but also as a place where their children can find help, support, care and protection, a place where they can learn not about the lessons and at the same time about their life. Parents are becoming very important stakeholders for the schools, by aiming to raise the objectives for a better quality of schools not only in the educational point of view, but also of better conditions, safer places, health care, good feeding, different activities and bigger possibilities for them. Recently, the school is also seen as a place where children will be part of different activities (sport, art, science, acting etc.) not only to see them as part of these activities, but also to construct their identity, their personality, their healthy life and hygienic conditions, lightening, the desks etc. (Gera,R, et al.2012, pg.213-222) So parents tend to be aware of health care, because it can affect the morbidity in the future life of their children as scoliosis, accidents, hearing problems, infection respiratory diseases, gastrointestinal infections, overweight, obesity, poor verbal communication and mental health problems. The road accidents are the main cause of mortality 5-14 year of children old in the low economics incomes countries of European region. Noise pollution effects on human health are a matter of
great concern. Noise pollution can affect us in several vital organs. Noise can interrupt a good night's sleep, and when this occurs, the person feels extremely annoyed and uncomfortable. This can considerably decrease a person's ability to work efficiently. The air quality is connected with transport car, combustion of solid waste and emission in environment air pollutants as: oxides of sulphur, nitrogen oxides, mono and carbon dioxide, hydrocarbons, lead, soot, dust and cancerous substances which are the main factors increasing the cases of respiratory infection. Obesity is one type of malnutrition and considered as an important risk of factor for the severe chronic diseases such as cardiovascular and diabetes. Obesity is an important cause of morbidity, disability and premature death (WHO, 2004). These related to child factors, family dynamics, parenting, knowledge and beliefs, extra familiar influences and resources and environment. (Ostrowska. L, et al. 2009. pg. 389-396).

2. Methodology

This is a point survey. To select the sample was used the sampling with stratification, where in each layer was made from a simple random sample. 300 questionnaires were distributed (mostly with closed questions) in six different villages, 50 questionnaires for each village) Shkodra district. The questionnaire was based on parents self-reporting. 274 of 300 questionnaires were returned (91%) questionnaires completed by parents of children attending these schools. The distribution was in North of Shkodra and South of Shkodra. In South of Shkodra was included a high school in Obilë and the secondary school of Bushat and Trush (is including also an elementary school Shkjezë, annexed Bushat.) Also the questionnaire is delivered in North of Shkodra: Dragoç, Shtoj i Ri and Hoti i Ri (all secondary schools). The distribution period was December 2013 - January 2014. The data were elaborated with SPSS.20 program.

3. Results and Discussion

In this study have participated parents of both genders. 54% of them are females and 46% are male. Their age varies: 22% of the participants are between 22-35 years old; 36-45 years old are 54% and over 46 years old are 24% of the population who participated in this study. They have also different levels of education: 5% have an elementary level of education, 38% followed the secondary school, 39,4% high school, 15,7% university and 1,8% have a master degree. On the other hand their children also follow different level of education: 34% are in primary school, 44% in secondary school and 22% follow high school. About the kind of school (public or private) they follow, the parents admit that their children in 93% of all the participants in this study have followed only the public school and only 7% of them have followed both systems of education.

Graf. 1. Is there a doctor/ nurse/ psychologist

The parents admit that in their children’s school have a doctor (90%), and only 10% don’t have a doctor. In fact there are no doctors in the schools, but the medical service of each rural area in Shkodra has a doctor and a nurse which look after health children in school. These institutions are near the schools so they do their job without being part of the school staff. 12% admit that the schools have a nurse and 88% do not admit this existence. About the presence of a psychologist in school, the parents in 78% of them say that there is not this service, only 22 % of the parents admit about the presence of this service. In fact only some schools in rural area have a psychologist; the schools in the city do not have a full time psychologist, but one psychologist covers 2-3 schools depending on the pupils’ number.

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Parents admit in 11% of them that they are violated by the school staff, especially the teachers and about the frequency of it, 84% of this violence is rare and in 16% of the cases it is frequent. It is true that the cases are reducing but the truth is that it still exists in our schools.

The children according to the accompaniment of their children admit that in 57% of the answered they say that they accompanied their children in school and 43% of them let them to go alone. They admit that 68% of their children go to school on foot, 15% go by car, 14 % use the school bus (this is a vehicle that is offered to the children who live far from the school, but it is a bus paid by the parents and it is not the property of the school, but a private vehicle to support the parents and their children). 2% of the children use a bicycle and only 1% uses a motorbike. The parents confirm that the reason they accompany their children is because of the crowded traffic, the unsafe roads and the feeling unsafe in general about all things can happen during the way to school. They report also the lack of means of transport to more remote areas. (Qarku Shkodër 2010, pg.9)

About the feeding of their children at school, this is not offered by our schools, but the children can take away their snacks or they can buy something near the school. About this question 64% of the parents participants admit that their Children whether they take the food from home or not.
children do not get or buy food at school, but 36% of they agree about this fact( their children have a snack at school). 68% of the last group of the children bought the food at school (salty or sweet snacks, hamburgers, sandwiches, chocolates, different beverages-classified as unhealthy food) and only 32% of them take the food prepared at home. The reason of their absences in school is only in 28% of them because of health problems as flu, the influences of the winter and the other illnesses of this group age.

Graf.8. The hygienic conditions in school/yard/ toillettes

The parents' opinion about the hygienic conditions in school environments, 47% of them evaluate them good, 25% very good, 18% enough good , 9% weak and 1,5% very weak. According to the parents' point of view the school and the staff take care of the school environment, they appreciate this aspect of the school. About the hygienic conditions of the school toilets we see the opposite side of their evaluation comparing to school environments. The parents report in 28% that their situation is good, 25% is enough good, 18% weak, 17% very weak and 12 % very good. On the other hand, the parents have another level of evaluation in the outside environments of the school (yard 50% evaluate it good, 18% very good, 14% enough good, 12 % weak and only 6% very weak. Still today there is little knowledge or awareness among parents about certain groups of diseases that affect children. The curricula of our schools are not adequate to achieve the level of involvement of comprehensive health education. The lack of these programs at the appropriate level, in the long term perspective directly affects the reduction of the sensibility of the population to health issues. (Qarku Shkodër, 2010, pg.39)

Graf. 9. Noises around school

Graf. 10. The security of children in school

About the noises around the school, the parents accept in 30% that the level of the noises is very good, that means that they do not have noises near and around the school, 18% of them evaluate it good and the same percentage enough good, 14 % say that the noises are weak and 20 % very weak (so they admit that there are noises). According to the school position, even though they are in rural areas, the schools are near the main streets, where the traffic is more frequent and also the schools are mostly in the center of the village so they are surrounded of all the possible services of the village. For this reason we can say that all of them influence the quietness of the school. Also about the position of the school faced to the traffic near or not the school, 18% of the parents admit that the position is very good,41% good, 22 % enough good, 13% good and only 7% weak. In fact all the schools represented in this study have fences, especially with the possibility to see through it and to give the possibility to observe the street before they get out of the school, even
though they are in the main street. On the other hand the parents as they admitted, that they accompanied their children for safety reasons, especially to prevent accidents on the road.

![Graph 11. Security of school position](image1)

![Graph 12. The lightening system](image2)

**Graf. 11. Security of school position**  **Graf. 12. The lightening system**

About the school position, the distance from the road and the traffic, they evaluate this position 40.9% good, 21.5% enough good, 17.9% very good, weak in 12.8% of them and very weak 6.9% of them. On the other hand, about the security inside the school, if the school has a fence to protect meanwhile their children are studying in school, the parents admit in 26.3% of the answered that it is very good, 35% good, 16.8% enough good, 12.8% weak and 9.1% very weak. According to their opinion, the lightening system in the classrooms is for 43% of them very good, 33% good, 14% enough good, 8% weak and only 3% admit that it is very weak.

![Graph 13. The commodity of chairs/desks](image3)

![Graph 14. Heating system](image4)


Their opinion about the comfort ability of the desks and chairs in the classrooms is very good for 22% of them, good for 41.6% of them, for 23.7% it is enough good, for 6.9% weak and for 5.1% very weak. About the heating system in the school the parents evaluate it in the highest level (34.3%) good, 27.7% very good, 19% enough good, 11.7% weak and 7.3% very weak. In our school we do not have a central heating so not all the school is warm during the winter of cold in summer. The heating is only in the classrooms and it is mainly with gas or in some cases there is no heating at all. Even though they have heating with gas, can’t cover all the surface of the class room, but on the other hand it affects the children's and teachers’ health, causing breathing problems, allergies etc.

![Graph 15. The maintenance of school](image5)

![Graph 16. The function of gym in school](image6)

**Graf. 15. The maintenance of school**  **Graf. 16. The function of gym in school**
About the maintenance of the school environment 37.4% evaluate it good, 24.4% enough good, 23.1% say it is very good, 10.6% weak and 4.4% very weak. On the other hand, about the gym environments to practice physical education, there is not a good evaluation by the parents, because mostly the schools do not have gyms. The physical education is generally done in the school yard or in the classrooms when the weather conditions are not good to do it outside. The parents in 41.6% of them evaluate it very weak, 29.2% weak, 12.4% good, 10.4% enough good and 6.2% very good. In the reality the parents report the lack of space for entertainment, the inability to take advantage of existing school facilities. (Qarku Shkodër, 2010 pg.9)

Graf. 17. The level of sportive and sanitary-hygienic activities

According to the Law of Education and the Disposition about the school, the schools should offer extracurricular activities (sports, concerts, shows etc). About the sportive activities and the frequency of these activities by the school they admit in 37.6% that their level and frequency good, 21.5% enough good, 18.2% very good and 9.5% very weak. About the Sanitary-hygienic activities they admit in 41.6% of them that they are good, 21.2% enough good, 18.6% say that they are very good, 12% weak and 6.6% very weak.

4. Conclusions

According to the parents’ opinion about the school conditions related to their children health we can conclude that:

In rural areas, the schools do not have a doctor inside it, but the medical services covered by the doctor and the nurse of these medical services in their respective areas. Only in some rural areas is a school psychologist, which is officially appointed by the Shkodra’s directory of Education. The parents accept the presence of the violence by the teachers toward their children, even though it is rare.

In the majority of cases the children are accompanied to school by their parents, for security reasons. Only a small part of their children go to school with motored vehicles, because of the distance from school.

The schools even though they are placed in rural areas they are near the main streets with traffic and surrounded with all the possible services of these areas that causes noises influencing in the educational process. On the other hand even though the schools have fences that allow the children to check the street, for the parents the school location can be a cause for their children accidents.

The hygienic conditions in classrooms, toilets and the other environments in the school are considered good by the parents, but according to their opinion the most problematic environment are the toilets. The level of lightening, the accommodation of chairs and desks and the heating system are considered good by the parents, but specially the heating (the kind and/or its absence) is the main problematic part in their point of view.

About feeding, the parents accept that their children do not take away their food, but they buy the food near the schools, that not all the time is under control and healthy, with different consequences as: alimentary intoxication, overweight and malnutrition. The level of different activities (sanitary-hygienic and sportive) are not absent in schools, but they are not applied in the desired level by the majority parents’ point of view.

5. Recomendations

To raise the pupils level of education by the doctors and the medical staff, through the promotion and health education.

To improve the physical and hygienic school conditions for better health for the children.
To increase the road safety and the safety in the school by the local government. Children and parents should be aware about the existence, the law application about the violence and the denunciation of the violent cases in school.

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Strategjia Rajonale dhe Plani i Veprimit për Fëmijët 2011-2013, Qarku Shkodër, 2010
Once a Whore, Always a Whore?:
The Critical Meaning of Prostitution in François Ozon's Jeune & Jolie

Pogkrong Boon-Long

MA Program in Women, Gender and Sexuality Studies, College of Interdisciplinary Studies, Thammasat University, Bangkok, Thailand

Abstract

With its coming-of-age theme, François Ozon's Jeune & Jolie presents the life story of a middle-class seventeen-year-old literature student who secretly works as a call girl on the internet as a sideline. She conceals it from her family and later gets caught accidentally by the police. My analysis of this representation finds that Ozon thoughtfully presents the meaning of prostitution in critical ways by questioning and reconstructing the myth of the taboo profession in many ways. Moreover, such a critical meaning potentially empowers audiences, especially women, in the dimension of sexual identity through the experience of the protagonist who employs prostitution as her “wild” activity in her spare time in daily life to explore and experiment with her sexual pleasure which cannot be easily shared with other members in her family or a close friend at school. Importantly, prostitution leads the protagonist to a transformation of her identity, including her self-redemption from being bound up in a taboo profession, and such a condition is significantly depicted in relation to the elements of age and urban area, which surrounds the protagonist’s living environment and influences her life activities, especially her sexual activities.

Keywords: Female Representation, François Ozon, Jeune & Jolie, Prostitution, Sexuality, Teens

1. Introduction

Screenwriter-director François Ozon significantly points out from the early sequence of events in Jeune & Jolie, his 2013 drama about Isabelle, a middle-class seventeen-year-old literature student who secretly works as a call girl on the internet as a sideline, that women’s sexual lives are often inspected and comprehended, especially by men in a limited and rather superficially. Such a debate is presented in the opening scene when Victor, the protagonist’s younger brother peeks through his binoculars at his sister in bikini on the beach during the family’s vacation at their summer house. The gaze which displays the eager inspection and exploration of nearly-naked Isabelle is done by a young male. The image through binoculars from a long distance, in this context, signifies a limited perspective on female sexuality from an inquisitive gaze fuelled by voyeurism rather than with the intention of making understanding as Mark Wilshin (2013) implied in Bright Young Things, the title of the review he wrote for this film in which voyeurism in this context, simultaneously, provided an exploratory challenge to learn about femininity from the protagonist’s sexual perspective. Essentially, the female protagonist in that gaze is positioned as a subject of male sexual curiosity.

In this film, Ozon also criticizes, the sexual life of women which is determined and valued by the image of “a good woman”, who behaves herself according to social norms of sexual behavior, by presenting the experience of a female teen in the form of a prostitute, to challenge such a determination and evaluation. Also, this issue is introduced in the early part of this representation during a dressing-up scene in which Isabelle puts on heavy make-up for her date with a German guy of the same age, in the hope of experiencing real first-time intercourse with him. Again, her little brother Victor, who often clings to her, comments on her facial make-up suggesting that it makes her look like a whore. This results in Isabelle immediately wiping away some of the high-gloss lipstick with a piece of tissue. Prostitution, in many people’s view, including those of many characters in this film, is shameful, and considered a taboo potentially casting a stigma on women who practice it in any form (Apte, Shankar, & Sahni, 2008: 17; Sanders, O’Neill, & Pitcher, 2009: 2).

This representation was unofficially voted as one of the top favorites among audiences at the 11th World Film Festival of Bangkok in 2013. It presents the meaning of prostitution in critical ways which essentially deconstruct the myth of this taboo profession. Besides, the film leads audiences to inspect the sexual life of the female protagonist, who makes her own exploration for sexual pleasure through working secretly as a call girl, and struggles with the pressures from her family as to her wild lifestyle. Isabelle, the female representation, is portrayed so attentively by Ozon that it potentially makes audiences appreciate women’s sexuality in not just a fixed dimension. In addition, Ozon carefully depicts teen sexual crisis through the life of this seventeen-year-old female protagonist.
2. Jeune & Jolie and the French Classics with Prostitution Theme

Exploring some reviews of Jeune & Jolie over the internet, the author of this article found that some of them made reference to a couple of famous French classics about prostitution: Jean Luc Godard’s Vivre Sa Vie: Film en Douze Tableaux (1962) and Luis Buñuel’s Belle de Jour (1967). James Mottram (2013) praised Jeune & Jolie as “a modern-day spin on the classic Bell de Jour,” with the protagonist undergoing a change from bored housewife to wild teenage schoolgirl. These reviews have been taken as the primary literature for my study of Jeune & Jolie. As an outsider to French culture, I consider that such a confined data source can create a limitation for me in making a reference to contemporary French films with a prostitution theme in this study. Apart from these two French classics, another film with a prostitution theme I can mention here is Call Girl (2012) which was shown in Bangkok in the context of films screened for an international film festival. Call Girl, which depicts the true story of a young call girl, was on the program of Swedish Film Festival held in April 2014, and Jeune & Jolie was screened at the World Film of Bangkok in November 2013.

With the theme of prostitution, Vivre Sa Vie leads audiences to explore the process by which a young and pretty working-class woman becomes a prostitute. This issue is also one of the essential parts of Call Girl, a sensational drama recounting how a fourteen-year-old girl with family problems is lured by an influential middle-aged bawd into call-girl services for wealthy clients from political circles, and how such a business played a role in one of the big scandals in Swedish political history during the 1970s. Belle de Jour portrays a beautiful housewife who explores sexuality for her own pleasure by willingly engaging in what is reputed to be the world’s oldest profession (Flowers, 2011: ix, 27). The female protagonist in Jeune & Jolie does likewise for similar reasons.

A clear difference in the character’s background on professing prostitution between the protagonist in Jeune & Jolie and the other three is the decision making for leading their professions. Seventeen-year-old schoolgirl Isabelle, prostitutes herself of her own accord at every step of way, finding inspiration from a television program, whereas the character in Vivre Sa Vie is controlled by a young pimp who manages his business within a female trafficking network. Call Girl’s fourteen-year-old protagonist is lured into the dark business as mentioned, and tends to live under torture with the possibility of being blackmailed for the scandalous acts she has unwillingly engaged in. In Belle de Jour the woman is introduced by chance, by a male acquaintance, to a group of courtesans in an apartment of a middle-aged madam who she works afternoons for, similar to Isabelle’s after-class working hours. As for the plot, besides the issue of the protagonist’s experimentation and exploration of sexuality focused on both Belle de Jour and Jeune & Jolie, an essential issue that is clearly raised in the latter is the transformation of the protagonist’s identity, which manifests a teenage sexual crisis on the part of the female characters.

Significantly, the life experience of Isabelle, the female protagonist, as a prostitute, paves the way for closer inspection and exploration of the meaning of the term “prostitution” by questioning the myth of this taboo profession. Ozon introduces such a critical issue by featuring Paris, presented in the form of elegant high-rise buildings and a modern high-tech life style, as background to the film. In this study, I consider the film as a representation of Ozon’s own creative process, which employs semiology inspired analysis to relate the issues of gender and sexuality.

3. The Critical Meaning of Prostitution in Jeune & Jolie

Isabelle, the young female protagonist in Jeune & Jolie, lives her life under pressure caused by her discontent with her own sexual affairs, largely resulting from first-time intercourse with a German teenaged boy on vacation with family in summer, and also partly result of the attitudes of her close-knit family and school friends over what appropriate sexual conduct of a ‘good’ girl should be. Possessing an alternative secret life as a call girl who encounters various kinds of male clients, Isabelle is able to explore and enjoy the sexual side of her life. By living a double life, the protagonist, as a woman, creates her own opportunities to fulfill her sexual desires whilst living her life in the context of identity transformation which enables her to earn life experiences as an individual and as a woman. With the contextualized life experiences of the protagonist as a foundation, Ozon presents a critical meaning of prostitution, and deconstructs certain perspectives on the myth of female sexuality and this still taboo profession.

In Jeune & Jolie, Ozon presents the critical meaning of prostitution in three major dimensions. In the first dimension, prostitution is an activity through which women, as sex workers, can earn for themselves (Ahmed, 2014: 74; Ditmore, 2011: 16; Murphy, 2010: 781). Isabelle sets her service rate for sex herself, and directly selects suitable clients from the Internet and phone contacts. She chooses to provide sex services, as work in her spare time, weekdays after school by dressing up as an office girl working in business circles. After learning the truth of Isabelle’s illicit activity from the police, her mother confiscates a large part of Isabelle’s earnings from her sex work, which the young woman has hidden in her closet, and decides herself to donate those earnings to a charity supporting the reintegration of prostitutes
introduction. That makes the protagonist who accidentally knows the truth about a secret affair between her mother and Peter – a family close friend who is already married – feel very upset and angry at her mother. She wants to spend her earnings on counseling with the psychiatrist her mother took her to see. Isabelle claims that those earnings come from work she has performed all by herself, and the middle-aged male psychiatrist shows Isabelle his support on this issue by joking too that he has a service rate. Naturally, prostitution in this context is not only an activity, but a profession which requires physical energy and concentration (Dewey, 2011: 73-4). By strongly demonstrating her disapproval of prostitution and interfering by donating her daughter’s earnings to a charity which supports such an objectionable career in her view, Isabelle’s mother has recklessly censured Isabelle’s way of life. Her decisions on things about the issue show that she does not have a real understanding of Isabelle’s wishes and motivation for following this profession as her sideline. Evidently, money is not the priority for Isabelle in her work. She implies this by setting her service fee for sex such that it should reduce the addiction on encountering her clients, including numerous consequences which may arise from her sex work.

Prostitution, in another dimension, provides a tempting opportunity for women to experiment at and explore their sexuality. Isabelle’s confession to the policewoman reveals that she has found a chance to create great pleasure in her life after encountering various kinds of male clients. When she was on her own either at school, or at home, she gets aroused to work more with another clients. At the beginning of the film, when the protagonist has her first experience with sexual intercourse on the beach under a broad night sky which should arouse her sexual desire to a high level, she obviously feels unsatisfied with the experience, and with her partner. In later scenes which reveal Isabelle offering sexual services, we can feel her unbridled pleasure in various sexual exploits including oral sex, sex from behind, sex while standing in the center of spacious and expensive hotel room, and sitting on top of a client in the confined of a fancy car in an underground parking lot, and especially the intoxicating pleasure she shares with Georges, her favorite elderly client who she services many times and who dies in coitus with her sitting astride him in a luxurious hotel room. Causing Georges’ death makes Isabelle feel dirty. Her guilt greatly diminishes her sex drive, and makes her consider quitting work.

In the last dimension in this context, prostitution is a profession in which women can redeem themselves from being trapped up. “A whore today, a whore forever” is the old saying delivered sarcastically to Isabelle by an aged client, who pays her special rate because of his need for her express service, after finishing wild, hard and hot sex in his fancy car in the underground parking lot. Hearing that expression causes Isabelle to fix a stare still on the client as if she were spellbound. It blatantly highlights the myth associated with this forbidden profession, casting a stigma on women that correlates with promiscuity (Suchada, 2004: 207-8). Ozon carefully urges audiences to question this critical issue. At the end of this representation, he deconstructs such a repressive perspective by allowing his female protagonist to redeem herself from being trapped by the stigma of prostitution through a significant encounter with Alice, the aged wife of deceased Georges, who conceals herself among Isabelle’s regular clients via her mobile phone.

To learn more about the last girl Georges enjoyed himself with before dying, Alice makes an appointment with Isabelle at the same hotel. Upon meeting, Alice reveals her warm affection for Isabelle, and also recalls her past sexual encounters. Alice met Georges at seventeen, the same age as Isabelle. The older woman had sexual fantasies at a young age desiring to payment for lying with boys in the same way Isabelle had done, but she had now passed that age. Alice brings Isabelle to the same room where Georges took his last breath with the young woman. She pays Isabelle’s fee but does not expect sex, a gesture the protagonist at first misunderstands. Such a situation highlights one of Isabelle’s practical skills as a professional sex worker ready to provide her service to anyone prepared to hire her without knowing beforehand the clients’ genders. Alice simply asks Isabelle to lay down beside her on that unbridled deathbed.

Young Isabelle sincerely admits to the elderly widow that returning to this hotel room was vital for her. After a nap, Isabelle later finds herself alone in bed. She sits up abruptly and, reviewing her brief encounter with the intimate stranger, the young female protagonist’s face flashes cool pleasure, hinting at, the peace and calm state of her mind. Alice’s words and manners encourage and value what Isabelle has been through with her sexual experiences. The sordidness Isabelle felt caused by the guilt associated with Georges’ death in the throes of sex has been contained. The protagonist’s act of sitting up abruptly on the bed mimics a sudden awakening from a dream. Significantly, in this context, Isabelle’s experience of prostitution is like a dream in some period of her life, and she has now redeemed herself from being trapped in this taboo profession by learning from her own life experience as it happens. Isabelle used to be a prostitute at one stage of her life, and she might choose to re-engage at another time, like the time before when she started again following a failed affair with Alex, her greenhorn classmate. Her decision to prostitute herself again at this time leads her to meet mature and generous Alice for such a great redemption, which allows the young female protagonist and the audience to realize that she is neither stigmatized nor trapped by the profession life-long as expressed in the saying quoted by her wealthy aged client. Ozon brilliantly empowers the female protagonist and the audience with his clear
signification of women’s life experiences through Alice, the aged character, who performs her essential mission by deconstructing myth linked to this age-old profession.

By the meaning inherent in these stated dimensions, prostitution leads Isabelle to live her life with self-determination at an extreme level. The protagonist, as a young woman, secretly creates another desirable life of her own to fulfill her sexual proclivities. Furthermore, the film shows that Isabelle is better at sexual activities in bed than some male characters. In other words, the female protagonist plays the dominant role in bed as the one who can lead the male characters to orgasm.

In addition, the urban area which surrounds the protagonist’s living environment and her teen age play important roles on the protagonist’s exploration of her sexuality and the transformation of her identity. These two factors essentially provide additional explanations in some certain ways to the meaning of prostitution in such critical dimensions as discussed.

In this context, urban Paris where Isabelle lives and prostitutes herself anonymously over the internet, can be considered the space in which the female protagonist leads her double life (Kingston & Sanders, 2010: 1-4). The atmosphere of the city is created by way of the complexity with background surroundings such as the subway and skyscrapers fused with an air of hi-tech communications. Such complexity provides a chance for the protagonist to live her life in some degree of disguise, which directly relates to dressing up herself. At home and at school, Isabelle dresses herself casually as a regular teen wearing no facial make-up or excessive hairdo. On performing her duty as a sex provider in a luxurious hotel or a particular meeting place, the girl dresses as a businesswoman with enticing facial make-up. In this context, she employs her experience of living in an urban environment as a tactic for indulging in her own everyday pleasures, including the experimentation and exploration of her sexuality. A magnificent shot in this film, which highlights this issue, is the one that portrays a naked Isabelle enjoying intercourse from behind with a middle-aged client while leaning against the glass partition of a room, viewed from outside. Above the glass partition through which the couple’s naked bodies can be seen in suggestive detail, is the shadow of the city landscape composed of a group of buildings.

As for the issue of age, Ozon raises a thoughtful discussion on a teen sexual crisis through the life experiences of the protagonist and Claire, her close friend at school, who was unaware of Isabelle’s life on the wild side. The issue is critically mentioned in the early part of this representation, especially in the sequence of Rimbaud’s poem recitation by Isabelle and her literature classmates. The poem’s first and near-last lines are repeated in the sentence, “At seventeen, you cannot be formal” which, in this context, suggests an opportunity for the chance for teenagers to experience and experiment in life. Such a chance naturally relates to teenage crisis in many ways. The protagonist’s life experience provides her with a lesson on this issue. The crisis for these female teens involves their first experience of sexual intercourse. Both Isabelle and Claire are disappointed with their first making love-making because of their partners. The German guy was so focused on his own orgasm that he left Isabelle feeling strange about him and the sex act of which, in this context, she employs her experience of living in an urban environment as a tactic for indulging in her own everyday pleasures, including the experimentation and exploration of her sexuality. A magnificent shot in this film, which highlights this issue, is the one that portrays a naked Isabelle enjoying intercourse from behind with a middle-aged client while leaning against the glass partition of a room, viewed from outside. Above the glass partition through which the couple’s naked bodies can be seen in suggestive detail, is the shadow of the city landscape composed of a group of buildings.

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From the issue mentioned above, Ozon also significantly judges that elders in Isabelle’s family, such as her mother, have not tried to understand teenage desires and perspectives. Her mother considers Isabelle’s life experience as a teen stereotypically. Besides, the protagonist’s mother herself behaves hypocritically by engaging in a secret affair with a close friend of the family. That means she cheats on her spouse who is Isabelle’s stepfather. Unfortunately, Isabelle’s mother does not recognize the taboo nature of her hidden relationship as perceived by people in society, and thus fails to understand Isabelle’s taboo profession. Moreover, the protagonist’s mother clearly treats her in numerous disdainful ways. When Isabelle implicitly reveals to her mother that she has known about her secret affair, her mother avoids discussion on the issue and avoids it. Alternatively, from the situation in which Isabelle lies to Claire about her sex life and virginity, the protagonist, as a teen behaves hypocritically to her close friend for the purpose of encouraging her and relieving her of the enormous suffering caused by her sexuality. Another shameful hypocrisy Isabelle faces from an elder during the early part of her profession to being as a sex worker happens when she is cheated on her fee for sex services by a good-looking thirty-two-year-old man with a good career. This client, in fact, threatens to tell her family about her sideline if she insists of charging him. Ozon suggests here that hypocrisy in the world of elders tends to lessen the risk for teenagers in their experimentation and exploration of sex at a high level. Notably, what Isabelle does for Claire

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by making use of the hypocrisy of her sex life in enhancing Claire’s life situation, including offering encouragement to this innocent friend of hers, can be considered an essential factor in making the protagonist beautiful as indicated in the title of this representation.

Essentially, Ozon implies that the protagonist’s youth gives her a great chance to learn and gather experiences in sex. This implication significantly relates to his storyline divided into several parts, which are determined by nature’s seasons. In summer, the opening of the film, Isabelle engages in her first real intercourse. Thereafter, in autumn, she makes her exploration into prostitution, and gains sexual pleasure with a variety of male clients. Then, Isabelle faces the unexpected death of Georges, her most intimate client, in winter. In spring through the early part of the next summer, the protagonist makes her own choice to lead her life out way from the myth of love by not maintaining her relationship with her classmate Alex, who is unable to fulfill her sexual desires. To sarcastically present such an issue, Ozon foreshadows their relationship by having Isabelle and Alex, after a night partying with their teen friends, take a romantic stroll together to the city’s love lock bridge where the sweethearts come to declare their loves for each other. This film sequence leads the audience, together with the two characters, to a view of the bridge’s railing from which hang a great number of various kinds of locks symbolizing unbreakable love. However, this sequence in spring happens not long before their break-up scene in the later sequence when the next summer begins. During that next summer, Isabelle encounters Alice who plays an important part in her redemption from the shackles of prostitution. Explicitly that next summer, therefore, the protagonist should get past the state in which she learns and earns from her experience into sexuality. Being a prostitute for some certain period in a lifetime is merely something happening during a certain part of Isabelle’s life, and it may simply pass like a dream, as revealed by her confession to the policewoman that “It was just an experience.” Such an experience is an individual cause, and it is inappropriate to refer or compare it to any of the elder’s teenagehood. Ozon, as well, highlights this issue sarcastically in the big quarrel scene between Isabelle and her mother, who tells her that she, as once a teenager, understands well Isabelle’s life situation. The protagonist, who has no respect for her mother’s hypocritical secret love affair, abruptly responds by asking her mother if she used to be a whore too. Isabelle’s mother reacts to this with a slap to the young woman’s face.

The director also thoughtfully suggests that the female protagonist, in teenagehood, has a great potential to live another life in accord with the transformation of her identity, from being an individual who has some experience in sexuality, to becoming the one who learns a good deal about it and uses it to fulfill her life. A couple of film sequences essentially demonstrate this critical issue that Ozon presents. The first sequence is when Isabelle tries her first real intercourse with her German date on the beach. Lying beneath her partner’s body, the protagonist feels none of the pleasure he feels. Instead, she imagines herself standing not far away on the same beach staring back at her. When her lover reaches orgasm, Isabelle’s other self disappears. This scene expressively reflects the protagonist’s alienation from her identity prompted by sex, in a way that ADMIN LEAVE COMMENT (2013) analyses in her/his review of this film as “her disappeared self.” The regard from Isabelle’s other self standing along the beach, back at Isabelle whose body is covered by her lover as he seeks pleasure of it, crucially presents an image of a stare from the female character who is examining a woman’s displeasure in the sex experience which needs an accurate understanding. At this point, Ozon carefully advises the audience to avoid making stereotypical judgments on the sex experience of an individual, who, in this context, is a female teenager searching for meaning in sexuality that conforms with her desire.

The other essential film sequence underlying Ozon’s issue related to the protagonist’s identity is presented near the end of this representation when Isabelle spends time with Alice in the same hotel room in which the young woman has witnessed Georges’ death before her very eyes. The shot which at first reveals Isabelle as a reflection in a broad mirror, lying alone in bed, and then swiftly pans to capture her far real body, significantly conveys, in this context, the integration of Isabelle’s self at present and her “disappeared self” as discussed. Such a transformation of the protagonist’s identity is essentially created by encouragement and then redemption from guilt of sexual desire leading to Georges’ death that Alice has provided, including, significantly, the fulfillment this female protagonist has earned from her life of experimentation and exploration as a prostitute.

4. Conclusion

François Ozon’s Jeune & Jolie is a representation which raises the primary issues of women and sexuality with audience. It presents a critical meaning of prostitution in three major dimensions: prostitution as an earning activity for women in their free time; prostitution as a means by which women may explore and experiment with their sexuality; and prostitution as a profession from which women can redeem themselves from being trapped. The urban setting which facilitates living anonymously, and the cyber lifestyle can be considered as space for the female protagonist to lead her double life as a young middle-class literature student on the one hand, and a sensual prostitute on the other. In addition, Ozon
emphasizes the teenage condition and sexual crisis in this film dealing with first intercourse experience for the protagonist and her female classmate. He tacitly suggests that the protagonist’s youth offers her a great opportunity to learn and gain the experience related to sexuality which ultimately leads to her transformation of identity. Significantly, Ozon suggests that sexuality plays an important part in such a process.

5. Acknowledgments

The author of this article gratefully thanks Ajarn Krittaya Akanisdha and Asst. Prof. Chutima Pragatwuttisarn, Ph.D. for their very kind help with English usage and vocabulary.

References


Problems of Classification and Functional Typology of Subordinate Clauses

Aida Kurani

"Aleksandër Moisiu" University, Durrës

Abstract

The classification of subordinate clauses is made in different ways, relating to various aspects of current syntactic theory, based on different methodological traditions or characteristics of the relevant language study. It continues to be seen as one of the most problematic issues, to be resolved. Various criteria are used, sometimes conflicting classifications, but also the different applications of the same criteria. This study aims at highlighting the way in which subordinate clauses are treated in Albanian grammar and studies from the earliest periods up to the recent ones. It aims to enlighten these syntax aspects for two reasons: First, problems, which involve them, are wide enough and there is always a gap to discuss about them. Second, studies, which address this issue date back away in time and through their treatment is intended to provide a modest contribution in advancing Albanian studies in the field of syntax.

Keywords: functional, grammar, classification, subordinate clause, typology, etc

1. Introduction

Study of compound sentences in our linguistics is seen in the framework of sentence study. Definition and determination of sentences has been and remains one of most complex issues of syntax. Theories and different linguistic directions have different definition related to sentences, based on the logical view, structural, positional, semantic etc. It is seen sometimes as static structural unit and other times as dynamic structural unit.

In this paper is seen the way coverage compound dependent sentences in grammars and the Albanian language studies, from earliest to the recent ones. In Albanian linguistic sentence is the most useful term. It is used to mark the fundamental communicating and intonation unit of discourse. Whereas, the unit larger than sentence is expressed with different terms, as: period, compound sentence and phrase, being used once one term and next time other term.

Almost in all Albanian grammars it is defined as syntactical construction which consist off two or more subjects of sentences and forms an communicative, grammatical and intonating unit.

This linguistic unit is studied mainly in all Albanian grammars, in textbooks, in academic and university grammar. Besides texts are treated also in special works, where we mention studies of S. Floqi, M. Domit, S. Priftit, M. Totonit, etc., or also some short published articles in different linguistic journals or newsletters.

The first A. Xhuvani at "Njohurit e para te Syndakses shqipe, pjes' e pare per klasat e nalta te fillores". According to Xhuvani period called unification of two or more sentences connected in one way, to confess a full opinion, as: Birds fly in the wind and fish swim in water. In a period are as many sentences as verbs: for example: at periods: all the flowers you sow fade, why not irrigated, has three verbs: sow, fade, irrigated. Thus sentences are three: 1. All the flowers fade; 2. you sow; 3. why not irrigated.

According to Xhuvani sentences of one period can be ordered or connected to each other. When the sentences stay on themselves without depending from each other, the sentences are called ordered together. The first sentence who comes the first from all the sentences ordered together is called, unrelated, the other sentences that comes after this

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1 Just for the notion "sentence" are collected three hundred definitions, data collected in the course of centuries from different syntax researchers. This must be sufficient to show that such concept is problematic. (For more look : Giorgio Graffi, Sintaksa, Tirane, 2003, pg. 42.
2 S. Floqi, dhe Disa tipe semantiko-strukturore te periodhës me fjali te varur pa lidhje korrelative, SF 1967/3, pg. 21-30
3 M. Domit, Gramatika e gjihës shoqëre II, Sintaksa, Tirane 1997, pg. 492
4 S. Prifti, Klasifikimi i fjalive te varura, SF 1972/2, pg. 137-152
5 M. Totonit, Klasifikimi strukturor –semanitik i frazave me fjali te nënrendit, SF 1990/2, pg. 21-27; Fraza me nënrenditje, SHBLU, Tirane 2000, pg. 9-15
6 A. Xhuvani, Njohurit e para te Syndakses shqipe, pjes' e pare per klasat e nalta te fillores, Vlove, 1922
7 A. Xhuvani, Njohurit e para te Syndakses shqipe, pjes' e pare per klasat e nalta te fillores, Vlove, 1922, pg. 32-33
8 A. Xhuvani, Njohurit e para te Syndakses shqipe, pjes' e pare per klasat e nalta te fillores, Tirane, 1938, pg. 23
sentences is called first ordered together.

The sentences of one period are called connected to each other, when one or some of them are depending from one sentence, which is called the first sentence; the other sentences are called dependent. The definition of the period, from A. Xhuvani, is done in semantic basis. It is given as a meaning or as an “additional” meaning and antagonize the definition of the sentence that express an opinion or judgment show in speaking or written speech.

In the same line is also I. D. Sheperi. To show completely an opinion, two or more simple sentences or compound sentences are connected with each other, and form a period. “Even a sentence is a period, when it shows complete the opinion” he clarifies. According to the role that they have in a period the sentences are main sentences or independent and dependent or second sentences.

Meanwhile J. Rrota uses the term “extended sentence.” He emphasize that the sentence is a group of words that narrate a full opinion. It can be found alone, independent sentence, or connected to other sentences, extended sentence. Justin Rrota distinguishes the syntax unit that is composed by two sentences, the main sentence and the dependent sentence and those sentences that contain three-four or more dependent or independent sentences.

K. Cipo, influenced by grammars of romance languages uses in his grammar the term “period- a series of sentences with a full and continues meaning and corrected symmetrically. He adds that a period can be called a whole sentence, when it is extended and express a full meaning. Ex” The joy of this great victory was troubled from the bad news of Pal Dukagjini death”.

M.Domi in his 1954 grammar parallel with the term” period” uses the term “phrase”. He underlines, “These group of sentences that are used to express a full opinion, an uttermost opinion that a sentence express, are called period or phrase.” For the first time in our linguistic we came across with the term phrase.

S. Riza explains that units larger than simple sentences, for example compound sentences, are created and shaped by sequences of simple sentences, which are coordinated in accordance with the laws of grammar and language, creating larger units.

The issue of the difference between the sentence and the period is has also dealt by S. Prifti in his syntax, which is structured in two major parts:

a. the syntax of the sentence and b. the syntax of the sentence (or period), the period is defined as a system of related sentences grammatically between them, which express a complete thought, finished.

In the work of M. Totoni we see a return of the term phrase in his studies. Since in the preface the researcher writes: “The phrase sentence and clauses is one of the most studied categories of Albanian syntax”. Even in the continuation of dealing with the problems and features of the phrase, he uses the term “phrase”, as the local phrase, time phrase, modal phrase, consequential phrase, etc.

According to the researcher, the term “phrase” means the syntactic discursive unit, that is characterized by finished intonation and the full meaning within a given context. For the author syntactic unit phrase is realized in a particular context or situation. It may consist of one or more sentences, but also by a single word, which can be supplemented by the context.

He explains the concept of the phrase simultaneously doing his difference from the concept of sentence. In terms of phrase and sentence is labeled the syntactic unit as a communicating unit and also as structural units. With the term “sentence” it is understood the syntactic unit that is based on an elaborate verb. The phrase may have sentence structure or not; it can be simple, when its structure conforms to the structure of the compound sentence, when its structure contains two or more sentences.

In the later texts of syntax for different levels of education in all subsequent reprints authored A. Jashari, L. Harito, N. S. Bobrati Dako, N. Pepivani, Th. Thima are introduced in use names: compound sentence, replacing the term period and subordinate part, to replace the term dependent sentence. Definition and features of the period are provided more comprehensive and scientific in the Grammar of the Academy: "The period is the entire unit associated semantic, structural and with intonation, consisting of two or more predicative units in the sentence form, in certain relations between them. It is characterized by a single intonation line from a single intonation end, that sounds in the last sentence."
T. Topalli\textsuperscript{14} from three themes \textit{period, phrase, compound sentence}, supports \textit{period} bringing the following arguments.

a) etymologically responds better to the linguistic content of its components;

b) it is a term of long language tradition of great frequency of usage in Albanian grammar (syntax), since a century;

c) it expresses very well the unit syntactic hierarchy, marking a border with the paragraph and text (oversyntax unit);

d) can not create confusion with other units, as well as the first two terms;

e) syntactic analysis is devised better into sentences (not in sections), which in most cases, today are called predicative units, because there is a lack of finished intonation (it is by the period) but they have always an expressed predicativity, as one of the two features of the sentence\textsuperscript{1}.

2. Results

As seen, from definitions, addaptation and terminological studies, in the Albanian language there is always a theoretical-semantic distinction between a sentence and a predicative sentence but the terminological difference is never done.

The term \textit{period} is the normative term used in the academy grammar\textsuperscript{15}.

The difference between sentence and period is seen as structural.

They are distinguished only by structure, period has a more complex structure and a more full and detailed content.

However we can say that period studies have brought a more deep concept of it, putting in evidence various compound elements of this syntax unit and their role in the building and function of period especially of the subordinated once.

In this work, we would like to use the term period to avoid any uncertainty regarding the used terms. The term period is the normative term of the Albanian language and that is why we are concerned with this term.

On the other hand, we do not think that the replacement of a term with another solves even the conceptual problem related to them.

In our view the theory of period, phrase and compound sentence in Albanian language needs a review of the analysis in order to reflect the evolution of the Albanian language and its distinctive features.

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Changing Students’ Financial Knowledge through Different Levels of Economic University Education

Iris Lončar

University of Dubrovnik, Department of Economics and Business Economics, Dubrovnik - Croatia
Email: iris.loncar@unidu.hr

Zrinka Golemac

University of Dubrovnik, Department of Economics and Business Economics, Dubrovnik - Croatia
Email: zrinka.golemac@unidu.hr

Abstract

Most authors agree that financial, i.e. economic education is a key determinant of the level of financial knowledge and, consequently, that knowledge is a key component of prosperous and efficient financial behaviour. Relevant researches, carried out at the national and international level, have indicated a relatively low level of financial knowledge of economics students. Based on these postulates, this paper aims to analyse the level of financial knowledge of the population of the economic university students and intends to evaluate the relationship of financial knowledge with their obtained educational level. The research results serve to confirm the hypothesis: higher level of economic education implies higher financial knowledge of students. The survey was conducted at the Department of Economics and Business Economics of the University of Dubrovnik. It lasted for two months (May - June 2012) and involved 233 economics students. Students were classified in five groups according to their level of education. The main results indicate that the financial knowledge of economics students increases over time as a result of a positive influence of economic university education.

Keywords: financial knowledge; educational level; economics students;

1. Introduction

This paper presents a conceptual framework for understanding the importance of financial knowledge and, at the same time, conducts an empirical analysis of the level of financial knowledge of the economic university students. It demonstrates the dependence between the level of financial knowledge and the level of economic university education. The final goal of this paper is to highlight the importance of the economic component in the process of university education.

Although the study of students’ financial stress, literacy, knowledge and behaviour is a relatively recent phenomenon (Grable, Law, & Kaus, 2012), there are various definitions of the concept of financial literacy and knowledge which try to explain the mentioned terms and to determine a unique method of measuring the degree of literacy and knowledge as well. But, in spite of all theoretical considerations, the elements and structure of the concept still remain unclear. Therefore, we are going to describe financial literacy along two dimensions: conceptual and operational one. Consequently, the main conceptual and operational ideas and implications, which are theoretically and practically important, will be provided in the first part of this paper.

One of the critical characteristics of the concept of students’ literacy lies in the fact that students haven’t got life or business experience which could participate in creating their financial behaviour. Therefore, there is no other component in the creation of their attitudes besides the knowledge gained from the educational process. Thus, for research purposes, students’ financial literacy will be observed solely through the level of their financial knowledge.

Previous studies, which focused on student population, demonstrated an insufficient level of their financial knowledge due to the lack of systematic education on personal finances. At the same time, students of economics showed better results in terms of the level of financial literacy already during the first year of their studies. Therefore, most authors propose an implementation of mandatory additional financial education during secondary education, so that individuals, whether they continue their university education or not, can make responsible financial decisions.

The intention of the research conducted in the paper is to obtain some important insights into the level of financial knowledge of economic university students at a local level. The study has been designed towards finding an answer whether the introduction of basic economic education is an appropriate tool for achieving the required financial
2. A Theoretical Framework for Financial Knowledge

Financial knowledge is a completely new area of economic research. Namely, conventional microeconomic approach starts from rational and well-informed consumers who can always make optimal financial decisions, but does not include financial knowledge in the analysis. However, the changing profile of economic environment (e.g. risky returns on investment), changes in consumer preferences (e.g. risk aversion) and global financial crisis that began in 2008 pointed out the importance of financial knowledge when it comes to reaching informed, sound and optimal financial decision. Due to these reasons, the concept of financial knowledge has experienced a significant progress in its use during this century.

Despite a short period of studying the mentioned concept, scientific literature abounds with a series of definitions, and the terms financial literacy, financial knowledge and financial education are often used interchangeably in literature and popular media (Huston, 2010). It is the lack of distinction between the mentioned concepts that imposed the necessity of conceptual definition of financial knowledge.

Since financial knowledge is a component of financial literacy, the definition of the latter will be dealt with first and the definition of financial knowledge will be derived from it by an analytical method. Literature mentions numerous definitions of financial literacy which can be divided into two groups:

- conceptual definitions
- operational definitions (Figure 1).

![Figure 1. Definitions of financial literacy](source: Created by the authors.)

Conceptual definitions explain abstract concepts in concrete terms and the most common component in conceptual definitions of financial literacy is, in fact, financial knowledge. Based on a review of research studies since 2000, many conceptual definitions of financial literacy fall into five categories: (1) knowledge of financial concepts, (2) ability to communicate about financial concepts, (3) aptitude in managing personal finances, (4) skill in making appropriate financial decisions and (5) confidence in planning effectively for future financial needs (Remund, 2010). Below are presented several of the most interesting conceptual definitions.

Hilgert, Hogarth & Beverley (2003) simply define financial literacy as financial knowledge. Moore (2003) differs from the usual viewpoints and identifies financial literacy with practical experience concluding that it provides the basis for knowledge and literacy. According to him, individuals are considered financially literate if they are competent and can demonstrate they have used the knowledge they have learned and that literacy is obtained through practical experience and active integration of knowledge.

Conceptual definition of financial literacy, formulated by Lusardi (2008), should be pointed out as particularly interesting since it defines financial literacy as the knowledge of basic financial concepts, such as the working of interest compounding, the difference between nominal and real values and the basics of risk diversification.

Certain authors, as Mandell (2007) and Lusardi and Tufano (2009), accentuate judgement and decision-making as basic aspects in light of which the whole financial literacy should be observed. So, Mandell (2007) conceptually defines financial literacy as the ability to evaluate new and complex financial instruments and make informed judgements in both...
choices of instruments and the extent of use that would be in their own best long-term interests.

Lusardi and Tufano (2009) focus on debt literacy, a component of financial literacy, defining it as “the ability to make simple decisions regarding debt contracts, in particular how one applies basic knowledge about interest compounding, measured in the context of everyday financial choices.”

All previously stated conceptual definitions represent an assumption for the formulation of one, all encompassing, consistent conceptual definition which says that financial literacy is a measure of the degree to which one understands key financial concepts and possesses the ability and confidence to manage personal finances through appropriate, short-term decision-making and sound, long-range financial planning, while mindful of life events and changing economic conditions (Remund, 2010).

Unlike conceptual definitions, operational ones convert these concrete terms into measurable criteria, and basically represent strategies for measuring financial literacy. As would be expected from the diversity of conceptual definitions, the methods used to measure financial literacy also vary quite substantially (Hung, Parker, & Yoong, 2009). By reviewing former research, it has been determined that, during the measurement of financial literacy, most of the research use a questionnaire consisting of questions about actual knowledge, while several surveys include questions requiring from people to indicate their self-assessed knowledge. From the aspect of this research, a special attention is given to the research measuring actual knowledge in a way that it is assessed by correct responses to the posed questions. The mentioned strategy can be found in the research of Volpe, Chen, & Pavlicko (1996), Chen & Volpe (1998), Volpe, Kotek, & Chen (2002), Hilgert, Hogarth, & Beverley (2003), Mandell (2007), Lusardi & Mitchell (2007) and Lusardi & Mitchell, (2008).

The pointed out review of operational definitions of financial literacy cannot be complete without the OECD (2012) definition, according to which: Financial literacy is knowledge and understanding of financial concepts and risks, and the skills, motivation and confidence to apply such knowledge and understanding in order to make effective decisions across a range of financial contexts, to improve the financial well-being of individuals and society, and to enable participation in economic life.

All highlighted definitions imply a general conclusion that financial literacy is not merely knowledge measurement since it reflects the totality of attitudes and behaviours which enable an individual to make individual financial decisions (Chardin, 2011). So the most correct way to determine the instance of financial literacy is by the combination of three dimensions (Figure 2):

- financial knowledge,
- financial behaviour and
- financial attitude.

The first dimension, financial knowledge dimension, includes basic knowledge of key financial concepts. The dimension of financial behaviour suggests that the way in which a person behaves will have a significant impact on their financial wellbeing. And finally, financial attitudes and preferences are considered to be an important element of financial literacy. If people have a rather negative attitude towards saving for their future, for example, it is argued that they will be less inclined to undertake such behaviour (Atkinson & Messy, 2012).

**Figure 2. Components of financial literacy**

Source: Created by the authors.

In line with the mentioned three-dimensional conceptualisation of financial literacy and for the needs of financial literacy research across 14 countries at different stages of development on four continents, Atkinson i Messy (2012) have formulated an operational definition which says: Financial literacy is a combination of awareness, knowledge, skill,
attitude and behaviour necessary to make sound financial decisions and ultimately achieve individual financial wellbeing. The suggested operational definition of financial literacy has additionally emphasised the fact that financial knowledge is only a component of financial literacy. However, since student population is usually characterised by limited financial behaviour and financial attitude, and for the purposes of conducting the following research, financial knowledge will be equalized with the concept of financial literacy.

3. Review of Related Financial Knowledge Research

Listed hereafter is a short review of the chosen existing empirical research (Table 1). Chen and Volpe surveyed 924 students from 13 American colleges with a questionnaire. Research results revealed an inadequate level of financial knowledge of student population. Authors point out that the obtained results are a direct consequence of the subjects’ age, who in the early stages of their lives rarely face financial issues regarding general knowledge on finances, savings, debt and insurance, and a systematic lack of education on personal finances within college curricula. The research furthermore ascertained that surveyed students have worse knowledge about investments, where poorer results were achieved by women and persons under 30 with insufficient work experience.

Jones (2005) completed a survey on 216 students, also via a printed questionnaire. The survey revealed a low level of financial literacy among students, mostly in the segment of knowledge on credit concepts. Thus, the author suggests additional education on credit concepts prior to college education to enable students, at the beginning of their study, to reach informed decisions and avoid excessive debt which affects their current and future financial security.

Table 1. Review of the most significant research on students’ financial literacy

<table>
<thead>
<tr>
<th>Author(s) (the year of research)</th>
<th>Number of surveyed students</th>
<th>Research results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chen &amp; Volpe (1998)</td>
<td>924 college students</td>
<td>Participants answer about 53% of questions correctly</td>
</tr>
<tr>
<td>Jones (2005)</td>
<td>216 freshmen students</td>
<td>Most students knew little about credit</td>
</tr>
<tr>
<td>Mandell (2008)</td>
<td>1,030 full-time college students</td>
<td>Literacy increases with each year of college.</td>
</tr>
<tr>
<td>Lusardi (2010)</td>
<td>7417 responses</td>
<td>Financial Literacy is low, especially among young adults.</td>
</tr>
</tbody>
</table>

Source: Created by the authors.

Mandel (2008) and Jump$tart Coalition conducted a national research to measure financial literacy of young adults in America, with senior high schools students and college students participating in the research. According to the research results, college students showed a higher level of financial literacy than the high school students, with financial literacy increasing with each college year.

Lusardi at al. (2010) proved that less than one third of young people possess basic knowledge on interest rates, inflation and risks by a national survey on the sample of 7417 young persons between 12 and 17 years of age. At the same time, a significant correlation between financial literacy and socio-demographic characteristics of the surveyed subjects was pointed out.

The OECD International Network on Financial Education (INFE) developed a comprehensive questionnaire used to assess financial literacy of population from different countries in the world. The questionnaire was designed in a way that financial literacy was assessed by an interview or telephone survey. The questions used in the survey include financial knowledge, behaviour and attitudes and important socio-demographic details on the surveyed subjects.

On the basis of such a formulated questionnaire, Atkinson and Messy (2012) conducted an extensive pilot research in 14 countries on 4 continents. The research was published as an OECD publication named “Measuring Financial Literacy: Results of the OECD/International Network on Financial Education (INFE) Pilot Study”. Research results demonstrated not only insufficient financial knowledge of a significant part of the population in all countries participating in the research, but also a presence of significant room for improvement of financial behaviour and a great difference in the attitudes of the surveyed subjects.

As a result of facts that has been pointed out, it can be concluded that the extensive research of financial knowledge level, i.e. financial literacy of the population, is a key component in determining the success of national strategies of financial education, because research results enable education policy makers to identify possible shortcomings in the existing educational system and to design optimal solutions.

In the Republic of Croatia in 2011, “Banka” magazine conducted a research on the Faculty of Economics in Zagreb where 728 students participated and the questionnaire consisted of 12 questions on investments and financial literacy. A
great number of students demonstrated mistrust in financial institutions, although Croatian financial system overcame the world financial crisis without huge shocks. It is interesting that students are mostly dissatisfied with their own knowledge on finances, which is testified by the fact that they graded their financial knowledge with a 3 and they are even more critical towards an average Croatian citizen whose knowledge they gave a 2 (Martinović, 2012). Precisely these results instigated the research whose results are to be presented hereafter.

4. Research Design

As it has been indicated in the previous part of this paper, through the review of existing research, there is a problem of low financial literacy of economics students at a national and international level, which is in collision with theoretical postulates that economic education stimulates financial literacy. Therefore we decide to conduct this phenomenon at a local level.

The instrument used in this study was a Questionnaire developed by OECD within International Network on Financial Education (INFE) Pilot Study (Atkinson & Messy, 2012). The mentioned questionnaire was used to measure financial knowledge, behaviour and attitude all around the world and only a part related to financial knowledge was downloaded and adapted. The structure of the adapted and used questionnaire consisted of two parts. The first part included basic demographic questions on gender, year of study, study course and obtained financial education. The second part included eight knowledge questions covering the main spectrum of financial issues: time value of money, calculation of interest, compound interest, real interest rate, inflation, risk, diversification and exchange-rate.

A study sample consisted of 233 students enrolled in economics and business economics at the University of Dubrovnik. The research was conducted in the period of May - June 2012 comprising 53% of total students of the Department, implying that the data gathered in this research may be considered representative in order to reach conclusions on the level of the whole target group. For analysis purposes, students were divided into five main groups according to their class rank, and their structure is shown in table 2. The number of students corresponds to the target group with all its characteristics, thus achieving adequate representativeness in this area as well.

Table 2. The structure of students participating in the research

<table>
<thead>
<tr>
<th>Characteristics of the Students</th>
<th>Frequency (N)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>68</td>
<td>29,18</td>
</tr>
<tr>
<td>Female</td>
<td>165</td>
<td>70,82</td>
</tr>
<tr>
<td>Total</td>
<td>233</td>
<td>100,00</td>
</tr>
<tr>
<td><strong>Class rank</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st year</td>
<td>60</td>
<td>25,75</td>
</tr>
<tr>
<td>2nd year</td>
<td>64</td>
<td>27,47</td>
</tr>
<tr>
<td>3rd year</td>
<td>42</td>
<td>18,03</td>
</tr>
<tr>
<td>Total</td>
<td>166</td>
<td>71,11</td>
</tr>
<tr>
<td>Graduate studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st year</td>
<td>36</td>
<td>15,45</td>
</tr>
<tr>
<td>2nd year</td>
<td>31</td>
<td>13,30</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>28,89</td>
</tr>
<tr>
<td><strong>Study course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>25</td>
<td>10,73</td>
</tr>
<tr>
<td>Tourism</td>
<td>74</td>
<td>31,76</td>
</tr>
<tr>
<td>International Trade</td>
<td>45</td>
<td>19,31</td>
</tr>
<tr>
<td>Marketing</td>
<td>89</td>
<td>38,20</td>
</tr>
<tr>
<td>Total</td>
<td>233</td>
<td>100,00</td>
</tr>
<tr>
<td><strong>Number of Completed Financial Disciplines during the Study</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither one</td>
<td>81</td>
<td>34,76</td>
</tr>
<tr>
<td>One course</td>
<td>62</td>
<td>26,61</td>
</tr>
<tr>
<td>Two courses</td>
<td>54</td>
<td>23,18</td>
</tr>
<tr>
<td>Three courses</td>
<td>23</td>
<td>9,87</td>
</tr>
<tr>
<td>Four courses</td>
<td>12</td>
<td>5,15</td>
</tr>
<tr>
<td>Five courses</td>
<td>1</td>
<td>0,43</td>
</tr>
<tr>
<td>Total</td>
<td>233</td>
<td>100,00</td>
</tr>
</tbody>
</table>

Source: Created by the authors according to the empirical research data.

The data gathered by the questionnaire were processed with the statistical package for social sciences SPSS version 20
for Windows, in order to test the validity of the proposed main hypothesis:

H1: Financial knowledge is determined by conducted formal education.

The formulated basic hypothesis will be proven by two auxiliary hypotheses, namely that:

H2: Financial knowledge depends on class rank.

H3: Financial knowledge depends on the number of completed financial disciplines during the educational process.

5. A Survey of Findings and Results

Using eight closed-ended questions, either multiple-choice questions or questions with "correct-incorrect" responses, a real level of students' financial knowledge was defined. Since all the questions were related to basic knowledge of financial categories and concepts, the OECD scale of knowledge assessment was accepted. According to this scale, the individuals who responded correctly to six or more questions were placed in the group of students with adequate financial knowledge while others, with less than six correct responses, were placed in the group with inadequate financial knowledge. The following chart shows the structure of students according to the described criteria.

\[ \text{Figure 3. Level of students' knowledge according to correct responses} \]

\[ \text{Source: Created by the authors according to the empirical research data.} \]

In order to prove the first auxiliary hypothesis (H2), the existence of dependence between class rank and the level of financial knowledge was examined. Descriptive statistics proves that, at the beginning of their education, the share of students with inadequate financial knowledge was around 68% while, at the end of their studies, the share was reduced to 25% of population.

Statistical analysis results, shown in Table 3, imply that with the level of significance at 5% and degrees of freedom 4, there is a significant correlation between class rank and the level of financial knowledge. Thus, the first auxiliary hypothesis has been accepted. Hence, data analysis confirms that the level of financial knowledge depends on class rank.

\[ \text{Table 3. Research results of the interdependence between financial knowledge and class rank} \]

\begin{center}
\begin{tabular}{|c|c|c|}
\hline
 & Value & df & Asymp. Sig. \\
\hline
Pearson Chi-Square & 41.125 & 4 & .000 \\
\hline
\end{tabular}
\end{center}

\[ \text{Source: Created by the authors according to the empirical research data.} \]

In order to prove the second auxiliary hypothesis (H3), the existence of dependence between a number of completed financial disciplines during the educational process and the level of financial knowledge was examined. With the use of descriptive analysis, it can be noticed that the level of financial knowledge increases with the number of completed/passed financial courses, as is shown in Figure 4.
Figure 4. Level of students’ knowledge according to the number of completed financial courses

Source: Created by the authors according to the empirical research data.

Statistical analysis proves that, with the significance level of 5% and degrees of freedom 5, there is a statistically significant correlation between the number of completed financial disciplines and the level of financial knowledge, thus making the acceptance of the second auxiliary hypothesis possible. The data presented in Table 4 imply that the level of financial knowledge depends on the number of completed financial disciplines during the educational process.

Table 4. Research results of the interdependence between financial knowledge and the number of completed financial disciplines during the educational process

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>28.881</td>
<td>5</td>
<td>.000</td>
</tr>
</tbody>
</table>

Source: Created by the authors according to the empirical research data

Considering that the research and the analysis of obtained data prove both auxiliary hypotheses, it can be concluded that the main hypothesis of this paper has been confirmed:

Financial knowledge is determined by completed formal education.

As the research carried out on the sample of students of the Department of Economics and Business Economics of the University of Dubrovnik shows, during their university economic education, students become capable of responsible financial behaviour and understanding of everyday financial issues. Therefore, the claim that high school seniors are unprepared to deal with finances when they graduate (Manton, English, Avard, & Walker, 2006) cannot be applied, at least not to the study of economics in Dubrovnik.

6. Concluding Remarks

In recent years, the number of subjects interested in the promotion of financial knowledge of the whole, and particularly student, population has increased rapidly. The reasons lie in the fact that financial literacy among student population has dual effect: their financial situation during their studies affect the ability to complete a college degree, while financial decisions during their studies have important influence on financial situation after it. Each person has to understand their financial obligations and take necessary actions in order to provide the resources necessary for life, i.e. to improve their own financial position.

As it is stated in the paper, the essential precondition of successful financial behaviour is the possession of a certain level of financial knowledge.

Former research focused on student population showed an unsatisfactory level of financial knowledge. More precisely, student population in average has a low level of financial knowledge, which then improves in later years of studying. A low level of financial knowledge of freshmen students is particularly interesting, so many authors propose mandatory financial education during early stages of education. What is particularly worrying are the results for the Republic of Croatia which demonstrated that economics students are dissatisfied with their own financial knowledge and grade their financial literacy with a 3.
This study endeavoured to find out if financial knowledge depends on the level of economic university education. Based on the outcome of an empirical analysis, we come to the conclusion that economic education has a positive impact on the level of financial knowledge. More precisely, the level of financial knowledge depends not only on the class rank, but on the number of completed financial courses as well.

Thus, it is conclusive that the introduction of a basic economic course into each type of university educational programme will contribute to the enhancement of financial literacy of respective population, which will be reflected in the improvement of the financial status of the whole economy.

References


The Similarities and Differences between English and Albanian Progressive Tenses In Terms of Manner Form Usage Aspect and Modality

Hyreme Gurra

Professor Assistant, State University of Tetova, English Language Department, Ilinden str. No number,
Email: hyreme@yahoo.com

Abstract

The major focus of this study is the contrastive analysis between the English Progressive Tenses via their Albanian correspondents and thus, contribute to the theoretical linguistics, to the general theory of contrastive linguistics, to the development of contrastive studies in Albanian, to the development of Albanian prescriptive grammars. From a practical view, it aims to facilitate the teaching and the learning process of the noted tenses. This approach has many advantages; it will provide us with all the information needed about form, usage, modality or aspect. My assumption is that the difficulties the Albanian speaking teachers and learners of English are facing are due to the following: 1) English and Albanian being typologically two different languages: English as a typical analytical language and Albanian as a typical synthetic language, differences are inevitable; 2) The English language in comparison with the Albanian and other languages has a relatively large number of progressive expressions. Having all of these in mind, we can conclude that the contrastive study in general, and my study in particular, aims to highlight the similarities and the dissimilarities between both languages.

Keywords: Be, modal, verb, Present Continuous, Past Continuous, Future Continuous, similarities comparison, differences, modality, aspect.

1. Introduction

Every language in the world possesses its own rules based on grammar, morphology, syntax, phonetics and linguistic. Grammar describes the structure of expressions in the English Language, including the structure of words, phrases, clauses, and sentences. This research paper it is focused more on grammar tenses but mostly highlights the progressive tenses in English language. Things may happen in the past, now or in the future. The tenses show the time of an action or state of being which are shown by a verb, and the verb ending is changed to show at what a particular time we are referring to.

Time can be divided into three periods The Present, The Past and The Future. The tenses we use to show what time we are talking about are divided into the Simple, Perfect and Continuous tenses.

We use two tenses to talk about the present, six tenses to talk about the past and three to about the future actions in English language. However, there are several ways to talk about the future some of which use the present tenses.

The goal of this research paper is to point out and to find differences and similarities between English and Albanian continuous (progressive) tenses. Equivalence will be part of this research where will be shown grammar differences but mostly about verb tenses and the verb usage on both languages, such as English and Albanian.

Morphology as a field of linguistics that studies the structure of a word, where each word belongs to a given class named as word class, which may be an open class or a closed class. Open classes acknowledge the addition of new words. Therefore, closed classes generally do not change and they may be called as unproductively and immutable in form.

To have understandable access about the topic, there is going to be a short description about verb tenses and their usage. A verb is a word that means an action, an occurrence or a state of being.

“In many languages, verbs are inflected (modified in form) to encode tense, aspect, mood, and voice. A verb may also agree with the person, gender, and/or number of some of its arguments, such as its subject, or object. In many languages, verbs have a present tense, to indicate that an action is being carried out; a past tense, to indicate that an action has been done; and a future tense, to indicate that an action will be done”. ¹

2. Introduction to the English Verb Tenses

2.1 What is a Progressive Tense?

Progressive tenses are formed by auxiliary verb + present participle and the appropriate modal and auxiliary verb have that show the process of continuation. "We use continuous verb forms to describe actions which we see happening over a period of time".  

Progressive tenses are used to describe an action in progress. Such as:
- **Temporary** - the situation is not permanent and will not continue for a long period of time. They were practicing to dance while the audience was coming in.
- **Happening around a point of time** - At 10 o'clock the students were still having exam.
- **Involving change or development** - She was getting fatter day by day.
- **Incomplete** - I was having a marvelous holiday.

The continuous infinitive (to) be + ing also emphasizes an action is in progress at a particular time.  

2.2 Special uses of Progressive Forms

"Progressive with always. We can use a progressive form with always and similar words to talk about repeated but unpredictable or unplanned events".  

**Always + progressive form** (something that is happening regularly)

Ex. He is always missing the first lesson.

However, always + the continuous form is also common. This structure stresses the repetitiveness of the action and often indicates that the speaker finds the repeated action surprising, strange or irritating.

The structure with the adverb "always" is often used to make criticism or complaint.

- **Past Continuous for polite requests** – to make the request more polite and experimental verbs like: wonder, hope, etc may be used.

Ex. She was hoping to win the lottery again after a lot of years passed.

- **Present Continuous for future arrangements** – in a sentence can be used a future time phrase or otherwise, we can understand from the context that we are talking about the future.

Ex. What are you doing the next weekend?

- **Modal verbs** – “With modal verbs, the continuous infinitive can have a different meaning from the simple infinitive”.  

Ex. He might be graduating by the end of the year.

2.3 Verbs which change meaning in Continuous and Simple Forms

2.3.1 State verbs

State verbs occur only in the simple form.

Clara seems very attractive.

State verbs often used are:

- Be
- Verbs of possession and unchangeable states (measure, fit, weigh)
- Verbs that deals with the sense (appear, smell, taste)
- Verbs describing thoughts and processes (think, feel)

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2 Cunningham, S., Moor, P., Carr, C. J. "Cutting Edge - Advanced" – 2003, Longman. (pp. 116)
3 Swan, M., Walter, C. "Oxford English Grammar Course" – 2011, Great Clarendon Street, OX2 6DP, United Kingdom, (pp.26)
4 Ibid (pp. 116,117)
2.3.2 Verbs that describes states and actions

If the state verbs are used in progressive form they become actions of some sort.

"to be" occurs in the progressive form when it refers to a behavior which is temporary or deliberate.

Why is everybody so exited?
Why is everybody being so exited?

There are other verbs that have a different meaning in their continuous and simple forms.

<table>
<thead>
<tr>
<th>States</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I see him coming.</td>
<td>I'm seeing him tonight.</td>
</tr>
<tr>
<td>I have to bath my little baby.</td>
<td>He is having a bath.</td>
</tr>
</tbody>
</table>

3. Interpretation of Continuous Tenses

3.1 The Present Continuous

The Present Continuous is a tense especially used in English, but can’t be found in Albanian or in many languages of the world. We use the present continuous tense to talk about things that are happening at the time of speaking:

- Keep quiet! The people are reading.
- "We also use the present continuous tense when we talk about something that is happening around the time of speaking, but not necessarily exactly at the time of speaking". 5
- Pellumb is styding designe technology at Coventry University.

Using the present continuous to talk about a period around the present, for instance: this morning, this month, tonight, etc.

- I'm skiing in the montain this month.
- And when we talk about changing situations:

The Structure of a Continuous sentence

Affirmative Sentence

Subject + auxiliary verb + main verb -ing (Present participle) + object

Subject + am/is/are + (1st form of verb or base verb + ing) + object

4. Explanation and Comparison Between English & Albanian Verb Tenses and Verbs

In a comparison between English and Albanian language we will encounter a lot of differences and similarities on both languages, even more if we do understand well both languages and try to translate from one to the other. There may be a lot of differences and similarities, like: the Word Formation Process, Vocabulary, Verb Tenses, Conditionals, Modals, Gerunds, Prepositions, Irregular Verbs, etc.

Some of the progressive tenses don't even exist in Albanian Language.

If we talk about grammar tenses in Albanian language there should definitely be given verbs. And while the verbs are give we have to know everything that has to do with them, because the use of the verbs in the sentences explain the grammar tenses. Verbs in Albanian have many grammatical categories and classification such as; conjugations, manners, verb formation, finite verb phrases, non-finite verb phrases, etc.

In English language as well as in Albanian language, a verb has these grammatical categories: grammatical category of a number and person (kategori gramatikore e vetës dhe numrit), grammatical category of the voice (kategori gramatikore e diatezës), category of the mood (kategori gramatikore e mënyrës), category of the aspect (kategori gramatikore e aspektit) and grammatical category of the tense (kategori gramatikore e kohës).

The grammatical categories of verbs are; the category of person, tense, manner, number, mood, and diathesis (voice).

The classification of verbs; regular, irregular, modal, auxiliary verbs, transitive and intransitive verbs.

The conjugations of verbs; synthetic and analytic forms.

The category of the mood: indicative, admirative, subjunctive, conditional, optative, imperative.

The verb formation: the derivative verbs, suffixed formation, prefixed (submissions) formation, verbs formed

5 Murphy, R. “Grammar in use” – 1998, The Pitt Building, Trumpington Street, Cambridge CB2 1RP, United Kingdom
without any affixes, composed verbs, adjacent verbs, etc.

The finite verb phrases (forma të shtjelluara të foljes): participle, gerundive.

The non-finite verb phrases (forma të pashtjelluara të foljes): are the six manners listed above.

When we talk about the grammatical categories of the number and person (kategori gramatikore e numrit dhe e vetës) there is to say that these grammatical categories also exist in Albanian Language and they are almost the same as in English Language.

Grammatical category of the voice (kategori gramatikore e diatezës) - the voice of a verb describes the relationship between the action that the verb expresses and the participants identified by its arguments. In English Language as well as in Albanian Language there are; active voice (diateza veprore) and passive voice (diateza pësore).

Grammatical category of the mood - in English Language we classify three types of the mood: the indicative mood (mënyra dëftore), the subjunctive mood (mënyra lidhore), and the imperative mood (mënyra urdhërore). These can be found as well in Albanian Language, but in Albanian Language there are three more moods such as; the conditional mood (mënyra lidhore) the optative mood (mënyra dëshirore) and the admirative mood (mënyra habitore). The difference is that each of Albanian mood is conjugated with different endings and each of them contains certain tense.

Grammatical category of the aspect - expresses an action or state related to the flow of time. It can be; the continuous aspect (aspekti i vazhduar) and the indefinite aspect (aspekti jo i vazhduar).

Grammatical category of the tense - Tenses in English Language are divided on that what we express in the past, present and in the future.

- Present tenses are presented by four forms: present simple tense (koha e tashme e thjeshtë), present continuous, (koha e tashme e vashduar), present perfect (koha e kryer), and present perfect continuous (koha e kryer me aspektin e vazhdimësisë). In Albanian Language there is only the simple present tense but it is conjugated in all types of the mood.
- Past tenses include four forms: past simple (koha e kryer e thjeshtë), past continuous (koha e pakryer), past perfect (koha më se e kryer) and past perfect continuous (koha më se e kryer me aspektin e vazhdimësisë). While, in Albanian Language the past tense includes five forms: past simple (koha e kryer e thjeshtë), past perfect (koha më se e kryer) and the last two forms which do not exist in English language, but in Albanian they are called: koha e pakryer and koha e kryer e tejshkuar.
- Future tenses are presented by four forms: future simple (koha e ardhshme), future continuous (koha e ardhme e përparme) and future perfect continuous (koha e ardhme e përparme).

5. English Progressive Tenses Vs. Albanian Progressive Tenses

5.1 The Present Continuous (Alb. Koha e tashme e vashduar)

<table>
<thead>
<tr>
<th>Singular</th>
<th>Njejës</th>
<th>Plural</th>
<th>Shumës</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am asking</td>
<td>Une jam duke pyetur</td>
<td>We are asking</td>
<td>Ne jemi duke pyetur</td>
</tr>
<tr>
<td>You are asking</td>
<td>Ti je duke pyetur</td>
<td>You are asking</td>
<td>Ju jeni duke pyetur</td>
</tr>
<tr>
<td>He/she/It is asking</td>
<td>Ai/ajo është duke pyetur</td>
<td>They are asking</td>
<td>Ata/ato janë duke pyetur</td>
</tr>
</tbody>
</table>

Below are some examples in English Language that are presented in four types of sentences and they are shown in Albanian language. The Present Continuous tense textually translated, looks like this:

Affirmative: He is studying at his room. / Ai është duke studjuar në dhomën e tij.
Negative: He is not studying at his room. / Ai nuk është duke studjuar në dhomën e tij.
Interrogative: Is he studying at his room? / A është duke studjuar ai në dhomën e tij?
Interrogative – negative: Isn’t he studying at his room? A nuk është duke studjuar ai në dhomën e tij?

It is used to indicate a future action, which is previously planned and it is one's plan. So these are actions that will happen in the future but are planned in the present.

Affirmative: She is dining with her friends. / Ajo është duke ngrënë darkë me shoqet e saja.
Negative: She is not dining with her friends. / Ajo nuk është duke ngrënë darkë me shoqet e saja.
Interrogative: Is she dining with her friends? / A është ajo duke ngrënë darkë me shoqet e saja?
Interrogative – negative: Isn't she dining with her friends? A nuk është ajo duke ngrënë darkë me shoqet e saja?
Even though it is textually translated the Present Continuous tense complies with Koha e Tashme e vazhduar in Albanian language.

“The basic meaning of the verb in the Present tense in indicative mood, is to show the performing action at a time that includes the moment of oration”. However, in some cases the present tense may be used in the sense of the future tense or the past tense, with the help of auxiliary verb “jam” and with the particle “po”. Eg. Po vështroj, jam duke vështruar, etc.

5.2 The Past Continuous (Alb. Koha e pakryer)

The Past Continuous tenses sometimes may be interrupted.

He was working at his computer when the power cut occurred.

<table>
<thead>
<tr>
<th></th>
<th>Assertive</th>
<th>Negative</th>
<th>Interrogative</th>
<th>Int. - Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/they</td>
<td>I will be walking</td>
<td>I won’t be walking</td>
<td>Will I be walking?</td>
<td>Won’t I be walking?</td>
</tr>
</tbody>
</table>
| Unë/ti/ni/ju/ata         | Unë do të jem duke ecur | Unë nuk do të jem duke ecur | A do të jem unë duke ecur? | A nuk do të jem unë duke ecur?
| He/she/it               | He will be walking | He won’t be walking | Will he be walking? | Won’t he be walking? |
| Ajo/aço                 | Ai do të jetë duke ecur | Ai nuk do të jetë duke ecur | A do të jetë ai duke ecur? | A nuk do të jetë ai duke ecur?

“This use is sometimes called the ‘interrupted past continuous’. We use the simple past to describe the action which ‘interrupted’ the past continuous action”. Below are some examples in English Language that are presented in four types of sentences and they are shown in Albanian Language. The Past Continuous tense textually translated, looks like this:

- **Affirmative**: She was living in Paris. / Ajo ishte duke jetuar në Paris.
- **Negative**: She was not living in Paris. / Ajo nuk ishte duke jetuar në Paris.
- **Interrogative**: Was she living in Paris? / A ishte ajo duke jetuar në Paris?
- **Interrogative – negative**: Wasn’t she living in Paris? / A nuk ishte ajo duke jetuar në Paris?

The Past Continuous tense complies with Koha e pakryer in Albanian language.

“Basic meaning of the imperfect (pakryërës) is to show an action in progress at a certain moment of the past”. And the form is build with the auxiliary verb “jam” and rarely with the particle “po”. Eg. Ishte duke ecur, ishte duke endërruar, po priste, po vdiste, etc.

5.3 The Future Continuous (Koha e ardhme e vazhduar)

Below are examples in English language that are presented in singular and plural and how they are shown in Albanian language. The Future Continuous tense textually translated in Albanian Language, looks like this:

This tense is similar to the tense E Ardhmja e Përparme in Albanian Language, which looks like this: do të jetë prishur, do të kenë zhdukur, do të kenë ikur, etc.

5.4 The Present Perfect Continuous (Alb. Koha e kryer me aspektin e vazhdimësi)

The Present Perfect Continuous tense textually translated in Albanian Language, complies with Koha e Kryer in Albanian language. “The basic meaning of the performed time in indicative mood shows a completed action that has not

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6 Dhrimo,A., Angoni,E., Hysa,E. “Gramatika e Gjuhës së Sotme Letare Shqipe (Morfologjia)” – 1989, Enti i teksteve dhe i mjetev mësimore i krahinës socialiste autonome të Kosovës, Prishtinë, (pp. 221)
7 Parrott, M. “Grammar for English Language teachers” – 2000, Cambridge university press (pp.198,199)
8 Dhrimo,A., Angoni,E., Hysa,E. “Gramatika e Gjuhës së Sotme Letare Shqipe (Morfologjia)” – 1989, Enti i teksteve dhe i mjetev mësimore i krahinës socialiste autonome të Kosovës, Prishtinë, (pp. 222)
cut off the connections with the moment of oration".9

<table>
<thead>
<tr>
<th></th>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
<th>Int. - Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/they</td>
<td>I have been observing</td>
<td>I haven’t been observing</td>
<td>Have I been observing?</td>
<td>Haven’t I been observing?</td>
</tr>
<tr>
<td>Unë/ti/ne/ju/ata</td>
<td>Unë kam vëzhguar</td>
<td>Unë nuk kam vëzhguar</td>
<td>A kam vëzhguar unë?</td>
<td>A nuk kam vëzhguar unë?</td>
</tr>
</tbody>
</table>

5.5 The Past Perfect Continuous (Alb. Koha më se e kryer me aspektin e vazhdimësisë)

The Past Perfect Continuous tense textually translated in Albanian language, complies with Koha e Kryer e Tejshkuar in Albanian language. “The basic meaning of e kryerës së tejshkuar is to show a completed action before a certain moment of the past”.10 Eg. Kishte hedhur = pat hedhur, kishin folur = patën folur, etc. And it is formed with the help of the past perfect of the auxiliary verb “kam” = had been; and with the present participle (pjesoren e tashme).

<table>
<thead>
<tr>
<th></th>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
<th>Int. - Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/they</td>
<td>I had been collecting</td>
<td>I hadn’t been collecting</td>
<td>Had I been collecting?</td>
<td>Hadn’t I been collecting?</td>
</tr>
<tr>
<td>Unë/ti/ne/ju/ata</td>
<td>Unë kisha/pata mbledhur</td>
<td>Unë nuk kisha/pata mbledhur</td>
<td>A kisha/pata mbledhur unë?</td>
<td>A nuk kisha/pata mbledhur unë?</td>
</tr>
</tbody>
</table>

5.6 The Future Perfect Continuous

The Future Perfect Continuous tense textually translated in Albanian language, looks like this:

<table>
<thead>
<tr>
<th></th>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
<th>Int. - Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/they</td>
<td>I will have been approving</td>
<td>I won’t have been approving</td>
<td>Will I have been approving?</td>
<td>Won’t I have been approving?</td>
</tr>
<tr>
<td>Unë/ti/ne/ju/ata</td>
<td>Unë do të kem qenë duke miratuar</td>
<td>Unë nuk do të kem qenë duke miratuar</td>
<td>A do të kem qenë duke miratuar unë?</td>
<td>A nuk do të kem qenë duke miratuar unë?</td>
</tr>
</tbody>
</table>

This tense is similar to the tense E Kryera in conditional mood (mënyra lidhore) in Albanian language, which looks like this: do të kenë lexuar, të ketë qenë rrëmbyer, etc.

6. Conclusion

The above pages of this research paper are discussing about general characteristics and the various uses of tenses referred to present, past and future time. There are explained all the uses of Continuous tenses, followed by an appropriate example.

Giving a definition of a tense in one or the other language is a very straight concept. But, when studying differences, one needs deep analytical sense. So, this research paper has been distinguishing the similarities and differences between English and Albanian Language Progressive tenses, where can be seen a lot of examples and their interpretation in both languages.

The outcome of this research paper is to conclude, that there is a great difference between both languages in using progressive tenses where a major percentage of foreign learners are exposed to these confusing issues. Foreign speakers do make a lot of mistakes while using tenses. However, based on this research, it is understood that the misinterpretation and the misuse of grammar, related to the Progressive tenses, conducts to misunderstanding. The translation doesn’t correspond while translating a certain tense from English to Albanian. The equivalent time and tense may not exist or is totally different in both cases.

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9 Ibid (pp 225)
10 Ibid (pp 228)
mësimore i krahinës socialiste autonome të Kosovës, Prishtinë
http://www.englishpage.com/verbpage/presentcontinuous.htm (accessed on 8/26/2013, 11:00 pm)
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The Effect of Parental Treatment and Socio-Psychological Characteristics of Students on the Experience of their Own Academic Success

Jelena Mašnić, MA

Department of Psychology, Faculty of Philosophy - Nikšić
University of Montenegro

Abstract

The phenomenon of the experience of success is important to study both in terms of the individual and in terms of the development of a community. Particularly, this experience is an important determinant of the value of personality and it has a strong influence on self-esteem. The feeling of success produces pleasure that motivates individuals to engage, which also contributes to the development of community and its stability. School experience is one of the first in which an individual measures his or her potentials and establishes a working identity. The experience of academic success of students is discussed through the impact of parental educational style and their socio-psychological characteristics. We make a distinction between parental educational style related to social support and treatment of punishment. Socio-psychological characteristics are observed as intervening variables (gender, class attendance, parent education, financial situation, modesty, anxiety). The survey was conducted as an empirical and non-experimental, using a sample of 800 students in primary and secondary schools of Montenegro. The obtained results indicate that there are significant differences in the perception of success when it comes to parental treatments, and the impact of personality traits is not negligible.

1. Introduction and Definition of Terms

School success is a significant determinant of the value of personality and it is a good basis for general life achievements. It is an unavoidable topic when it comes to the evaluation of skills. The sense of success produces satisfaction within the individual, and it also motivates one to contribute to the community and society in general. The school environment is the first in which individuals have the opportunity to work in terms of being measured and to form their working identities. An increasing number of authors deal with this phenomenon measured over the average scores of students achieved at school, but few have researched the complexity of relationships and interactions that produce it. Regarding the fact that the result itself is not only important for the psychology as such, and as the relation to it is a subjective matter by the one who provides it, we were interested whether certain factors that we believe to be important in the formation of attitude toward oneself (self-concept) represent significant determinants of perceptions of students in their own academic success.

The closest definition to the way we have looked at this phenomenon was provided by Milosević and Ševkušić (2005), who see academic achievement as a product of the relationship between teachers and students in which the identity of successful and unsuccessful students is formed. Long ago it was recognized that school performance is determined by many specific cognitive and non-cognitive factors, and that the outcome is the interaction of abilities, personality traits and motivation of students. Brković (1998) argues that the explanation of success and failure is considered to be incomplete if it is observed through the acknowledgement of intellectual capacities, because school encourages full development (intellectual, emotional and social) of student’s personality. If there is an equal sign between accomplishment and acquiring skills, then failure transforms into inability, which makes the person appear more inferior in the eyes of others. For this reason, the experience of achievement must be followed through all three dimensions, with respect to personal and environmental standards. This is especially true, if we take into account that school does not only have the task to train and guide students in choosing their careers, but also to develop a sociable person who should answer the increasingly complex requirements of knowledge market. In this regard, we distinguish between socio-economic, cultural and personal conditions that determine the experience of success. It is evident that current educational institutions tend to instill fear of making a mistake, and the need to take risk, initiative is reduced. These are essential elements of entrepreneurial spirit. By studying students' experiences, we should not ignore that they function in a number of stressful academic circumstances that act jointly with developmental crises and the values of the observed age.

Previous studies have often dealt with the question of how an individual is successful, and less with how one experiences his or her own achievements. Since parents are the first instance in the individual’s socialization, we
assumed that their corrective measures have a strong influence on child’s perspective of experiencing his or her success in school. As regards factors that have strong negative impact on cognitive development and academic achievement, Bloom (1981) gives prominence to non-stimulating family environment. Parents’ and teachers’ expectations and the errors of making comparisons with others are often the basis for stressful reactions and failure. It is noticeable that younger generations learn less out of curiosity and more in order to achieve the expected average. In today’s crisis of values it is necessary to determine the impact of the family on the development and socialization of children. Therefore, it is important to see all values prevailing among young people and how they reflect on children’s own perception of school success. According to Rokeach (1982), values are enduring beliefs that allow the selection of a particular way of reacting.

Bearing in mind that we experience the world in accordance with our own perceptions and personalities, we were interested in the importance of modesty as a significant determinant of experiencing children’s own achievements at school. This is a trait with too many opposite meanings, but we considered it as a social virtue described through moderation, reduced the need to impress others, shyness and withdrawal from social contact. Many consider it as a negative fore token of rejection, potential and inferior social status. Studies have indicated that when a trait is present in men, it is perceived by others as inability to manage, and when it is observed in women it is perceived as a virtue. The reasons why the values of these characteristics are likely to fluctuate lie in the modification of general social values. That is why many pro-social traits become disadvantaged in the way of personal affirmation and achieving success. In the earliest stages of growing up, parents’ influence the development of observed characteristic along with with a variety of social events. Since these characteristics belong to character traits, overall social environment is responsible for its development. Nowadays, there is a big dilemma whether this trait should be seen as a virtue and value that needs to be nurtured by generations.

Anxiety is treated as a psychological trait rather than a state. It is usually defined as a nuisance that has no clear source, and it is difficult to determine the cause of bad feelings. It is described by the following symptoms: constant tension, intense sweating, tremors, and problems with concentration, constant tension and fear, frequent withdrawal from social relationships. Perls (1964 to Shraga, 1991) notes that anxiety is a result of the discrepancy between the present and the future, and that in such case the fixation of negative forecast regarding the future could be noticed. Spielberger (1983) indicates a general disposition in the experience of anxiety states which are transient and alarm in functioning of the body to react in situations that are related to real threatening circumstances. The diagnosis of anxiety disorders is established in situations where anxiety seriously jeopardizes an individual’s daily functioning. As the main criteria to distinguish normal and pathological anxiety Starčević (1997) distinguishes: the duration, the power which affects daily activities, the intensity in which it occurs, and environmental circumstances, and Endler and associates (1992) emphasize compliance and consistency in behavior. Thus, there is a difference between anxiety as a state and as a trait. The first one relates to the current status and it is situational, and the other is related to the general perception regardless of the circumstances.

2. The Objectives and Research Hypotheses

In scientific terms, the study aims to establish the direction and intensity of the impact of parental treatment and certain socio-psychological characteristics regarding the experience of students’ own academic success in primary and secondary schools. This phenomenon is important to study because it is an integral factor of socialization and for the reason that the potential of the individual and the impact on community development are being realized within. Our goal was to expand the list of determinants of experiencing success and to affirm the work in this field, which is especially present in the observed environment. The study is relevant from the aspect of the individual’s experience because the lasting impression of success or failure leaves a strong change in the students’ personality. This would identify a group of individuals susceptible to certain social and personal influences. All findings would be within the function of labor support of pedagogical and psychological services through which practical measures would be implemented in order to raise the faith in their own capabilities.

We assumed that parental treatment, which essentially represents support for children, will create an experience for children to feel successful at school unlikely to punishing treatment that will often produce a negative image of their own achievements. We assumed that observed social status characteristics of students (gender, class attending, parent education, financial situation) will significantly affect the experience of their academic achievement. We expected modesty to be a significant source of differences in the observed phenomenon in such a way that the modest ones will be more satisfied with their success compared to those who are not. In line with a number of empirical verification that suggests that the anxiety is a barrier to achieving the success, we have assumed that it would create the experience of failure.
3. Method, Sample, and Survey Organization

The survey was conducted as empirical and non-experimental on a sample of 800 primary and secondary schools in Montenegro. Characteristics of the sample (we included schools from different regions, which are in proportion to students of different ages and social backgrounds, and the information given by those who regularly attend) and its size reduced the disadvantages of this collecting data method. As they respond to sensitive issues related to the characteristics towards relationships with parents, the students’ confidence was gained by an announcement that teachers would not be present and that the survey was anonymous, as well as that the data will be used exclusively for scientific purposes.

4. Instruments

Data were collected using standardized measurement instruments and those that are designed for this kind of research. Information about social status characteristics was obtained from respondents through a questionnaire. We used Endler multidimensional scale for measuring trait anxiety, the scale of modesty is part of HeXaco Personality Inventory, a scale of parental treatment is designed for this study. Preliminary research on a sample of 150 students tested the intelligibility of questions as the instrument is employed at different ages. Based on this, created two forms of instruments are created and given to the students in primary and secondary schools. On this occasion, psychometric properties of instruments (which are satisfactory), duration and sensitivity tests are established.

5. Results

Table 1 shows the distribution of data on the scale of the dependent variable, and further analyzed by categories of successful and unsuccessful. First, we would like to emphasize that we treated the experience of academic success as the sum of the qualities of all interactions that students achieve at school. In addition, experience is followed through the assessment of the success in achieving knowledge in specific areas that are essential to further educational functioning, the assessment of the possibility of practical application of the knowledge obtained, as well as that the socially acceptable values are developed in school. The data indicates that four fifths of the respondents have a positive experience of their success, namely perceived themselves as successful. Observed distribution significantly deviates from normal and it is characterized by a negative curve, i.e., cluster of data around the maximum value.

By examining the data, we can conclude that students are far more likely to attribute the success of social relations, and general acceptance in that community. This is frequently supported by choosing the categories "It fully refers to me" and "It generally refers to me", for good relations with other students (87.5%) and the acceptance from their own and teachers’ side (85.1%) compared to the success that school reaches in achieving positive socialization effects (66.4%). Knowing that expressing dissatisfaction with school achievement can be an indicator of a need to eliminate this uncomfortable feeling through achieving better results, and the distribution of responses to that topic seems optimistic: "I am dissatisfied with my achievements in main subjects" simply because it is not to ignore that over 30% of responses are the category of dissatisfaction if you observe the answers to the statement: "I am a fool who is not able to study" (87.7), "I can learn nothing. I always need somebody else’s support" (78.6) and "From year to year, I achieve poorer results in school" (74.4). It is clear that neither theoretically nor practically there is such a big percentage of students who think that they are limited in achieving academic success because of the general interior weakness or ability. When asked about the usefulness of the knowledge obtained in further studies, over 70% agreed to gain a good base, but we still do not know much about the usability of the knowledge of the theoretical and practical purposes, especially if students have not experienced an educational environment yet and their conclusions are perhaps more influenced by indirect experience (older students). This dilemma is supported by the fact that over 30% of those who expressed doubts about the good basis for mastering matters within the majority of subjects.
Table 1 - Presentation and analysis of data on the scale of experience of individual’s own success

<table>
<thead>
<tr>
<th>Claims</th>
<th>In which measure it refers to you?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It does not refer to me at all</td>
</tr>
<tr>
<td>1. I successfully accomplish all school duties.</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>2. I do not succeed to achieve good communication with teachers.</td>
<td>339</td>
</tr>
<tr>
<td></td>
<td>42.4</td>
</tr>
<tr>
<td>3. What I have learnt at school is „springboard” for my further education.</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>4. I have good prerequisites for acquiring matter for most of the subjects.</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>2.9</td>
</tr>
<tr>
<td>5. I get along very well with other students.</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>3.1</td>
</tr>
<tr>
<td>6. I am satisfied with my own achievements in main subjects.</td>
<td>228</td>
</tr>
<tr>
<td></td>
<td>28.5</td>
</tr>
<tr>
<td>7. In school, I developed working habits and readiness to fulfill my duties well and timely.</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>6.6</td>
</tr>
<tr>
<td>8. I am respected and accepted among students and teachers.</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>2.8</td>
</tr>
<tr>
<td>9. School helped me developed my social desirable attitudes and values: about the family, school, religion, country…</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>10.1</td>
</tr>
<tr>
<td>10. I hate going to school because everybody sees me a fool who is not able to study.</td>
<td>658</td>
</tr>
<tr>
<td></td>
<td>82.3</td>
</tr>
<tr>
<td>11. I have learnt at school that every failure should be treated as a challenge and that after that I become even stronger in achieving my success.</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>8.1</td>
</tr>
<tr>
<td>12. From year to year, I achieve poorer results in school</td>
<td>496</td>
</tr>
<tr>
<td></td>
<td>62.0</td>
</tr>
<tr>
<td>13. I am proud of my school success.</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>6.8</td>
</tr>
<tr>
<td>14. School helped me develop my desirable characteristic features (to study hard, to rely on my own abilities, to act fairly and unselfishly…)</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>9.1</td>
</tr>
<tr>
<td>15. I can’t learn anything and I always need somebody else’s support.</td>
<td>466</td>
</tr>
<tr>
<td></td>
<td>58.3</td>
</tr>
</tbody>
</table>

The above-discussed is consistent with the concept of people’s inclination to attribute success to their own powers, and to justify failure through external circumstances, which argues the theory of attributions and self-attribution. In this regard, respondents significantly attribute their success to what is more likely to be under their control than to the power and abilities of school. In the foreground, they measure their success through the achievement of social skills (quality of interpersonal relationships with their peers and teachers) that was to be expected because they are in the growing period, which carries the importance of functioning with as others and as well primarily seeing the values of personality through acceptance of society. However, the distribution of data on a scale of parental treatment data shows that the answers are moving in the direction of support that in most of cases parents provide it for their children as being emotional and treat them as equal, encourage them to talk about the events of their lives, and sanctioning is more a verbal than physical. Moreover, it is not insignificant that around 50% of respondents report that their parents constantly remind them how much they sacrifice for them. At this age, the consequences of rejection are stronger because the value of this growing period lies in fact that an individual wants to be favorite in the group, to be loved and respected, and to know whom he or she belongs to. Furthermore, the difference in the perception of our own achievements in relation to whether they have parental support or it is missing is shown.
Table 2 - Developmental stimulating parental treatment and experience of their own academic achievement

<table>
<thead>
<tr>
<th>When they perceive presence for their development of stimulative parental treatment</th>
<th>Assessment of individual's own academic achievement</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsuccessful</td>
<td>Successful</td>
</tr>
<tr>
<td>Not present</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>120</td>
<td>30.0</td>
<td>280</td>
</tr>
<tr>
<td>Present</td>
<td>41</td>
<td>10.3</td>
</tr>
<tr>
<td>Total</td>
<td>161</td>
<td>20.2</td>
</tr>
</tbody>
</table>

Pearson Chi-square:48.299; df= 1; p=.000 ; c= .239

Based on the obtained data, we can conclude that there is a symmetrical relation of segments of crossed variables. Empirically, it is confirmed the assumption that there will be a strong influence of the environment in which one usually gains first experiences of themselves. Stimulating parental treatment allows a child more often to be seen as successful in relation to the ones growing up in a non-stimulating family environment. This is in accordance with the opinion of many scholars in developmental psychology who point out that confidence in their own abilities is built in the earliest stages of development. Usually, autonomy and basic thrust towards the environment is gained in family surroundings. In addition, in the collectivist environments such as this one, the importance of social support in many life's endeavors is easily noticeable. No success is important unless it is recognized by the surrounding as such.

Furthermore, we noted punishment as parental treatment as a source of differences in the perception of students' own academic achievement. A growing number of empirical findings indicate that long-term effects on the perception and behavior of an individual will be treated by praise. Punishment can generate fears and mobilize energy in unproductive patterns of functioning, and block the expression and impoverish the capacities.

Table 3 - Developmental non-stimulative parental method assessment of own academic achievements

<table>
<thead>
<tr>
<th>When they perceive presence for their development of non-stimulative parental treatment</th>
<th>Assessment of individual's own academic achievement</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsuccessful</td>
<td>Successful</td>
</tr>
<tr>
<td>Not present</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>55</td>
<td>13.6</td>
<td>349</td>
</tr>
<tr>
<td>Present</td>
<td>106</td>
<td>26.9</td>
</tr>
<tr>
<td>Total</td>
<td>161</td>
<td>20.2</td>
</tr>
</tbody>
</table>

Pearson Chi-square:21.875; df= 1; p=.000 ; c= .203

Reviewing the obtained results, we conclude that parents who do not apply punishment in growing period create a safe psychological basis for children to be experienced a positive way. This confirms previous findings of empirical studies which have concluded that the development and manifestation of undesirable sociable forms is a natural response to growing up in controlling and discouraging circumstances. We expected an influence of social status characteristics of students on the differences in the perception of their own academic achievement and found that, of the variables involved, the only significant determinant of the observed were gender differences. Information about the differences are shown in Table 4.

Table 4 - Gender and experience of individual's own academic achievement

<table>
<thead>
<tr>
<th>Gender</th>
<th>Assessment of individual's own academic achievement</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsuccessful</td>
<td>Successful</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>102</td>
<td>29.0</td>
</tr>
<tr>
<td>Female</td>
<td>59</td>
<td>13.2</td>
</tr>
<tr>
<td>Total</td>
<td>161</td>
<td>20.1</td>
</tr>
</tbody>
</table>

Pearson Chi-square:30.642; df= 1; p=.000 ; c= .342

It is noticeable that girls compared to boys more often perceive themselves to be successful in terms of academic
achievement. This difference is probably a consequence of the different influences that socialization agencies have on genders. In the observed culture girls are raised to be submissive, oriented to the needs of others, and therefore they are more accepted in education and educational work activities. Girls are often socialized in the direction of a positive attitude towards school and active participation in class. In the past, education was prohibited to women, and so maybe this culminated through generations in a greater need to be numerous and more motivated to achieve success in these fields.

Conversely, boys are often taught that it is more important to manage in a wider social community, rather than in a protected environment such as school. Francesco and associates (2002) indicate statistically significant gender differences in terms of expressing a motive of achievement, i.e. some of its elements. This difference is reflected in the persistence in achieving goals and satisfaction in the outcome, in favor of females. Greater involvement is supported by good results that encourage persistence in learning, well-organization and commitment which in the learning process lead to better grades and a more positive self-image because it is a better psychological space to experience success. The analysis of the relationship between the observed psychological variables (modesty and anxiety) as determinants of success at school experience suggests that, in this context, significant differences produce anxiety. Below we show the value of the Spearman coefficient.

<table>
<thead>
<tr>
<th>Personal features</th>
<th>Assessmen of individual’s academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of anxiety</td>
<td>Spearman's coefficient .185**</td>
</tr>
<tr>
<td></td>
<td>significance 0.00</td>
</tr>
<tr>
<td>N</td>
<td>800</td>
</tr>
</tbody>
</table>

Based on the data from the table no. we notice that there is a low and positive correlation between the level of anxiety and the evaluation of their own academic achievement. In previous research, results revealed a correlation with a negative sign meaning which shows the higher the level of anxiety when the achievement is worse. It is possible that the results are different than expected because we did not address school achievements but with experience of success at school. The experience of success may have a compensatory role and provide better individual psychological basis for the functioning of the social environment.

6. Conclusions

Data from this study provide an opportunity to perform more relevant conclusions and suggestions for practical action. Whatever we think about the current education and behavior of young people, the results of this research in the first place testify that the students usually consider themselves within the category of success. Of course, this experience does not necessarily have to be reviewed in the context of the school environment, but also as a product of hopes broader than social community. Empirical data show that gender, parental treatment (both praise and punishment), and anxiety are important determinants of the experience of academic success of students. Overall, in order to experience primarily, for success students, it is important to have the support of their parents, because they should be a shelter for the many adversities with which the child faces moving forward through critical social environment. In further studies, the values that govern the education should be determined, as well as the quality of cooperation between the family and the school community. Firstly, the society is expected to establish a systematic development of desirable values for young people to imitate, which would strongly encourage them to be more involved and promote their potentials. In these efforts, an important role should be assigned to the experts who deal with the human side of behavior at school. They are expected to support the parents in raising their children, and to develop the productive cooperation between schools and families. In the first place, it should be given an adequate space for psychologists to work on the preparation of environment for meaningful change, especially those in the sphere of the ruling consciousness that is resistant to them.

Excessively ambitious parents often try to engage their children in these areas due to their professional unfulfilled desires. Support of experts, who will clarify the real capabilities and aspirations of their children, is required in term of avoiding such mistakes especially if children can be capable in all areas. There are many ways to expand and improve communication (newsletters, e-mails, social network ...), but firstly it is important that the teacher "comes to the ground" his or her arrogance that he or she knows everything and that can assess the validity of all parental behavior, as well as a parent should not be defending the child in everything, and that they have equal responsibilities and to meet the demands for training in order to identify susceptible categories so the communities could find ways to strengthen their capacities.
In practical steps, pedagogical and psychological services should be more involved in guiding the development of psychosocial programs that would serve as a space for awareness of their potentials and to eliminate barriers in order to achieve success in school. It is certain that these barriers are higher if they come from personality, and a personality at this age is extremely sensitive to the happenings in the region. It is also important that in the earliest stages of socialization children are not raised in accordance with the ongoing stereotypes. In particular, it seems important to make teachers familiar with the impact which they could have on child through grading as well as to inform them of the potential errors that they may occur in that process.

References

Prevalence of Childhood Physical Abuse in Albania

Gentiana Qirjako
Faculty of Public Health, University of Medicine, Tirana, Albania
Institute of Public Health, Tirana, Albania

Genc Burazeri
Faculty of Public Health, University of Medicine, Tirana, Albania
Institute of Public Health, Tirana, Albania

Erka Amursi
Institute of Public Health, Tirana, Albania

Abstract
We aimed to describe the magnitude of physical abuse during childhood in a representative sample of young adults selected from public universities in Albania, and to identify relationship between socioeconomic characteristics and behavioural/lifestyle factors associated with adverse childhood experiences (ACE). This survey was conducted in a representative sample of young adults (N=1437) selected from public universities [971 females (67.6%) and 466 males (32.4%). The data collection consisted of an anonymous and self-administered structured questionnaire. The prevalence of childhood physical abuse in this student population was 42%. There was no statistically significant sex-difference in self-reported rates of physical abuse. Rural residence was strongly positively associated with students’ experience of violence (P=0.041), a finding not evident for place of birth. Parental education was strongly, inversely, and linearly associated with experienced violence. As for the lifestyle/behavioural determinants the association of students’ physical abuse with lifetime sexual intercourse was remarkable high (OR=74.6, 95%CI=48.5-114.9, P<0.001). Also, having more than 3 sexual partners was significantly and positively associated with students’ physical abuse (P<0.009). Rates of self-reported emotional abuse during the first 18 years of life were significantly higher among students who had experienced physical abuse (P<0.001). Similarly, there was a positive graded relationship of student’s having experienced physical abuse with the occurrence and frequency of both bullying and physical fights during their first 18 years of life. Of particular importance, the findings of this study conducted in Albania show that appropriate strategies are needed for the prevention of child maltreatment in Albania. Child abuse is a worldwide problem, with a huge impact and serious physical and mental impact in their health. According WHO, every year millions of children are victims of non-fatal abuse and neglect. Different international studies have shown that, depending on the country, between a quarter and a half of all children report severe and frequent physical abuse, which includes being beaten, kicked or tied up by parents (Buchart A., at al, 2006). A UNICEF report published in 2010 states that 52% of children aged 2-14 in Albania experienced violent discipline (physical punishment and/or psychological aggression) in 2005-2006. Half of children experienced physical punishment while a much smaller percentage (6%) of mothers and caregivers thought that physical punishment was necessary in childrearing (UNICEF, 2010). Much physical violence against children is inflicted as a punishment and is accepted by parents, prevailing social norms and even often by law as a correct means of discipline. Only 33 states have actually abolished parental corporal punishment together with other forms of corporal punishment. Albania is part of them from the year 2010.

1. Evidence from Albania
After the breakdown of the communist regime in 1990, Albania has undergone major political, social and economic changes including an intensive internal migration from rural to urban areas (Nuri B., at al, 2002). Albania has been described as a patriarchal society (McFarland, 1998; Young A., 2001) and the available evidence points to a high prevalence of different types of violence (Burazeri G. at al., 2005, 2006). A cross-sectional study conducted in Albania in 2003 reported that more than a third of married women (37%) had experienced physical violence within the past year of interview (Burazeri G, 2005). The more empowered women (with university education and in ‘white collar’ jobs) were at greater risk (Burazeri G, 2006), or they report more willingly intimate partner violence –and interpret violent acts in marriage as violations.

On the other hand, the presence of violence is part of child ‘education/upbringing’ in Albania. Even children have
absorbed the idea that physical and psychological violence are needed, both at home and in schools. The belief that “Whoever spanks you, loves you” is quite widespread among parents, teachers, and children (Tamo A, at al. 2006).

According to a study conducted by UNICEF in 2006, the majority of adults maintain that physical and psychological violence has positive effects on a child’s education, even though they are also aware that there are negative consequences (Tamo A., at al. 2006). The overwhelming majority of respondents think that physical violence is more harmful than psychological violence; as a result, psychological violence is seen as acceptable and useful, both at home and in schools. According to the study, the most common forms of psychological violence exercised against children in the home are: shouting (95.3%); resentfulness (39.5%); verbal threats (39.0%); name-calling and use of derogative nicknames (35.8%); threatening physical violence with an object (18%). While the main forms of physical violence reported by children both at home/in schools within the last year are: pulling of the ear (60.1%/38.5%); pinching (55.7%/36.9%); hitting with an object (53.0%/51.8%); smacking (with an open hand) on the body (52.6%/34.3%) and head (49.2%/35.6%); pulling hair (41%/29.7%); forcible pulling and pushing (34.6%/39.1%); kicking (26.8%/25.8%).

2. Methodology

The aim of the survey was to assess the prevalence of physical abuse and the association of students’ physical abuse during the first 18 years of life with demographic and socioeconomic characteristics.

A cross-sectional study was conducted in 2011-2012 among 1437 students from public universities in Tirana, Vlora, Shkodra and Elbasan. The overall response rate was 96%. The data collection consisted of an anonymous and self-administered structured questionnaire (The Family Health History and Physical Health Appraisal questionnaires) which consists of 68 questions examining various types of child maltreatment, childhood adversities rooted in household dysfunction, and risk factors.

Due to the gender differences in the questions, the questionnaires used have separate versions for male and female respondents include questions for collecting information on childhood maltreatment.

Physical abuse was assessed by the question:

Did a parent or other adult in the household:
- sometimes, often or very often push, grab or slap you?
- sometimes, often or very often hit you so hard that you had marks or were injured?

Socio-demographic data included student’s age, sex and origin (urban areas versus rural areas).

We collected also information on parental educational attainment (0–8, 9–12 and >12 years) and employment status (employed, unemployed, rest).

All students were informed about the aim and objectives of the survey and were explained in sufficient details particularly the aspects related to anonymity of the study and the successive aggregated data analyses. The survey was approved by the Albanian Committee of Medical Ethics and Ministry of Education.

3. Data Analysis

The following methods have been used:

- Chi-square and/or Fisher’s exact test were used to compare the distribution of socioeconomic characteristics and behavioural/lifestyle factors in male vs. female students.
- General linear model was used to compare mean values of dependent (numerical) variables by socio-demographic and socioeconomic characteristics of students and their respective parents.
- Binary logistic regression was used to assess the association of physical abuse (dependent variables expressed in a dichotomous/binary scale) with socio-demographic and socioeconomic characteristics of students and their respective parents.

All the statistical analyses were performed using SPSS (Statistical Package for Social Sciences, version 17.0).

4. Results

4.1 Socio-demographic and socioeconomic characteristics of survey participants:

Overall, 1437 students participated in the survey: 971 females (67.6%) and 466 males (32.4%). Mean age (±SD) of the students was 21.2±2.3 years. 13.8% of the students were born and 7.4% of them live in rural area. 13.4 and 15.5% of students reported a lower educational level (0–8 years) of their fathers and mothers, respectively; 24.8 and 36.6%
reported unemployment of their fathers and mothers, respectively; and 15.4% of students reported a lower family income, 62.6% about the same and 22% a higher family income than the national average.

### 4.2 Prevalence of physical abuse

The physical abuse during first 18 years of life reported by the students were 41.5% (596). Boys were more neglected physically (10.1% vs. 4.8% respectively), and these differences were statistically significant ($P<0.001$).

### 4.3 Association of physical abuse with socio-demographic and socioeconomic factors

Table 1 presents the association of students’ physical abuse during the first 18 years of life with demographic and socioeconomic characteristics. There was no statistically significant sex-difference in self-reported rates of physical abuse. There was no association of physical abuse with age. Rural residence was strongly positively associated with students’ experience of violence [(OR = 1.5, 95% CI = 1.02–2.25) ($P=0.041$)], a finding not evident for place of birth. Parental education was strongly, inversely, and linearly associated with experienced violence. Father’s unemployment was positively associated with students’ physical abuse [(OR = 1.52, 95% CI = 1.19–1.93) ($P=0.001$)]. Low income level was a significant predictor of physical abuse among students[(OR = 1.7, 95% CI = 1.25–2.51) ($P=0.001$)].

Table 1: Association of physical abuse with demographic and socioeconomic characteristics of the students and their parents

<table>
<thead>
<tr>
<th>Demographic and socioeconomic characteristics</th>
<th>No physical abuse (N=841)*</th>
<th>Physical abuse (N=596) *</th>
<th>OR†</th>
<th>95%CI†</th>
<th>P†</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>259 (30.8)</td>
<td>207 (34.7)</td>
<td>1.20</td>
<td>0.96-1.50</td>
<td>0.117</td>
</tr>
<tr>
<td>Female</td>
<td>582 (69.2)</td>
<td>389 (65.3)</td>
<td></td>
<td>Reference</td>
<td></td>
</tr>
<tr>
<td><strong>Age (numerical)</strong></td>
<td></td>
<td></td>
<td>1.02</td>
<td>0.98-1.07</td>
<td>0.324</td>
</tr>
<tr>
<td>Age-group:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19 years</td>
<td>176 (20.9)</td>
<td>128 (21.5)</td>
<td>0.90</td>
<td>0.61-1.32</td>
<td>0.577</td>
</tr>
<tr>
<td>20-21 years</td>
<td>353 (42)</td>
<td>255 (42.8)</td>
<td>0.89</td>
<td>0.63-1.26</td>
<td>0.514</td>
</tr>
<tr>
<td>22-23 years</td>
<td>222 (26.4)</td>
<td>140 (23.5)</td>
<td>0.78</td>
<td>0.54-1.13</td>
<td>0.187</td>
</tr>
<tr>
<td>24+ years</td>
<td>90 (10.7)</td>
<td>73 (12.2)</td>
<td></td>
<td>Reference</td>
<td></td>
</tr>
<tr>
<td><strong>Place of birth:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural area</td>
<td>111 (13.2)</td>
<td>87 (14.6)</td>
<td>1.12</td>
<td>0.83-1.52</td>
<td>0.449</td>
</tr>
<tr>
<td>Urban area</td>
<td>730 (86.8)</td>
<td>509 (85.4)</td>
<td></td>
<td>Reference</td>
<td></td>
</tr>
<tr>
<td><strong>Place of residence:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural area</td>
<td>52 (6.2)</td>
<td>54 (9.1)</td>
<td>1.51</td>
<td>1.02-2.25</td>
<td>0.041</td>
</tr>
<tr>
<td>Urban area</td>
<td>789 (93.8)</td>
<td>542 (90.9)</td>
<td></td>
<td>Reference</td>
<td></td>
</tr>
<tr>
<td><strong>Father’s education:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low (0-8 years)</td>
<td>89 (10.6)</td>
<td>103 (17.3)</td>
<td>2.01</td>
<td>1.43-2.81</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Middle (9-12 years)</td>
<td>428 (50.9)</td>
<td>306 (51.3)</td>
<td>1.24</td>
<td>0.98-1.56</td>
<td>0.071</td>
</tr>
<tr>
<td>High (&gt;12 years)</td>
<td>324 (38.5)</td>
<td>187 (31.4)</td>
<td></td>
<td>Reference</td>
<td></td>
</tr>
<tr>
<td><strong>Mother’s education:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low (0-8 years)</td>
<td>99 (11.8)</td>
<td>124 (20.8)</td>
<td>2.07</td>
<td>1.50-2.83</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Middle (9-12 years)</td>
<td>409 (48.6)</td>
<td>270 (45.3)</td>
<td>1.09</td>
<td>0.86-1.37</td>
<td>0.476</td>
</tr>
<tr>
<td>High (&gt;12 years)</td>
<td>333 (39.6)</td>
<td>202 (33.9)</td>
<td></td>
<td>Reference</td>
<td></td>
</tr>
<tr>
<td><strong>Father’s employment status:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td>181 (21.5)</td>
<td>175 (29.4)</td>
<td>1.52</td>
<td>1.19-1.93</td>
<td>0.001</td>
</tr>
<tr>
<td>Rest</td>
<td>660 (78.5)</td>
<td>421 (70.6)</td>
<td></td>
<td>Reference</td>
<td></td>
</tr>
<tr>
<td><strong>Mother’s employment status:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>450 (53.5)</td>
<td>299 (50.2)</td>
<td>0.88</td>
<td>0.71-1.08</td>
<td>0.212</td>
</tr>
<tr>
<td>Rest</td>
<td>391 (46.5)</td>
<td>297 (49.8)</td>
<td></td>
<td>Reference</td>
<td></td>
</tr>
<tr>
<td><strong>Income level:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>106 (12.6)</td>
<td>115 (19.3)</td>
<td>1.77</td>
<td>1.25-2.51</td>
<td>0.001</td>
</tr>
<tr>
<td>Middle</td>
<td>539 (64.1)</td>
<td>361 (60.6)</td>
<td>1.09</td>
<td>0.84-1.42</td>
<td>0.504</td>
</tr>
<tr>
<td>High</td>
<td>196 (23.3)</td>
<td>120 (20.1)</td>
<td></td>
<td>Reference</td>
<td></td>
</tr>
</tbody>
</table>
5. Discussion

The prevalence of physical abuse in our study was high (41.5%), showing that this phenomena is a public health concern in Albania. Exposure to violence in childhood may also result in greater susceptibility to lifelong social, emotional, and cognitive impairments, such as anxiety and depressive disorders, hallucinations, impaired work performance, memory disturbances, as well as aggressive behaviour and suicidal acts. It is also related to health-risk behaviours such as smoking, substance abuse and early sexual activity, and hence associated to lung, heart, and liver diseases and sexually transmitted diseases later in life. Child maltreatment and adverse childhood experiences are more likely to occur in association with intimate partner violence (CDC, 2006).

Our findings on a positive relationship with a lower family income and a lower parental education are compatible with several reports which have linked domestic violence with poverty and scarcity of resources (Appel AE, 1998; Fantuzzo J, 1997; Lynch M, 1998). In addition, rural origin was shown to be a significant determinant for physical abuse among children (Burazeri G, 2005). It has been suggested that the explanation for such a positive association between perpetration of violence and rural origin may relate to the cultural norms in rural areas in Albania and the other western Balkan countries, which ‘justify’ a man’s right to exert control over his family members (wife/child) and the weaker sanctions against violent behaviour (Burazeri G, 2005; 2006).

In our study the prevalence of physical abuse during childhood was higher (41.5%) than in some other European countries. Many studies have showed that the role of legislation in physical abuse decreasing is crucial. The studies conclude that information campaigns which are not accompanied by law reform are not very effective, while information campaigns which accompany law reform can have a significant effect on attitudes and behaviour, and that “there can no longer be any doubt about the violence-reducing effect of a ban on childrearing violence” (Bussmann, 2009).

6. Conclusion

In conclusion, the high prevalence of physical abuse and its association with socio-demographic characteristics suggests that this is a public health priority in Albania. The prevention of maltreatment and other adversity in childhood demands increased public awareness, legalisation and national policies and programming to prevent and control all forms of violence against children. It includes the prohibition of corporal punishment of children at home and in the society, measures for an early detection and intervention in cases of child maltreatment, and access to services that aim to reduce the health consequences of adverse childhood experiences. There is a need for inter-sectoral effort based on current knowledge on the scale and consequences of child maltreatment, about the risk factors and the evidence base for prevention programmes. Preventive approaches require multidisciplinary approaches involving health, justice, education and social welfare sectors and such actions would be better coordinated with the development of a national action plan on the prevention of child maltreatment. Public health researchers’ policy makers and practitioners have a key role to play in the prevention of adverse childhood experiences.

References

Lynch M, Cicchetti D. An ecological-transactional analysis of children and contexts: the longitudinal interplay among child maltreatment,
Examining the Impact of Team Communication Practices in Innovative Research and Development (R&D) Teams: An Early Findings

Mohd Shamsuri Md Saad
Universiti Teknikal Malaysia Melaka
Email: shamsuri@utem.edu.my

Izaidin Abdul Majid
Universiti Teknikal Malaysia Melaka
Email: izaidin@utem.edu.my

Zanariah Jano
Universiti Teknikal Malaysia Melaka
Email: zanariahjano@utem.edu.my

Shahrina Md Nordin
Universiti Teknologi Petronas, Malaysia
Email: shahrina_mnordin@petronas.com.my

Abstract
This study was undertaken with the aim of looking at team communication practices amongst innovative research and development (R&D) teams. Innovation in R&D involves the processing and transformation of new knowledge into a commercially viable outcome. Communication is seen as an effective mechanism to translate, share and integrate these new knowledge or information in creating new products or technologies. Therefore, there is an urgent need to understand the role of communication, in this case team communication practices, within innovative R&D teams in explaining its influence on team innovativeness. To achieve the aim, innovative R&D teams from selected public technical universities in Malaysia were identified and selected to participate in this study. Database of these teams was solicited from respective universities’ centre for research innovation and management and relevant bodies managing research and innovation activities within the universities. The literature guided the researchers in identifying, selecting and developing appropriate research instruments utilised in this study. For the purpose of this study, team communication practices (boundary spanning, communication safety, team reflexivity and task communication) will be examined in terms of its influence on team innovativeness. The findings in this paper presented an early insight describing the demographics of the innovative R&D teams in Malaysia. Subsequently, this study also provides an understanding on the impact of team communication practices on R&D team which is vital in explaining the dynamics of team communication of innovative R&D teams.

Keywords: team communication, research and development, innovativeness, Malaysia

1. Introduction
Innovation is recognised as having a positive impact on the productivity of a country. Crosby (2000) for example found evidence to suggest that a partial decline in Australia”s productivity in the 1970s could be attributed to declines in innovation in the late 1960s. It is also generally accepted that innovation is an important factor in the growth and prosperity of firms (Janszen, 2000). The level of innovation is also found to be the key for growth and employment creation in SMEs (North & Smallbone, 2000). Thus, the need to innovate successfully is assuming greater importance due to the increasingly rapid technological change and associated market instability as well as increasing demands from customers for new and better products (O’Regan & Ghobadian, 2006).

Major global changes in various domains are followed by dramatic changes in the goals, values and practices of business organizations. A few important changes have involved the shift to team working and the increased need for innovation (Ã–ay Goyal and K.B. Akhilesh, 2007). Therefore, for teams to maintain and enhance effectiveness within this
rapidly changing and challenging environment, innovation is critical (Jun Liu, 2011). Team’s innovativeness is defined as "the intentional introduction and application within a team, of ideas, processes, products or procedures new to the team, designed to significantly benefit the individual, the team, the organization, or wider society" (West & Wallace, 1991, p. 303).

In this study, team is being given prominence due to its importance of contributing to the overall organizational innovation by playing a role of organic structure, less restricted with the bureaucratic nature of the parent organization. By adopting this line of argument, it is the intention of this study to seek to understand innovation from team’s perspective instead of from organization point of view. This approach is crucial because thus far, innovation research has been investigated and examined through the lenses of top-down approach where organization is deemed to play a significant role of stimulating innovation. As a result, there has been little research on emergent innovation or the introduction of new and improved ways of working introduced by teams at the lower levels of organizations (Agrell & Gustafson, 1996; West & Wallace, 1991).

It is also important to note that for a team to innovate, communication and interaction between members of the team is of crucial importance. This view is supported by the proliferation of studies in team communication with regard to innovation (Marks et. al., 2001). Hirst and Mann (2004) found that team communication predicted innovation, project performance as well as patents and commercialized products citing the works of Ancona and Caldwell (1992), Keller (2001) and Allen (1984). However, the extant literature has thus far shown that communication in teams has been examined according to issues like communication media richness (Oke and Idiagbon-Oke, 2010), communication frequency (Leenders, van Engelen and Kratzer, 2003) and synchronous and asynchronous communication (Berry, 2006) among others.

However, these studies rarely captured comprehensive team communication practices that can explain its impact on team performance or innovation. In this study, the researchers intent to adopt Hirst and Mann (2004) team communication practices, operationalised as team boundary-spanning, communication safety, team reflexivity and task communication, to argue team communication practices as one of the important elements in influencing team innovativeness. Looking at these constructs, it is safe to say that it covers almost all team communication practices that exist in a team.

The study will examine team communication practices within innovative R&D team due to its role as an effective mechanism to translate, to share and to integrate new knowledge in order to create new products and technologies. A conceptual model of team communication was developed and tested for empirical validation. Specific focus is given to the context of R&D in Malaysia due to the government’s effort to ensure the investment in R&D reaches at least 1% of the country’s GDP by 2015. At the same time, commercialisation and innovation development has been assigned as the number one niche under the 10th Malaysian Plan by the Malaysian Ministry of Higher Education (MOHE, 2010), which implies the emphasis and urgency for adequate return of investment (ROI). Despite the aim, the number of patents, which is one of the ROI indicators for R&D, is low compared to Taiwan, Korea, China, Hong Kong and Singapore (USTPO.). Therefore, it is crucial that this study explore this issue and provide a better understanding of the interrelation between team communication and innovation performance.

2. Literature Review

This section looks briefly at communication, team communication practices and the hypotheses that lead to the development of the conceptual framework in understanding the dynamic of relationship between team communication and R&D innovation performance.

2.1 Communication

Communication is broadly defined as the exchange of information and the transmission of meaning (Katz and Kahn, 1978). Hirst and Mann (2004) state that communication is an effective mechanism to translate, share and integrate new information into commercial products or processes. Moreover, effective communication has long been known to influence important team processes and outcomes (Leavitt, 1951), and it is an explicit component of many current models of work team performance (Campion, Medsker & Higgs, 1993; Gladstein 1984; Pearce & Ravlin, 1987).

Communication is often assumed to be central to the successful performance team, Hassal (2009). According to prior research, Allen and Cohen (1969) highlighted that communications between R&D team members as a key information source for problem solving. Team communication is also found to be highly correlated with R&D performance (Hung et. al, 2013). It provides an evident that team communication enhances team performance. For the purpose of this
study, the researchers adopted team communication as what has been prescribed by Hirst and Mann (2004) in the form of boundary spanning, communication safety, team reflexivity and task communication.

2.2 Boundary Spanning

Schotter (2011) states boundary spanning enables expertise sharing by linking internal and external groups or organizations from different hierarchical or functional levels that would otherwise be more inward looking. Boundary spanning correctly guides the R&D teams to external information sources and thus reduces their sourcing efforts (Allen, 1977). A study by Keller (2001) found that external communication was significant predictors of managers’ ratings of technical quality, budget and schedule performance. Earlier longitudinal study by Ancona and Caldwell (1992) on 45 product development teams found that boundary spanning, involving political activities such as negotiating and lobbying resources, was a significant predictor of research managers’ ratings of performance. Thus we put forward the following hypothesis:

\[ H1. \text{ Team boundary spanning is positively associated with R&D team innovative performance.} \]

2.3 Communication Safety

Communication safety can be defined as a mechanism to exchange information, ideas and different perspectives amongst team members (Hoegl and Gemuenden, 2001). The ability of teams to provide communication safety to their members will ensure that the members are able to contribute positively towards teams’ innovativeness due to the absence of threat and expulsion from the group if the ideas are being forwarded and proposed. Mumford and Gustafson (1998) argue that participation leads to a more complete understanding of potential problems due to useful information being shared, resulting cross fertilization of ideas, spawning innovation. This argument was supported by a study undertaken by Kivimaki et al. (2000) who studied about eight different facets of organizational communication. In the study, he found that participative communication was the strongest predictor of innovation effectiveness. Based on the argument we put forward the following hypothesis.

\[ H2. \text{Communication safety is positively associated with R&D team innovative performance.} \]

2.4 Reflexivity

Reflexivity is assumed to help teams know their actual working and develop new understandings and methods that respond to emerging conditions and challenges (Carter and West, 1998; Les Tien-Shang Lee, 2008). Hoegl and Parboteeah (2006), investigated the effect of the team reflexivity on the performance of 145 software development teams, found a positive relationship between team reflexivity and team effectiveness. Furthermore, previous studies indicated that the level of collaboration related with cohesiveness level of team itself. According to Mudrack (1989), the cohesiveness often is accompanied by feelings of solidarity, harmony, and commitment in its members. It can be lubricant “that minimizes the friction due to the human” grit in the system (Mullen and Copper, 1994), and thereby facilitate the pursuit of collective goals (Adler and Kwon, 2002; Hoegl and Parboteeah, 2006). As such, we put forward the following hypothesis:

\[ H3. \text{Reflexivity is positively associated with R&D team innovative performance.} \]

2.5 Task Communication

Finally, task communication relates to clarity of objectives, feedback, transmission and customer requirements which revolve around teams’ goal setting (Hirst and Mann, 2004). Having a clear direction of the overall innovation endeavors undertaken by the teams will have a positive impact on teams’ innovativeness. This is due to the fact that every member of the teams understands the goals that need to be achieved and will strive hard towards it. Efficient team communication is characterized by higher frequency but shorter duration of dialogues in a systematic and organized manner other than on an ad-hoc basis near the end of the project (Allen, 1977). Hackman (1990) further strengthen this argument by saying that effective information transmission is crucial in providing teams with sufficient knowledge subsequently enabling informed selection of project strategies, thus enhancing team performance. Based on the rationale, we put forward the following hypothesis.

\[ H4. \text{Task communication is positively associated with R&D team innovative performance.} \]
3. Research Methodology

3.1 Participants

40 research leaders and research group leaders at the Universiti Teknikal Malaysia Melaka (UTeM) were invited to participate in the study. The average research experience was 10.18 years ranging from less than five years of research experience to more than 20 years of having research experience. All participants have PhD qualification except 5 of them that have Masters Degree. They indicated that they have the experience of leading research projects and all of them have led or are leading different types of research grants available from internal as well as external local funders. Amongst the research grants are such as the university's short term grant scheme, the ministry’s fundamental researech grant scheme (FRGS), exploratory research grant schemes (ERGS) and e-science fund.

3.2 Instrument

The survey questionnaire was used in this study due to it being the most common method of collecting survey data (De Vavs, 2001). The team communication practices were adapted from Hirst and Mann (2004) which looks into boundary spanning, communication safety, reflexivity and task communication. They indicated that boundary spanning scale, based upon the work of Ancona and Caldwell (1992) demonstrated sound measurement properties: AGFI=0.92, CFI=0.93. The communication safety factor demonstrated sound measurement properties: AGFI=0.93, CFI=0.96. The reflexivity measure displayed acceptable fit indices: AGFI=0.85, CFI=0.92. Task communication demonstrated adequate fit; AGFI=0.88, CFI= 0.95. Innovation performance measurement were adapted from Hung, Kuo and Dong (2013) as well as Huang and Lin (2013) which looked into the multifaceted indicators of R&D performance rather than single indicator.

The data were initially analyzed using the Statistical Package for the Social Sciences (SPSS Version 19.0 for Windows) in extracting the descriptive understanding of the researchers’ profile. Next, the data were analyzed using the SmartPLS which is a software of a second generation of multivariate analyses. Partial least squares (PLS) structural equations modelling technique (Wold, 1975, 1985) is also known as a “soft modelling” technique. As opposed to Latent Variable SEM (LVSEM) or known as “hard modelling”, PLS was developed by Wold to address the challenges posed by “hard modelling” technique of LVSEM such as obtaining large enough samples, finding empirical support for nascent theory, and meeting a rigid assumptions of the statistical techniques (Sosik, Kahai, Piovoso, 2009). These kind of challenges if not properly addressed would have a very adverse effect on the development on the research of group and organisation which is known to be constrained by these issues. Recent advances in the advances of statistical software packages like SmartPLS and PLS-Graph and also better understanding among researchers about its functionality as well as advantages has seen this technique increasingly being adopted by group and organisation researchers (e.g., Jung, Wu & Chow, 2008; Jung, Chow and Wu, 2004; Howell & Avolio, 1993).

4. Findings

4.1 The analysis of the measurement model

The assessment of the measurement model composed of the examination three important elements. It started by the examination of the individual item reliability. This is done by examining the loadings of items with their associated construct. The rule of thumb is to accept loadings of greater than .60, or above to ensure adequate reliability (Bagozzi & Youjae, 1988). However, if a construct has a significant number of low reliability items, results of analysis should be viewed with caution (Hulland 1999, p.199).

Next internal consistency was investigated where Fornell and Larcker’s (1981) measure which is argued in causal modelling to be a more refined version of Cronbach’s α (Barclay, Higgins & Thompson 1995, p.297) is used to determined the constructs internal consistency. A level of .70 was adapted as a modest level of reliability due to the exploratory nature of this research (Hulland 1999, p.199; Nunally 1978). The Average Variance Extracted (AVE) measure (Fornell & Larcker 1981) is recommended to be above .50, implying that 50 per cent or more variance of the indicators is accounted for (Chin 1998b, p.321).

Finally, the discriminant validity which refers to the level of differentiation of supposedly different constructs was determined. An appropriate level of discrimination can be assumed if a construct shares more variance with its own measures than with other constructs in a model (Barclay, Higgins & Thompson 1995, p.297). Two level of testing can be employed to indicate the constructs’ discriminant validity. The first testing involved demonstrating that the square root of
Average Variance Extracted (AVE) measure (Fornell & Larcker 1981 is greater than the correlations between constructs in a correlation matrix (Chin 1998b; Hulland 1999, p.200). Meanwhile, the second testing involved examining the component structure matrix to ensure that all item loads substantially more highly into its own construct than other constructs (Barclay, Higgins & Thompson 1995, p.298).

Table 1 presents the factor loadings, the composite scale reliabilities and average variance extracted (AVE) for indicators of the lower-order constructs that contained two or more items. The ability of PLS to estimate the measurement and structural model simultaneously has enabled the researcher to ran a full scale model which includes all team communication practices (boundary spanning, communication safety, reflexivity and task communication) and innovation performance.

Table 1. Initial Assessment: Factor loadings, weights, composite scale reliability, and average variance extracted for assessing construct validity

<table>
<thead>
<tr>
<th>Construct</th>
<th>Item</th>
<th>Factor Loading</th>
<th>Weight</th>
<th>ICR</th>
<th>AVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Communication Practices</td>
<td>Boundary</td>
<td>BS1</td>
<td>0.7350</td>
<td>0.1407</td>
<td>0.8910</td>
</tr>
<tr>
<td></td>
<td>BS2</td>
<td>0.6487</td>
<td>0.2853</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS3</td>
<td>0.7038</td>
<td>0.2032</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS4</td>
<td>0.7885</td>
<td>0.1831</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS5</td>
<td>0.7297</td>
<td>0.2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS6</td>
<td>0.7985</td>
<td>0.2623</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Safety</td>
<td>CS1</td>
<td>0.8680</td>
<td>0.4007</td>
<td>0.8556</td>
<td>0.6786</td>
</tr>
<tr>
<td></td>
<td>CS2</td>
<td>0.0900</td>
<td>0.4745</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CS3</td>
<td>0.6756</td>
<td>0.2023</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflexivity</td>
<td>RFX1</td>
<td>0.8911</td>
<td>0.2992</td>
<td>0.9338</td>
<td>0.7054</td>
</tr>
<tr>
<td></td>
<td>RFX2</td>
<td>0.8643</td>
<td>0.2871</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RFX3</td>
<td>0.9060</td>
<td>0.2975</td>
<td></td>
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</tr>
<tr>
<td>Task Communication TC2</td>
<td>TC1</td>
<td>0.9162</td>
<td>0.4074</td>
<td>0.9204</td>
<td>0.8145</td>
</tr>
<tr>
<td></td>
<td>TC2</td>
<td>0.6827</td>
<td>0.3786</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovation Performance</td>
<td>INPERF1</td>
<td>0.8408</td>
<td>0.1726</td>
<td>0.9419</td>
<td>0.5929</td>
</tr>
<tr>
<td></td>
<td>INPERF2</td>
<td>0.8492</td>
<td>0.1823</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>INPERF3</td>
<td>0.8499</td>
<td>0.1823</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>INPERF4</td>
<td>0.8417</td>
<td>0.1676</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>INPERF5</td>
<td>0.8638</td>
<td>0.1887</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>INPERF6</td>
<td>0.8410</td>
<td>0.1401</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>INPERF7</td>
<td>0.7463</td>
<td>0.1661</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All items fulfilled the requirement of the three important elements mentioned earlier in this section. However, it is important to examine the internal consistency and the discriminant validity of the constructs before making any decision to retain or omit constructs or indicators. The analysis was primarily done using the first level of testing where it involved demonstrating that the square root of Average Variance Extracted (AVE) measure (Fornell & Larcker 1981 is greater than the correlations between constructs in a correlation matrix (Chin 1998b; Hulland 1999, p.200). Table 2 demonstrates that each constructs’ square root measure is greater than the correlation between them.

Table 2. Discriminant Validity for Theoretical Model

<table>
<thead>
<tr>
<th>Item</th>
<th>BS</th>
<th>CS</th>
<th>RFX</th>
<th>TS</th>
<th>INPERF</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS</td>
<td>0.7601</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS</td>
<td>0.7091</td>
<td>0.8477</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RFX</td>
<td>0.5707</td>
<td>0.5456</td>
<td>0.8237</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TS</td>
<td>0.2591</td>
<td>0.0554</td>
<td>0.2438</td>
<td>0.625</td>
<td></td>
</tr>
<tr>
<td>INPERF</td>
<td>-0.1771</td>
<td>-0.1345</td>
<td>-0.1489</td>
<td>-0.0779</td>
<td>0.7867</td>
</tr>
</tbody>
</table>
Diagonal elements (boxed) are the square root of the variance shared between the constructs and their measures (AVE). Off-diagonal elements are constructs correlations. For discriminant validity, diagonal elements should be larger than off-diagonals.

4.2 The assessment of the structural model

After confirming the confidence in the measurement model, the structural model was then assessed. Three important elements were usually looked into when undertaking this process. They are the size and statistical significance of the loadings and of the path coefficients, and the measure of the predictive power of the model.

The significance of the loadings and path coefficients is confirmed through a resampling procedure, generally either jackknifing or bootstrapping. The creation of new sub-samples allows the estimation of parameters, which can then in turn be used to calculate a Student t-statistic with \( n-1 \) degrees of freedom, where \( n \) is the number of sub-samples produced (Barclay, Higgins & Thompson 1995, p.299). While both resampling techniques have its own advantages, in general “both the jackknife and bootstrap standard errors should converge” (Chin 1998b, p.320). In this case of study, the researcher decided to employ a bootstrap resamples of 200 which tends to provide a reasonable standard error estimates (Chin 2001, p.14). Irrespective of statistical significance, standardised paths should be subjected to a kind of ‘reality check’: they “should be at least 0.20 and ideally above 0.30 in order to be considered meaningful” (Chin 1998a, p.209).

The model’s predictive power can be estimated by the magnitude of the \( R^2 \) value of the endogenous constructs. It indicates the amount of variance in the construct which is explained by the model (Barclay, Higgins & Thompson 1995, p.299; Hulland 1999, p.202). Note that it is inappropriate to report Goodness of Fit Indices for PLS SEMs, since these are predicated upon covariance-based approaches such as LISREL, rather than the error-minimisation approach of PLS (Barclay, Higgins & Thompson 1995, p.302; Chin 1998b; Hulland 1999, p.202).

The final part could involve substantive revisions to the model where further testing can still be considered. This could include removal of non-significant paths thus resulting reconsideration of the model, or suggestion of additional paths of the correlations amongst the constructs, presuming there is theoretical justification for such a change (Fornell & Larcker 1981, p.299).

Results of the PLS analysis are shown in Fig. 2. The team communication model explained 59.6% of the variance in ratings of R&D team performance. Considering the small sample size of 58 research leaders, we used a relatively lenient criterion of 10% for statistical significance in the current study. Consistent with Hypothesis 1, boundary spanning (BS) was significantly and positively related to R&D innovation performance (\( b = 0.171, p < .10 \)). Communication safety (CS) also was significantly and positively related to R&D innovation performance (\( b = 0.394, p < .001 \)) thus supporting Hypotheses 2. Hypothesis 3 was also supported where reflexivity (RFX) was significant and positively related to R&D innovation performance (\( b = 0.200, p < .001 \)). Finally, task communication (TC) was also significant and positively related to R&D innovation performance which supports Hypothesis 4 (\( b = 0.208, p < .001 \)).

Based on the PLS analyses, all predicted team communication practices were found to be significant and positively related to R&D innovation performance thus indicating its importance in developing a suitable team communication strategy when executing R&D project (Hirst and Mann, 2004).

Figure 2. Results of PLS analysis.
5. Concluding Remarks

The results of the analyses and discussions indicated that there existed significant and positive relationships between team communication practices in this case boundary spanning, communication safety, reflexivity and task communication on R&D team innovation performance.

Communication safety is perceived to be the most important element in enhancing R&D team innovation performance due to the opportunity it provides to team members to express ideas and opinion which is crucial in the process of exchanging as well as expanding innovative ideas within the team. This will then be able to be translated into new ways of solving problems identified by the research. Next, task communication is also viewed as vital in ensuring every member of the R&D teams understand their roles when undertaking research projects. The ability to manage and organize individual members’ role within the R&D team will also enhance the process of meeting datelines and milestones as promised to the funders. Clear directive and instructions in multi-directions within the R&D teams could also enable the team to be prescriptive in demanding commitment from every team members whilst at the same time avoiding confusions.

Subsequently, reflexivity allows the R&D teams to pause and ponder the progress of the R&D projects. The opportunity for the team to be able to reflect provides the platform to assess and ask questions internally amongst team members on how has their team progress with regard to their R&D projects. Finally, the ability to communicate with external experts and people from the industry through boundary spanning activity enables the R&D teams to understand and predict new technology requirements as well patterns. By having this understanding, it will allow the team to react faster and more importantly aligning their R&D goals towards more practical and commerical ventures.

In conclusion, the study re-iterates the importance of communication in driving innovation and project performance. Thus there is an urgent research and practical need to understand how does R&D teams execute their communication strategy and how these practices impact their innovation performance. Further research should look into transdisciplinary research collaboration due to its hetereogeneity and complexity in understanding whether similar communication practices can be employed and executed.

6. Acknowledgement

This study was supported by a Fundemental Research Grant Scheme F00144-FRGS/2012/PBPI/SS09 from the Ministry of Education Malaysia. The authors would also like to thank Universiti Teknikal Malaysia Melaka for the support in undertaking this research.

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Some Aspects of Linguistic Education in Albania

Dr. Edlira Troplini (Abdurahmani)

University: "Aleksander Moisiu", Durres- Albania
Email: edlira.troplini@yahoo.com

Abstract

This paper attempts to develop within the applied sociolinguistics which includes in itself a lot of issues related to language pedagogy. We will specifically deal with the relationship of dependency that exists between the most important components of teaching and learning the Albanian language, such as: text, teacher, student, with the outside linguistic and mainly the social context, under the influence of which these ingredients are unquestionably found. According Bernstein language and linguistic behavior of an individual speaker depends on social structure in which the speaker is involved and in particular the social connections and interference that intersect inside the social group to which he belongs. Language and linguistic behavior react in the social behavior..... Bernstein dealt closely with the reflex of economic class in linguistic behavior of the individual (Berruto1994: 103). In this paper we will see how language deficits are also created thanks to some socio-cultural problems of the country’s and how the aspects of linguistic pedagogy practically not fulfill their function, as lacking consideration of any possible relationship that is created between them and the social context. It is precisely the lack of such a relationship (which remains purely theoretical) that has led to the current state of today's use of the Albanian language. Albanian possession means having the capacity of linguistic competence, communicative competence as the capacity to possess and its developed standard. Only in this way language gets social value. The individual speaker in Albanian society today is obviously deficient in Albanian language dominance even though he has been subjected to an Albanian language learning according defined cycles of the study. This happens due to the fact that the Albanian education has been paid more attention to the recognition of linguistic units than their tenure, while success in language obviously requires recognition of all social interference under the pressure of which this process is done. Language is part of the individual, the community where we live, and the entire society. Consequently, linguistic norms should also mean social norm. Only in this way can be achieved in a successful communication process. In this context, we believe that education constitutes not merely a starting point, but also destinations. With a good language education within a sociolinguistic implement, problems of today's standard rate, may find solutions.

Keywords: Text-teacher-student, social context; communicative competence; policy language; standard language.

1. Introduction

What are some of the objectives of teaching and learning the Albanian language?

Gjokutaj marks as first objective the learning of the Albanian language as a service subject in school for all school subjects (Gjokutaj: 2012: 16). Although this is a "toned" goal, we would not call it as intended, as far as we would call language value, value that arises not just from the need to communicate, but also by the need to learn, for enriching our world, to expand knowledge about all kinds of science.

Regarding the goals of this field, primarily, would cite that the object study of didactics is the study of the entire components of teaching and learning of the subject (...), then we would like to summarize and recall some of them that related to the importance are mainly dedicated to the principles, criteria, laws, curricular structure, methods, ways, strategies, self-evaluation forms, etc. (Gjokutaj 2012:16).

If all these components will be properly designed and moreover will be realized, then we will really have a modern teaching and learning of Albanian language teaching. While, in connection with the knowledge, skills and practical skills, all of which are in themselves the object of forming the so-called linguistic competence, or rather, as sociolinguists call, criticizing the notion of psycholinguistic competence of Chomsky, communicative competency.

This kind of competence takes into account linguistic context (to possess some language varieties, to identify them, and to know to pass from one to another, etc.) And the outside linguistic context of the speech (which may be social, semiotic etc.) (Berruto1994: 22)

Linguistic and outside linguistic factors are significantly related and are even more intertwined than anywhere precisely in what is called the competence of speech, or more precisely: communicative competence (Shkurta 2004: 273)

The question arises, what do we understand with communicative competence in the Albanian context?
Albanian community today is a heterogeneous community. The ideal of the members of such a community is the first to be knower, but also possessor of the language of origin (Albanian dialect or language of origin, but also knower of its current standard). In the second place connoisseur and holder of the language of the host community (Cognitive of their current standard, or cognitive of the receiving dialect). Finally, connoisseur and good holder of a foreign language (considered among the Albanian as bread language), as is today English or any other language as needed.

Education is a very important sociolinguistic variable thanks to which the individual manages to improve his linguistic behavior to the point, as it becomes distinct from the rest that is not educated. Consequently, the language policy and planning must be done in accordance with the educational development of each country, in order that knowledge is properly forwarded achieving a successful teaching and learning. This achievement means the conversion of linguistic knowledge in language skills and for more capacity and competence in communication.

On the other hand think that competence alone is not enough to be just communication, but communication in a wider spectrum (Berruto 1994: 23). Shkurtaj labels it a broader global competence,

*Linguistic competence is part of a broader and global competence of communication (Shkurtaj 2004: 272),*

while we would call a comprehensive competence. Comprehensive competence in our view, starts with a successful teaching and learning (strongly supported in three important and interactive components as: text (curriculum), teacher, student and ends with the consciousness of civilized individual (part of a heterogeneous society) who consciously fights every day for a successful communication and above all more developed. This obviously does not mean to follow foreign models, does not mean to follow the wrong models, but consciously searching accurate models, clean models, models that advise a civilized norm.

This kind of competence encompasses in itself, base linguistic knowledge, extensive theoretical knowledge, scientific knowledge, knowledge of terminology by different fields and disciplinary dispensations; text knowledge, discourse knowledge, pragmatic knowledge, philosophical knowledge of speaking, knowledge of communication strategies etc. And, if we have achieved so, think that not only have taken the proper formation of the language, but have already shaped the so-called "competence" which means complete mastery of our language.

On the other hand, university strategy and Albanian language didactics should consider four important elements of sociolinguistics that are directly related to the Albanian context such as: time, space, social strata, social situation. Our linguistic competence should be developed alongside these elements.

*Language is diverse and varies: in time, space, in classes or different social strata and under specific situations (Shkurtaj 2009: 21)*

Despite this very important issue, which treatments remain only theoretical and will once again retaken, the three most important components of the didactic activity of the Albanian language, which have always been in the spotlight are: text, teacher and student.

The relationship between these components is a chain report. And not only the link that exists between them revolves around a closed circuit, and precisely in the Albanian situation is very difficult to decide at what point in this circuit should initially interfered.

Let us now briefly describe the three components in question in order to better understand what we admited above.

2. The Text

A very good text helps a teacher with a not very good background, helps students of different levels. It plays an important role in conveying accurate knowledge even when one of the components has not forming properly. Becoming one with one of them, the text somehow manages to cover the gap of the weaker component.
On the other hand, not a good text, becomes an obstacle for the pupil, the student and for the teacher. Teacher facing the mandatory text has a great responsibility, as hour after hour, step by step should modify, compile and correct this text that is not legally permitted to avoid. Until now assume that we are dealing with well-qualified teachers.

The question arises, what if it comes to teachers with not a good background that undoubtedly are not able to perceive these errors (we are still talking about logical errors)? Of course this is a rhetorical question, which will be argued by some examples.

So for example, during a class period, the second grade children (in primary cycle of studies), should take prior knowledge about the adjective as part of the lecture that denominate a feature (qualities, attributes, relationships) of the item and fits on gender, number and case with the noun of this item. In the first place, what draws our attention are grammatical rules or definitions that are placed at the top of every page of the book, written with red ink and placed inside a frame. Immediately following definitions, start practical exercises.

Thus, after the definition of the adjective, follow the exercises, while we completely consider wrong such a thing, because the definition must be produced by the students. Such a thing he must do after the exercise through different practical methods found in the text.

Regarding knowledge about the adjective, the first exercise, immediately after the simplified definition about the adjective (Adjective is a word that shows quality), makes available some figures as: a bicycle with the label BICICLETA-THE BICYCLE, a snail with the label KERMILLI-THE SNAIL, a semi moon with the label HENA-THE MOON, and a guy with the label DJALI-THE BOY. Each of the labels is related to relevant community of words which in its composition has some adjectives. The student must mainly identify the adjective that is not logically connected with the label (name).

Fallacy lies in the fact that the name is placed in definite form, while in the Albanian is always taken as a model the indefinite nominative. Placing the names in label in definite form, in conjunction with the adjectives within communities, requires difficult contexts for children of this age. A prepared teacher of the Albanian language grammar, immediately corrects these errors. So he corrects labels: THE BICYCLE, THE SNAIL, THE MOON, and THE BOY, placing words in indefinite nominative. In this way the student makes proper logical connection: new bike, slow snail, bright moon, cheerful boy and no: bicikleta e re- the new bicycle, kërmilli i ngadaltë-the slow snail, hëna e ndritshme-the bright moon, djali i gëzuar- the cheerful boy. And if the child would be required to create sentences with these constructions, then what percentage of the class would be able to form sentences with the words kërmilli i ngadaltë-the slow snail or hëna e ndritshme-the bright moon etj.?

Errors to the text are noticed even in the first lesson, in the first sentence of the served text, with a order of words that leaves much to be desired, or for example the not so appropriate use of the pronouns where is often noted the use of the interrogative pronoun cili-who or cilët-whom, in whose places would be more appropriate to use the interrogative pronoun kush-who etc.

Following these examples, we think the answer is obvious; errors in the text remain inexcusable, especially if it's such an early age.

Certainly issues related text are diverse. I think the first step is the curriculum. So, it must be determine the appropriate text for a relevant study cycle and a more appropriate text for the relevant branch. The importance of text in this regard is illustrated with another example which deals with the case where the relevant lecturer uses a relatively good text, but that is not suitable for a given cycle of studies, or rather the text is more than needed for the cycle in question, however, the not harmonious design of a curriculum, has made this valuable text not properly be absorbed by students.

So for example, in the program of Albanian language grammar (morphology, branch - Low Cycle, Bachelor level of studies), is defined the obligatory text of the Albanian language Grammar written by the Albanian Academy of Sciences, compiled by a group of grammarians. This is a very good text among others suitable for the branch Language and Literature. After its use in both branches simultaneously (Low Cycle and Language and Literature), was noted that the results of the students in Low Cycle were very low in comparison with students of the Language and Literature. During the teaching process was also noticed that the text was perceived with great difficulty by the students of the branch of elementary education (Low Cycle). Referring to such a problem, the question arises, will be these teachers able to perceive logical errors (which we talked a little higher) of a primary text? As we shall address to the description of the teachers, the deficit of "students that become teachers" will no doubt reflect the gap or the wrong transmission of knowledge to younger children.

So not a good text leads unquestionably to the failure of not only a lesson, but the failure of all the planned curriculum for a certain course (subject), not only, but with serious consequences for the future. These examples suffice to show how delicate and important are the issues of curriculum in general and the Albanian language curriculum in particular. A good text on the other hand minimizes the consequences.
3. The Teacher

Let us now turn to the second component, teachers. And start with a subset of teachers in two important groups:

1. Teachers who resolutely try to close any knowledge deficit that may have not only in the field of linguistics, but also in teaching the Albanian language.

2. Teachers with a disadvantage that does not tend to increase professionally.

In the higher cycle of studies (University), the lecturer of Albanian language is able to assess the language level and language skills of students. Priori it is able to segregate the student who is the holder of a linguistic deficit of the 9-year system of education (Albanian language is not studied in high school), of the student who has basic necessary knowledges of the language. And thanks to this observation, the lecturer is able to understand then, the relationship that exists between the two aforementioned groups to their former teachers.

Of course, students who have basic knowledges of the Albanian language come from the first group of teachers and students with language deficits are students coming from the second group. Mathematically it appears that the first group of teachers prevails. However, this type of conclusion is filtered thanks to intuition. To justify it, some questionnaires were distributed to students, with the aim to collect the appropriate information regarding the preparation of teachers, preference for the subject, the results of the subject - all these for 9 year old system etc. Their answers were consistent with our intuition filtered thanks to measuring students' language skills. 80% of students expressed positively to their teacher of Albanian language, mainly: for his dedication to the subject, for his rigorous preparation, its ability in the perception of any textual errors (logical or technical), for his work independently, top complaint of account etc.

All these have subsequently led to an increased desire and love for the subject of the Albanian language, as well as satisfactory academic results (final grade of the Albanian language in the so-called state exam to all these devoted students was grade 9 (nine ) or ten (10).

Certainly from the received responses from the questionnaires there were some cases of knowledge gaps by smallholder often due to such a deficit was the teacher. Mostly, it was a unqualified teacher, a teacher without proper experience etc. In such cases is always talked for teachers in the second group that, among other things, are unavoidable in the situation of countries like Albania.

Although is not such a kind thing, we are illustrating this opinion with an example from the elementary cycle studies. In this cycle mainly occurs that young children are penalized, because they don't properly know linguistic unit. This often happens when the word changes its function and passes from one part to another part of lecture. Teachers of the second group (in primary school) in all cases of the names derivated by verbs, by adjectives, by adverbs, or adjectives that come by nouns etc..., wrong in their determination. They are defined by them as verbs, adjectives, adverbs, nouns etc. So for example if in a particular context we have the adjective brave (brave boy), the teacher in probation the word brave will call a name (trim-trimi/brave), and even more so if it comes to such cases when the adjective is used separated by noun or pronoun accompanying ex: ai ishte trim-he was brave. Examples like these are numerous. They are collected through direct observations. The child in this case is not merely a carrier of the deficit, but much worse, he is carrier of wrong knowledge. Although rare, these kind of teachers have always existed.

The second group encompasses in itself other types of teachers as: irresponsible teacher that although are qualified teachers who graduated, don't speak well the language standard etc. Let us rejoice in the fact that dominates the first group of dedicated teachers, but without forgetting to calculate the years that will pass in employment the second group of teachers, who are the inheritors of a kind of "illness" that lasts for years (until teacher in question retired) whose victims will be entire generations.

4. The Student

All education policies are student-centered. The consequences fall on it. Teachers of the second group are a major disaster for them. It also constitutes a disaster for them a not well designed curriculum, a non professional text; and we proceed: student's intellect, parents, family environment where it grows, social environment, its economic strata, the institution in which he is educated... etc. In all this filing is not only the student the most important component, but also the weakest component, after two others are served to him compulsorily and regardless. But for the moment we should not forget that it is the teacher who through appropriate methods and his knowledge should know (for many reasons) its nature, temperament, and other factors mentioned above and above all to establish it, to measure and evaluate the student.

The measurement and the evaluation should be done with real professionalism. It often happens that in the case of the Albanian language, the teacher praises for eloquence in speech, for writing skills, for the standard that the student...
uses etc., while he must assess the student's intellect, skills and its linguistic capacity, etc. Of course even eloquence, the way he writes or the correct use of standard are part of his capacity and his linguistic skills, but not as much as the student be penalized in the evaluation process etc. Teachers can also sometimes have difficulties in teaching and cultivating the element (the student), but this does not dismiss them from liability that they have opposed such a commitment.

After all, it is clear that the basis of the formation of communicative competence in education are mainly taken by a good linguistic education, which primarily relates to a good text, with qualified teachers or ambitious versus their professional growth and educated students with a strong consciousness for education in general and linguistic culture in particular.

So far we talked about the dominant accountable group of teachers, for students who have completed the basis of language studies with high scores (all verified by the survey method), then the question arises: why Albanian is not well spoken in Albanian society?

Firstly the object of learning Albanian is holding its best, the ability to use the language units, thus shaping a good communicative competence. All these certainly cannot be seen, as out of standard literary uses, but as a properly standard use, where appropriate, in the proper form. Let's see now how much and how Albanian language is used in our society.

First we must answer several questions: How are related the aforementioned components (teacher, student, text) with time, space, social class and social situation? Are taken into consideration other linguistic and outside linguistic factors in their development? How is their relationship with the Albanian context?

The relationship between language and society is a circular report (Berruto 1994: 96) and not only, I believe that, as in the case of the education components, as well as in case of connecting with each of their respective context, we have a process that goes not merely in the same direction, but in the expansion process, always in the form of interaction of communicating vessels.

As I mentioned a little earlier, the connection of these components with Albanian reality and Albanian context in general has remained a theoretical treatment, subject of projects, but results are not practically in sight yet. To prove such a thing, we quote below one of the intentions of didactics by Gjokutaj, which in our view constitutes the entire scope of what we submitted so far, the object of a good linguistic planning.

"The didactics of learning the Albanian language with its object that serves all other school subjects, studies: (...)

* Defining the ways to more sustainable and systematic acquisition of linguistic knowledge, for possession of Albanian from the pupils and its fair and accurate use in accordance with the discursive situations and communication needs *

(Gjokutaj 2012. 17)

In our view this point, although among many other issues, constitutes the subject of language policy today. We arrive at this conclusion while taking into account the opinion of Giglioli regarding language policy under which the latter must necessarily be adapted to the country's policies in which seeks to find the application (Giglioli 2000).

The question is: is this goal achieved, if it is the aim of the Albanian language didactics, either as the subject of a good language policy?

As stated above, through education of the Albanian language in educational institutions I think that has been achieved a consistent and systematic acquisition of language skills. From a direct observation of the three study cycles (9-year-old cycle, high school and university) have reached conclusions that standard best meets its function and the Albanian language is a worth unifying standard. This is not an instant process, this is a process with deep roots, to the design of the Albanian Spelling Rules in 1972. After 1972 (the year in which was held the spelling Congress of Albanian
language) the initiative to speak Albanian standards was undertaken not just by the governmental institutions, but by all Albanian society. Isolation of the country under dictatorship with all its negative sides, contributed positively to the protection of the Albanian language.

After 90s with the change of systems (dictatorship state-democratic state) the situation and the whole social context strongly influenced in language. Albanian as any other language nowadays is frantically running in the course of globalization. Yet our standard continues to meet (although with difficulty now) its unifying function in our educational institutions, but it operates with difficulties in other state institutions and moreover in whole Albanian society today.

From direct observations of Durres schools, I see that children, pupils or students considerably speak the standard language. What is more important is the fact that it appears fairly stable in the 9-year school, in young children. During the class we noticed that it is quite difficult to identify where come from these pupils (remember after 90s the mechanical movements of populations were mainly from rural to urban areas and mostly from northern and southern areas towards the center). What we see is only a shift in timbre that remains in the mind and heart.

If you wish to find the factors of this goodness, the most important one is the requirement of teachers to respect their standards and their commitment to a better education language. Even sometimes, as mentioned above, they exceed the proper limits of bringing students up to account for the use of dialect of origin and often not showing professionalism. This requirement of account has injected in itself a kind of discipline to the students to speak in standard that is noted to be inherited until the early years of the Gymnasium. Throughout this period are clearly seen from one side a stable standard and on the other side the dialect speech: The standard that is spoken only in school and the dialect spoken in the rest of the day in the family.

After the 9-year of compulsive education, with teens begin to interfere external factors in the dialect of students. In this age there is a mixture, a substitution or alternation of language "codes" in many ways. This comes as a result of the freedom that they already have acquired in speaking. Along with the increase in age also starts breaking the rules more so when rules don’t exist, because the Albanian language subject is removed from the curricula of high school.

In this period rebels the host dialect which is very palatable for the younger generation. It is a prestigious dialect (dialect of center). It is the dialect of the social group and, as we know language is a strong factor of identity and cohesion of a social group and definitely through language must become part of this group. Sometimes at this age are created brand new models that have no connection either with the host dialect, the dialect or origin, nor with the standard language. These models even though are outside the norm, become fashionable models by the majority of the same age throughout society. At this age they become very familiar to a foreign language L2. All these make tight circle inherited from the 9-year-old school up to now well preserved, to expand and disintegrate.

Then there remains nothing but us to once again regain the above definition: "The didactics of learning the Albanian language with its object that serves all other school subjects, studies: (...)"

Defining the ways to more sustainable and systematic acquisition of linguistic knowledge, for possession of Albanian from the pupils (...) and,

Regarding the second half of the definition for the proper and correct use of Albanian according the discourse situations and communication needs, as we presented above, the realization of these goals remains pending.

Albanian context that all Albanians obviously know and experience, highlights the need for effective communication. In Albanian society, this problem has been recently the subject of heated discussions. Albanian feels today more than ever the need of a developed standard. Our standard should best fulfill its function in the Albanian community today. Language is an important value for society and meeting the standard function only in educational institutions, do not solve this kind of situation. Therein lies the problem. Communication needs are much greater and it deliberately leads to deformation rate. In these circumstances, more than ever there is a need for a developed standard and primarily such a thing can be accomplished through precise language policy of a good linguistic planning. In these circumstances, all we see the carelessness in writing to all other state institutions, to say nothing then to free communication between young people that has to do with lack of awareness about the importance of writing and speaking clearly and exactly the language of the nation. This is also the reason why Albanian linguists in general believe, whether they are for a good standard of cure, nor the rest that are for a very carefully touched standard, are all of one mind regarding the whole language education which is needed especially in high school where the lack of a subject as the Albanian language has consequences at the expense of accurate communication.

On the other hand with all the desire and goals of linguists to preserve the literary standard after 90s, the standard was shaken. In terms of today’s Albanian contacts with other foreign languages, together with its development in the
course of globalization, this language were attributed many words and foreign models that began to undermine the system of language. An open and post-dictatorship society along with template forms of other well-structured and well maintained languages, also began to create their own models out of any rate, considering them as successful teaching models. These models change, evolve and innovate often in our society.

In this context, although is often aimed at a standard rate which should be able to contain the whole society, sometimes it is the society which decides on the rules. The linguist must decide which of these fractures are fair and which are not. So we are all aware that the terminal ë is not used correctly in the primary cycle, nor in the 9-year cycle, even in high school or in the cycle of high level studies (university) and so on. So, it is not used right to even by the learned nor the unlearned, neither of Chiefs, nor of ministers. This rule has long made its choice in our society. Terminal ë is correctly used only by linguists. The same situation is repeated for several other spelling rules such as the writing with small letters some religious words like: God, Allah, Christ, etc., or writing the word Europe-Europë etc.

In conclusion, we can say that the spelling rules of this nature are best to improve as soon as possible in order to properly maintain and develop the standards in accordance with the requirements of a particular society.

Then, didactic activity itself may not suffice simply to the recognition of linguistic units, but these units should be used, as appropriate, where appropriate, when appropriate and to whom is appropriate to be used and if it is necessary. On the other hand, the didactic activity of the Albanian language, especially its three basic components must always see associated with the social context in which we live.

*Language is not the property of the individual but the community, and as such it is not only a communication tool, but is also an important institution in the life of society (Shkurtaj 2009)*

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Requirements for Inclusion of Children with Disabilities in Public Education in Egypt

Prof. Dr. Salah Eldin Abdel Aziz Ghoneim
Head of the Educational Planning Research Unit
National Center for Educational Research & Development (NCERD)
Email: salahghonaim@gmail.com

Abstract

There is no doubt that paying attention to children with special needs has greatly increased in the recent years. The declaration of human rights in 1948 stressed the right of all individuals to education. The United Nations Program for people with special educational needs stated that the member states should adopt a policy that recognizes the rights of people with special educational needs, and their equal opportunities (article 120). The inclusion of children with special needs has developed since 1989 during the United Nations Conference on child rights. Egypt has recently been more interested in the inclusion of children with special needs in public education. This was clearly shown in speech delivered by the minister of education in the first conference on the inclusion of children with special needs in public schools held in Cairo in March 2002. The minister said that the MOE experimented inclusion in 270 schools at the national level with cooperation with the World Bank, the UNESCO, Save the Children (Britain), City Center and Caritas Egypt. It is hoped that it would be generalized in all Egyptian schools to achieve full inclusion. The MOE tries to provide education for the children with special needs whose number is approximately 7 millions. Consequently, a number of ministerial decrees were issued to apply inclusion of children with disabilities in all public schools at all stages. The children with special need Fund provides them with comprehensive care. For this project to succeed, good planning and determination of the whole requirements are very crucial.

1. Introduction

There is no doubt that interest in people with special needs has grown dramatically in the last decade from the last century. If the Universal Declaration of Human Rights in 1948 has affirmed that right "Everyone has the right to education" (UN, 2007, Article 26), the World Programme of Action concerning Disabled Persons stated in Article (120) that: Member States should adopt policies which recognize the rights of disabled persons to equal educational opportunities with others. The education of disabled persons should as far as possible take place in the general school system. Responsibility for their education should be placed upon the educational authorities and laws regarding compulsory education should include children with all ranges of disabilities, including the most severely disabled. And in Article 121: Member States should allow for increased flexibility in the application to disabled persons of any regulation concerning admission age, promotion from class to class and, when appropriate, in examination procedures (UN, 1982). The World Conference on Education for All: Meeting basic learning needs, which was held in Jomtien in 1990, has confirmed that this is a right for all regardless of individual differences. This was considered the beginning of the direct attention to these groups of people with special needs (WCEFA, 1990). In 1993, the United Nations issued the "Standard Rules on the Equalization of Opportunities for Persons with Disabilities", which urges the states to make special needs education an integral part of the educational system (UN, 1993).

From those rules: "Persons with disabilities are members of society and have the right to remain within their local communities, they should receive the support they need within the ordinary structures of education, health, employment and social services" (introduction, Article 26). In addition, "States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system" (Rule 6).

In 1994, the World Conference on Special Needs Education issued the Salamanca Statement, which confirmed in Article 2 the following:

- every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning,
- every child has unique characteristics, interests, abilities and learning needs,
- education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs,
- those with special educational needs must have access to regular schools which should accommodate them
within a childcentred pedagogy capable of meeting these needs,

- regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system (UNESCO, 1994).

The Salamanca statement was followed by great efforts of international bodies such as UNESCO, the International Labour Organization (ILO), and the World Health Organization (WHO), UNICEF, UNDP, the World Bank, the bodies that sponsored the World Conference on Education for All.

In March of 1995, the World Summit for Social Development in Copenhagen was issued and the sixth Commitment stated that: "We commit ourselves to promoting and attaining the goals of universal and equitable access to quality education, the highest attainable standard of physical and mental health, and the access of all to primary health care, making particular efforts to rectify inequalities relating to social conditions and without distinction as to race, national origin, gender, age or disability; respecting and promoting our common and particular cultures; striving to strengthen the role of culture in development; preserving the essential bases of people-centred sustainable development; and contributing to the full development of human resources and to social development". The purpose of these activities is to eradicate poverty, promote full and productive employment and foster social integration (Commitment 6) (UN, 1995).

The United Nations Development Programme started the regional program for people with special educational needs concerning their participation in sustainable human development in 1995 (UNDP, 1995). "People with special needs should not be excluded from sustainable human development programs, yet there are certain changes that should be made, and enormous efforts must be exerted to enable them to be successfully included in programs within the mainstream, and provide them with public services to satisfy their needs" (Guide 1) (UNDP, 1995). This was followed by the issuance of the Dakar Declaration of 2000, which emphasized the right of education for all.

The Egyptian society has paid attention to the special status of people with special needs in order to continue to work to take care of them, taking into account their rights, freedom and human relationships. This has been crystallized in the issuance of Law No. (39) for the year 1975 on the rehabilitation of disabled persons. Article IV stated the formation of the Supreme Council for the rehabilitation of the disabled, headed by the Minister of Social Affairs and the membership of representatives of concerned ministers and agencies. The Minister of Social Affairs issued the executive regulations of this law in 1976.

This law, in particular, stressed the rehabilitation services and the right to work and offered them many facilities such as exemption from customs duties for the necessities of living of prosthetic devices and some other concessions and exemptions. The Egyptian legislator in this context, addressed the Children's Act No. 12 of 1996 as amended by Act 126 of 2008 to include a special chapter for disabled children in articles (75-86), which include:

- ensuring the protection of the child from disability and all types of work that would harm his health, physical, mental, spiritual, social development through early detection of disability, rehabilitation and employment of the disabled at the working age.
- the contribution of the media to offering awareness programs and guidance in the field of prevention of disability, and the rights of children with disabilities and their caregivers in order to facilitate their inclusion into society.
- the right of the disabled child to be provided with social, health and psychological care to foster self-reliance and facilitate inclusion and participation in society.
- the right of disabled child to education, training, vocational rehabilitation in high schools, colleges and training centers available for the ordinary children, and except in exceptional cases arising from the nature and degree of disability, in which the state is committed to ensure special education and training classes or schools, institutions or training centers related to the formal education system and suit the needs of disabled children, and also close to their place of residence.
- The state's obligation to render services, rehabilitation and prosthetic devices at no charge to the amounts included for this purpose in the public budget, and provided for disabled children and their families to enable them to overcome the effects of disability.
- commitment of the concerned ministries to provide necessary facilities for the provision of rehabilitation services for disabled children.
- commitment of the workforce offices to help the disabled to be enrolled in work that suits their age, capabilities, areas and places of residence.
- state's obligation to identify specific jobs in the administrative system of the state, public and private sector.
units, allocated for the disabled children who obtained the rehabilitation certificate.
- commitment of businessmen to employ disabled children with a minimum of 2% of the 5% stipulated in Law No. (39) for the year 1975.
- Establishment of a fund for the care and rehabilitation of children with disabilities have legal personality and its resources fall within the prescribed fines for the offenses set forth in this section.
- Exemption of prosthetic devices, assistance and spare parts, equipment and means of production and means of transport for the use of a disabled child and rehabilitation of all types of taxes and fees.

The Egyptian prime minister established the National Council on Disability Affairs (NCDA) in 2012, to give the presence of laws, associations and programmes to support disabled people.

Egypt has contributed to international efforts that culminated in the issuance of the International Convention for the Protection of Persons with Disabilities, and joined it by the Presidential Decree (400) for the year 2007.

Regarding education, Article (24) of the Convention stated that: "State parties are required to ensure persons with disabilities have equal access to an inclusive education and life-long learning process, including access to primary, secondary, tertiary and vocational institutions. This includes facilitating access to alternative modes of communication, providing reasonable accommodation and training professionals in the education of persons with disabilities".

In the context of promoting care for people with disabilities and the implementation of Egypt's international obligations, the Egyptian government has prepared a national program to reduce the disability is being handled by a number of ministries and specialized program is based on the health, media, social solidarity, sports and education sectors.

The project of including children with special needs in the public education in Egypt is considered one of the most important Egyptian efforts that have been taken the following procedures:
- Allowing students with special needs to be enrolled in public schools and including them with their ordinary peers in regular classes.
- Issuance of the regulations for special education schools and classes by the Ministerial Decree 37/1990.
- Formation of a committee for inclusion in the MOE to be responsible for policy making for the project of inclusion of disabled students in public schools by the Ministerial Decree 42/2008.
- Issuance of the Ministerial Decree 94/2009 on the admission of students with mild disabilities in schools that are configured and prepared to receive those students.
- Issuance of the Ministerial Decree 264/2011 on the admission of students with mild disabilities in schools that are configured and prepared to receive those students.
- Increasing the number of schools suited for inclusion of students with disabilities to 796 schools by the end of 2012/2013.
- Developing objective exams for students with disabilities included in public schools to suit the conditions of their disability.

The first child decade was issued (1990 - 2000), followed by the second decade (2000 - 2010). Both included care for those with special needs.

Finally, the new constitution for Egypt in 2014, Article 80 stipulates that: "The state guarantees the rights of children who have disabilities, and ensures their rehabilitation and incorporation into society". Besides, Article (81) states that: "The state shall guarantee the health, economic, social, cultural, entertainment, sporting and education rights of people with disabilities and dwarves. The state shall provide work opportunities for such individuals, and allocate a percentage of these opportunities to them, in addition to equipping public utilities and their surrounding environment. The state guarantees their right to exercise political rights, and their integration with other citizens in order to achieve the principles of equality, justice and equal opportunities".

2. Problem of the Study

The experience of including children with special needs in the public schools represents the pride of the Egyptian Ministry of Education after starting seriously in the process of inclusion of these children gradually since 1998. It seemed that in the political discourse of the Minister of Education in the "First Conference on Education for All in including people with special needs in public schools" held in Cairo in March 2002. He pointed out that the ministry is experimenting with the principle of inclusion in 270 schools nationwide in collaboration with the World Bank, UNESCO, Save the Children Agency (UK), the City Center and Caritas Egypt. It is hoped that this experiment would be successful to be implemented
in all schools in Egypt in order to achieve full inclusion of students with special needs.

The Minister of Communications, in collaboration with the Minister of Education, started an initiative to develop technology for a thousand schools for students with disabilities all over Egypt, in the framework of the implementation of a strategy pivot of the Ministry of Communications to enable persons with disabilities (Ministry of Communications and Information Technology, 2013).

The project will start with the support of 500 schools for students with mental disabilities, and 199 schools for the deaf and hearing impairment, and 301 inclusion schools for students with mild disabilities in public schools. The project will support all schools with all requirements of hardware and software, in addition to providing training on specialized software for more than a thousand teachers, at a cost of 30 million pounds for the year 2013/2014. Twenty six schools for people with vision disabilities have already been supported, which are all public schools specialized in this field, as well as supporting 35 schools during the experimental stage of the project of inclusion schools in the last year 2012/2013.

The number of these schools increased from 700 schools in 2010 to 762 schools in 2011, and 796 schools in 2013, with 3697 students included, and 3420 teacher and specialist coach, and 29 specialists trained in the application of measures of intelligence, and 70 resources rooms. Yet, the inclusion lacked the provision of moral and material requirements needed by those with disabilities to be enrolled in public schools positively and appropriately, because they are an important segment of society, that has every right to education and participation in the development processes (MoE, 2014).

The state also is working to provide education for children with disabilities whose number in Egypt is about 7 millions (CAPMAS, 2013). Financial and social barriers hinder their full participation in social and cultural life. The percentage of the disabled who enrolled in schools does not exceed 1% (MoE, 2013). Therefore, there is an urgent need for good planning to work on the inclusion of students with disabilities in public education in Egypt, in order to achieve the desired success. Also we should outline the requirements and essential components necessary for success.

So, the research problem is determined in the following question: What are the requirements for including students with disabilities in public education in Egypt?

This question includes the human, financial, and legislative requirements necessary for the inclusion of children with disabilities in public education in Egypt.

3. Terminology

3.1 including people with disabilities in public education:

The philosophy of inclusion is based on equality of all individuals, which must be respected and appreciated. Opportunities to participate fully in all aspects of society should be made available to people with disabilities. Thus schools must accept all children regardless of their physical, intellectual, emotional, or linguistic disabilities. This means that the education of the disabled children should take place in the same schools where they will learn in case they have no disabilities (Saleh, 1999, 1).

Inclusion means the integration of children with ordinary peers educationally and socially according to a plan, a program and a methodology with regard to the needs of each individual child, which requires the clarity of responsibility among the administrative, educational and technical officials in public and private education.

3.2 People with disabilities

Disability in children means "All the deficiencies in human potential: mental, psychological, or physical that make him/her unable to exercise his expected natural life within the limits of age, sex and environmental conditions" (Al Sibai, 1987).

A person with disability is "every person who cannot secure his/her basic needs in whole or in part or in his social life due to the disability, congenital or otherwise, that influences the eligibility of physical or mental power" (Law No. 39, 1975).

In Egypt, “a disabled person” means a person who need rehabilitation service to meet the basic needs in society because impairment such as movement-related function, sensory function and mental function brings physical, social, economical and psychological disability (Ministry of Social Affairs, 2000).

4. The Theoretical Framework of Research

The new strategic plan for the pre-university education in Egypt, 2014 - 2030 put a strategic goal to provide learners with
disabilities with educational opportunities of high quality, and include people with mild disabilities in all pre-university schools. To achieve this goal, the strategic plan developed a program to improve the quality of education provided to those learners gradually in 600 schools targeted for inclusion annually. Also, it is looking for equipping the targeted schools structurally and technically by the General Authority for Educational Buildings and the Committee of the inclusion of the ministry annually at the beginning of the academic year 2013/2014.

The plan stressed the need to form a committee in cooperation with the Ministry of Health, and the National Council of Disability to develop standards and criteria for diagnosing students with disabilities in the academic year 2013/2014, and preparing the international schools for people with disabilities in the annual plans. Such schools should be obliged to that, in collaboration with the MoE Commission for the inclusion at the beginning of the academic year 2013/2014.

The plan also stressed the necessity of equipped sources rooms in public, private and international schools, and providing instructional aids to the targeted schools by 480 resources rooms per year. In addition, train 480 resource rooms teachers in the targeted schools for inclusion of all levels of education by the beginning of the academic year 2013/2014 gradually.

The plan also stressed the forming a committee of specialists and administrators to pose executive roles for the inclusion sub-committees and the inclusion staff in the year 2013/2014, and providing chances for professional development for 18000 teachers, and 960 psychiatrics and social workers per year in the pre-university education.

Accordingly, requirements needed for inclusion in public education should be available, which will be dealt with in the following pages.

5. The Main Obstacles to Inclusive Education

1. Shortage of the number of schools required to meet the needs of children in rural, deprived urban, remote areas and slums.
2. Working conditions in this type of education is not conducive to the retention of trained personnel such as supervisors, principals, and facilitators.
3. Lack of parents’ and civil society institutions awareness about the importance of inclusive education.
4. Weakness of management and systems of monitoring and evaluation in such schools and classes.
5. The disabled child does not receive enough attention by the public education teacher, as he does not get adequate services in the context of this type of education.
7. The disabled child does not benefit mostly from the surrounding environment in public education, but it has confused them.
8. The disabled child may be young, and needs much care.
9. The disabled child needs being among other children with similar disabilities in order not to feel different.
10. Teachers in public education did not receive appropriate training to deal with the needs of the disabled child.
11. Lacking the enthusiasm necessary for the inclusion of these children in regular classes among teachers and the school administration.

6. Requirements for Inclusion of Students with Disabilities in Public Education

The much care directed to people with disabilities within the pre-university education sector requires the awareness of public opinion of its importance, benefits, models at the local, Arab, and international levels through supporting media. Besides equipping schools, and providing sources rooms, teachers and specialists, as well as the development of curricula and tools for educational measurement, and developing systems and legislation that support the implementation of the policies of care for people with disabilities and do reward incentives for workers in the care of the disabled at various levels.

From the literature (Mohammed, 2012; Ghoneim, 2002; NCLD, 2000; Al Shakhs, 1986; Al Khatib, 1996; Haddion & Merbler, 1995; Santelli et al., 1996), there are six basic requirements necessary to achieve the inclusion of children with disabilities in public schools concerning the following elements:

1) Child and Family

- Developing awareness of disabled child rights to be included in regular schools,
- Training parents to deal with the disabled child, to know his/her needs and problems, and how to include him/her with brothers and family,
• Training parents how to deal with the school staff and administration.

2) School:

A) The School as an Environment for Inclusion:
• Review the design, equipment, specifications and facilities of the school building,
• Rethinking the potential and suitability of the school for children,
• Rethinking the form of classroom, its capacity and equipment,
• Providing the resources rooms,
• Rethinking the curriculum, school schedules and plans to be flexible enough to allow the disabled child to participate in an active way.

A) The Teacher Should:
• know the warning signs (diagnosis),
• have effective classroom management,
• have a good record system,
• participate in workshops and continuing professional development programs,
• design a learning profile for each disabled student,
• develop effective teaching methods,
• provide individual instruction,
• build self-esteem of the disabled students,
• interviewing parents to discuss their children’s problems at school,
• collaboration with parents and guardians in their children’s educational achievements,
• understanding the laws and procedures governing the inclusion programs,
• supporting the disabled students.

B) Specialist and Staff:
• developing positive attitudes towards inclusion,
• developing cooperative teaching,
• master of individual programs, its planning and implementation,
• use of appropriate and diversified technology,
• functional and reference evaluation,
• diversity of activities which allow the participation of the disabled child, his/her family, colleagues and the local environment,
• educational entertainment.

3) School and Educational Management:

A) Leadership:
• developing positive attitudes among leaders towards inclusion,
• providing communication between school staff and departments,
• providing the necessary resources for the inclusion,
• providing appropriate and diversified technology,
• having good human relations,
• training of multidisciplinary cadres.

B) Participating in the Responsibilities and Performance Standards:
• providing opportunities for parents and families to participate,
• orientation to the local environment when developing the standards,
• providing an opportunity for experts to estimate the return.
• inclusion of disabled students in the local environment to provide a regular rhythm of life for them.

4) Universities, Higher Institutes and Specialized Centers:

A) Rehabilitation and Training of Cadres:
• Preparing qualified teachers and specialists to bear the burden of this big responsibility,
• introduce educational materials and programs for people with disabilities in teacher preparation programs,
• a multi-disciplinary specialized training that should be done in workshops, and work teams.

B) Programs and Models:
• development of methods and techniques,
• development of resource required for projects,
• consultation system to ministries, centers and associations.
C) Conducting Field and Empirical Researches:
   • field researches,
   • evaluation researches.

D) Development of an Information System Include:
   • database,
   • models and performance standards,
   • internal and external review.

5) Private Associations and Non-Governmental Bodies:
   A) Facilities:
      • delivery of services to the disadvantaged, including those with the most difficult circumstances,
      • integration of these services.
   B) Supporting Governmental Efforts:
      • Contact the family and the child to satisfy their needs,
      • establishment of schools, institutions or hospitals supported by non-governmental organizations for people with disabilities.

6) Political and Legislative Leadership:
   A) Reviewing the Current Rules and Regulations:
      • the rights of the disabled children,
      • setting operational definitions of services, its sources and responsibilities,
      • paying attention to services (health - education - rehabilitation - family - community).
      • reviewing enrollment procedures- promotion- evaluation- moving to a higher stage- employment-involvement in the community as an adult and as a citizen.
   B) Characterization of Supportive Services for the Family:
      • specialized services,
      • consultation and environmental services standards,
      • material and moral assistance,
      • legal support in life, civil and criminal cases.
   C) The Stage of Employment:
      • procedures for employment,
      • the type of work - depending on the capabilities of the disabled,
      • discussing the functional treatment, factors of stability and work problems.
   D) Life in the Community and Social Defense:
      • the possibility of marriage and building up a family.
      • providing the necessary financial and social support.
      • access to services of the local environment.
      • participating in the protection of their rights.

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1. Introduction

Education is the main resource from the social and individual point of view. From the social point of view, education is the key to a continuous development of the society. From the individual point of view, education determines the opportunities to every individual to be socially active.

Dropping out school limits in a very sensitive way the opportunities to an individual. In the international aspect it is a very important problem. In this case, in Europe almost 18% of youth do drop school out (Stom, 2006); in America 25% and other countries do have high percentage of schools’ dropout. Schools’ dropout is a danger to youths’ life; sometimes they face with vital problems. This category of people is seen as a social group in danger especially in relation to unemployment, drug consuming, psychological problems etc. In this article, it is treated the phenomenon of children and youth in danger and the disadvantages for the individual in case of schools’ dropout.

1.1 Definition of the term “child at risk”

In the literature of recent years we encounter many paraphrases of the term “at risk” which tend to be wide and encompassing. The term “at risk” is closely linked to the culture and in a wider meaning can concern any child or youngster, whose cultural values and norms are in conflict with the educational and social environment of the dominating culture. For example the term “at risk” can concern the stress which an emigrant child feels due to the need to adapt him/herself to another society, or because of his low self esteem and the cultural inequality which comes out from the confrontation between the culture and his social status and the other society.1

During the 80’s the term “at risk” was used about those students who were lacking in the learning process, the lack of desire to go to school, poverty, bad economical and educational conditions, who find themselves in the condition of a handicap or physical or emotional deficiency. These students are subject to a higher danger of getting low grades at school and this contingent has a higher potential to abandon school2.

Also, the term “at risk” is used when an individual at school age is endangered to abandon school, when he/she is addicted to drugs an alcohol, when he/she has become parent at an early age, when he/she faces problems with the law, has failed a school year after his friends of the same age, is a member of a gang which is dangerous for he society, has abandoned school in the past or has not regularly frequented school3.

Different authors have different definitions of the term at risk.

Levin4 (1989) describes in danger those children who are homeless and cannot benefit from the community so that they can benefit from the traditional practises of the school. Because of the poverty, cultural obstacles or lingual changes, these children tend to achieve law academic grades and higher levels of school abandoning.

We find as just the approach of Natriello5 (1990) who realizes in three points of view the concept and social phenomena “at risk”:

- The cultural exclusion/social disadvantage

  - Learning difficulties

  - The danger which has to do with the characteristics of age

2 Ibid.
4 Ibid.
5 Ibid.
The first point of view: the cultural exclusion/social disadvantage, roots in the reformative movement of the 60’s and emphasizes disadvantages deficiencies with which some children begin school. These disadvantages are more common within families of a low socio-economical status or due to the lack of a stimulating environment. The advocates of this point of view emphasize that the interfering and the action at an early stage of childhood is necessary to compensate the shortages of this period.

The second point of view: uses the term at risk to describe those children with specific characteristics, which in the future can evolve to different educational problems. The presence of these individual and environmental characteristics can put a child in front of a danger and can serve as an indicator for future educational data as: low education achievements, school abandoning or social problems within the school environment. The interfering can take place later on respecting the characteristics of each student.

The intervention is done first to identify those children and after that to ensure for them a specific learning, adequate to them. After this point of view some children apart from those with disabilities, are considered at risk. For example it is seen some characteristics such as: being male, being a member of a minority ethnical group or being part of a family with a low socio-economic status are linked to the high number of school drop-outs. This perspective for the future stimulates the creation of interfering strategies describing a child as at risk.

The third point of view: the one of the children who generally is at risk is the wider one and the one to be more encountered. This point of view in its essence describes the whole population or at least the young population as exposed to the social problems. Not being clear which are the segments of the population who get touched by these problems, this concept of being at risk involves more the youth in itself.

Also this is a point of view which connects to the social and demographical changes like: the increasing numbers of one parent families, criminal activity of the youngsters, drug and alcohol abuse, sexually transmitted diseases, the increasing number of children who live in poverty.

On the other side, this aspect brings out the necessity of wider changes in national scale and political level, which will anticipate the problems of the youngsters in danger. Each of these points of view has various effects depending on how the interfering strategies are used.

1996 the term in danger described those youngsters who do not fulfil the goals of the educational programmes in continuity, don’t go through high school, and don’t become productive workers after abandoning high school.

Caterall and Cota Robles (1998) describe two of the most known concepts of the term “at risk” dividing the children in two main classes:

- Children from arm families
- Children with different cultural basis or minorities

At risk children in school

Schreber-Kittl und Schröpfer (2002) indentify the groups below as “students at risk”:

- Students coming from socially arm families
- Students coming from families with lacking members
- Students from families who migrate
- Students with handicaps
- Students who have postponed school
- Students who have fallen from a higher school level to a lower one.

After Sagor (2004) the term “at risk” describes the student who possibly won’t graduate after the programme, so he won’t dispose of the required skills to practise a profession, of the culture and knowledge for social matters and interpersonal relations.

Although affirmations from different research generally concord about the general concept “at risk”, the identification which of the children are really “at risk” is a difficult and complicated process. One has to be careful when using the term “at risk”. The implementation of this term has to be specified concerning the phenomena by which the student is endangered, because this term has been used in many ways: for example, in danger because of a low self esteem, in danger from being alcoholism. Others identify in danger students with wealth problems, geographical location which causes inferiorities or non amativeness or economical disadvantages.

The term “at risk” is specifically used for those youngsters, whose perspectives to become an active member of the

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8 Sagor, R. & Cox, J. At-risk students: Reaching and teaching them. (Larchmont, NY: 2004), fq. 1
society are low. In the educational institutions nowadays this term is more linked to the phenomena of dropping out of school, which we will treat further on.

Dropping out of school has a special importance, especially today, in the situation where Albanian society finds itself. It shows up as the most usual consequence of the disadvantages at the educational possibilities which are involved at being in danger:

The student abandons school, but also school abandons the students. This happens when society doesn’t have the necessary capacities to offer all aspects of the educational systems in full quality and spread geographically in a beneficial manner.

1.2 Identifying pupils in danger of school’s dropout

Most of the students are able to reach some specific results, but a considerable part of them have problems with the daily school life. These children are forced to look for other ways and find alternative solutions to their problems. Some cases, which are not rare at all, bring them to school’s dropout. Interruption, avoiding or school’s dropout must be seen as interactive structures which mean that there are different factors which interact with one another. In specific cases, special tendencies for school dropout can be reduced only in a biographic, school, familiar or social aspects.

What we already know is that pupils with familiar characteristics such as: low socio-economical levels, some specific ethnical group, are more predisposed to drop school out. Students that are on the right academic way (those who have the right level) at the end of the first year, have four times more opportunities to be graduated than the other part that have not. School directories, by having this kind of information since the first moment and by identifying the ones that are not in the right way, can become part of the intervention and monitoring program which will help them diminish the risk for them to drop the school out. Those who end up in dropping school out can become part of alternative programs.

1.3 Factors that could influence in students’ decision to drop out school

Reasons for school dropout are not found in the educational institution. Most of the researchers see the causes for school dropout as, educational, social, familiar and individual as well in the mutual interaction of these factors. Most of the cases with his passing the time can be transformed in consequences and vice versa. In this way we are faring a circle which is very difficult to be stopped.

However, it is important to be identified and understood those factors that influence in the process of school’s dropout in a way that a full support is provided to those students who are in danger. Some of the factors might be:

1. Community characteristics where they belong to, such as socio-economical low level, high level of unemployment and crime.

Especially children from families with low social economical background mostly do not have a good performance at school. They more often face with failure and in their passing from school life to the professional one; they are more losing than winning. Clark10 has proved that children with low economical position tend to be more motivated in order to archive something over the average. Meanwhile, they face failure more often, are more insecure in their opportunities to their goals. They feel more charged and they develop a sense of fear toward school and its demands.

2. Family characteristics, such as low educational level, single parents or the cases when the language spoken at school is not their mother tongue.

Children performance at school is influenced even by their parents’ educational level. Children that come from families with economical problems have a tendency toward short ways of education and most of the cases they are not graduated, or have lower results then the others. So, in the trade market they are mostly influenced from unemployed or have very low paid jobs.11

2. Conclusions

This brief framework aimed to introduce the problem of the phenomenon of “children and youth in danger”. The term “in danger” is used especially for those youth people whose perspective to be an active citizen are very low. In the

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9 Barney, M. & Wells, Shannon. Understanding Drop out: Accuracy of Reporting & Risk & Protective Factors
11 Ibid.
educational institutions this term is mostly used with the phenomenon of school’s dropout.

In our days, school’s dropout in the present situations, take the role to the main importance. It is seen as the part of those disadvantages that are included in the case of those “being in danger”. A child can drop school out in a way or another, but in the other hand the school do drops him out as well. This is in the cases when the society does not have the right capacity to offer the proper education or include all the elements in the educational system in a geographical area and in the right quality.

References

Barney, M. & Wells, Shannon. Understanding Drop out: Accuracy of Reporting & Risk & Protective Factor
Abstract

This paper aims to highlight the fact that participation of women in Montenegrin higher education has been on the rise, both in the sense of enrolment of young women at universities, as well as their involvement in teaching and research. The number of women in positions of associate and full professors at the University of Montenegro is still low considering the number of enrolled and graduate female students, as well as a high percentage of female teaching assistants who form the basis of the university’s organization structure. Bearing in mind the existing patriarchal patterns, transmitted through the socialization process within the primary social groups, women still choose colleges that “fit” their “feminine nature”. When choosing a college or a career path, the principle of positive discrimination is what drives the behaviour of women. In Montenegro the family roles have not yet been arranged according to a principle of egalitarianism, which entails an equal involvement of men in the performance of family activities, such as assistance with housework and the upbringing of children.

Keywords: woman, university, education, dual roles, promotion

1. Introduction

There is a large number of studies and analyses1 which have dealt with the issue of women’s advancement in academic careers and have taken into account the related social, organizational, personal, professional and psychological elements. A significant number of such studies have mostly reached agreement regarding the view that women who have opted for academic career paths or teach at the university are characterized by a low level of achievement motivation and a slower progress in comparison to men. The fact is that a growing number of women enter teaching and academic professions, but women with highest academic ranks are still less well represented in comparison to men, they acquire academic degrees and the highest academic titles less often and more slowly, they lag behind men in getting peer recognition such as honorary titles at prestigious universities, research institutes or national academies of science. They are minimally present in the ministries in which the internal academic structure is created and standardized, as well as national research and education policies.

The negative mechanisms standing in the way to women’s advancement in educational and research careers at universities can be determined at several levels:

✓ at the social level we can point out the dominant patriarchal cultural context which operates through a process of socialization within the primary family at the point of which gender profiled division of roles between men and women and construction of gender are established. Traditional and patriarchal values still construct the image of women in Montenegro, their primary roles and functions inside the family and society,

✓ clearly defined advancement criteria "live" at the level of the organizational structure of the university. It is evident that these criteria are not suitable for women, "the rules are set up as to suit men who do not have a binding role in the daily family life" (M. Tomić, 2010:194).

✓ active discrimination is being practiced against women in the academic community, manifested in the unequal distribution of opportunities and recognition for women’s work in the field of science. Low academic woman scholars’ status occurs as a result of a lower degree of academic productivity, which reduces the ability of women to work equally “well” as men which in turn reduces the availability of awards and recognition to

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women while the internal organization of academic structure itself contributes to the marginalized position of women in academia.

- women’s desire to simultaneously satisfy two sets of “needs” is also recognised as an obstacle (S. Vukičević, 2005). The “duality” of family and business lives often acts as a burden and significantly reduces any chance of vertical advancement within the organizational structure of an academic institution (Tomić, 2010:183).

2. Women and Education in Montenegro

Education is a part of the social practice in which the data have generally been systematically and regularly gathered and in the framework of which the general differences by gender have been recorded. The statistical data collected in this area can thus serve as a basis for understanding the extent to which women participate in the Montenegrin education system.

Looking at the census figures, women in Montenegro slightly outnumber the males (census was taken in Montenegro from 1921 till 2011). According to Monstat², the lowest rate of masculinity was recorded in 2003 when the recorded sex ratio was 969 men per 1,000 women.

Literacy statistics and the percentage of female population included into the institutionalized forms of education are some of the main parameters on the basis of which we can conclude whether a certain society is in the process of transition from the traditional to the modern. The consequences of late and non-systematic inclusion of women into the education system are well illustrated by the data contained in Table 1. Judging from the data of the last census (2011) one can note a very high percentage of women (80.8%) in the structure of the part of the Montenegrin population which has not been involved in any type of formal education.

Table no. 1: Population of 15 and over the age of age of 15 according to gender distribution of the highest academic degree earned, 2011 Census

<table>
<thead>
<tr>
<th>The highest degree earned</th>
<th>Male %</th>
<th>Female %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>No degrees</td>
<td>19.2</td>
<td>80.8</td>
<td>100</td>
</tr>
<tr>
<td>Incomplete primary education</td>
<td>27.0</td>
<td>73.0</td>
<td>100</td>
</tr>
<tr>
<td>Primary education</td>
<td>45.0</td>
<td>55.0</td>
<td>100</td>
</tr>
<tr>
<td>Two-year university degree and bachelor degree</td>
<td>57.5</td>
<td>42.5</td>
<td>100</td>
</tr>
<tr>
<td>Higher education, four-year university degree, fine arts academy</td>
<td>50.0</td>
<td>50.0</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate master's studies</td>
<td>42.5</td>
<td>47.6</td>
<td>100</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>73.7</td>
<td>26.3</td>
<td>100</td>
</tr>
</tbody>
</table>

One of the most important modernization processes in Montenegro is the entry of women into the sphere of education, especially the area of higher education. Although the process of inclusion of women into the system of higher education started relatively late, in the mid 20th and early 21st century, it is evident that nowadays more women than men enrol at and graduate from the University of Montenegro (Tables no. 2 and 3). There have been more women entering Montenegrin universities for the period between 2008 – 2011, not only the bachelor’s programs, but also the specialist and postgraduate studies. For example, in 2010 women had an advantage of 61.6% over men specialist studies, and 59.3% master’s studies.

Table no. 2: Number of female vs. male students enrolled from 2008 – 2011.

<table>
<thead>
<tr>
<th>Year</th>
<th>Women %</th>
<th>Men %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/2008</td>
<td>53.6</td>
<td>46.4</td>
<td>100</td>
</tr>
<tr>
<td>2008/2009</td>
<td>53.9</td>
<td>46.1</td>
<td>100</td>
</tr>
<tr>
<td>2009/2010</td>
<td>53.2</td>
<td>46.8</td>
<td>100</td>
</tr>
<tr>
<td>2010/2011</td>
<td>53.0</td>
<td>47.0</td>
<td>100</td>
</tr>
</tbody>
</table>

² Statistical Office of Montenegro
Table no. 3: Number of female vs. male students who have graduated from 2008–2011.

<table>
<thead>
<tr>
<th>Year</th>
<th>Women %</th>
<th>Men %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/2008.</td>
<td>64,07</td>
<td>35,92</td>
<td>100</td>
</tr>
<tr>
<td>2008/2009.</td>
<td>61,34</td>
<td>38,65</td>
<td>100</td>
</tr>
<tr>
<td>2009/2010.</td>
<td>61,34</td>
<td>38,65</td>
<td>100</td>
</tr>
<tr>
<td>2010/2011.</td>
<td>59,85</td>
<td>40,14</td>
<td>100</td>
</tr>
</tbody>
</table>

The process of inclusion of women into education implied women’s massive entry into the labour market, as well as female emancipation in all fields. However, once women entered the education process, and thus made access into the labour market, they were faced with the division of degrees or occupations according to whether they were suited to specific gender roles. While enrolling in courses in Montenegro it is still common to opt for a type of study according to the unwritten rule, which is based around the division onto the male and female occupations. Analysing the data from Table no. 4, one can note that the women in the educational process are tied to those occupations that are traditionally appropriate to their “feminine” nature, i.e. to those personality traits that are created in the process of socialization of female children in Montenegro. Despite the high rate of participation of women in the sphere of education the recent data from Monstat (2011) indicates that the percentage of women is significantly lower at the levels of the educational process, which imply a certain amount of prestige, social power and material wealth. (Table no. 5)

If we compare the data from the table no. 4 on the representation of women in education with the data on the percentage of women in managerial positions, i.e. positions of school and kindergarten principals (Table no. 5) we will get a clearer picture. Namely, the Monstat data (2011) suggests that “every 134th woman employed in the education sector is a principal, while every 18th man employed in the same sector is a principal” (Men and Women in Montenegro, 2011:55).

Table no. 4: The gender distribution of those employed in the educational system in Montenegro for 2010/2011:

<table>
<thead>
<tr>
<th>Gender distribution</th>
<th>Women %</th>
<th>Men %</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery</td>
<td>97,7</td>
<td>5,3</td>
<td>100</td>
</tr>
<tr>
<td>Primary school</td>
<td>72,9</td>
<td>27,1</td>
<td>100</td>
</tr>
<tr>
<td>High school</td>
<td>61,1</td>
<td>38,9</td>
<td>100</td>
</tr>
<tr>
<td>Higher education</td>
<td>43,5</td>
<td>56,5</td>
<td>100</td>
</tr>
</tbody>
</table>

If we take into account the information provided, we will notice that a majority of women working in the education sector are employed in preschool institutions, while the smallest at the universities. Today, 43.5% of the employees at the University of Montenegro are women, the most of whom are at the bottom of the academic hierarchy and hold the positions of teaching assistants (Monstat, 2011).

At the University of Montenegro women occupy a large part of the academic hierarchy both at the so-called “feminine” and the “masculine” university programmes. However, when it comes to the top of the pyramid, the situation is qualitatively different, the percentage of women among full and associate professors is low, even when it comes to the Arts and Law Faculties at which a high percentage of enrolled students, even close to 90% of student body, are women. Thus, for example, at the Faculty of Philosophy 36.3% full professors are women, while 69.5% of associates with an academic title and 85.7% of associates without an academic title are women. Primary, middle and high school teachers are educated at the programs of study at the Faculty of Philosophy where men prevail as teachers in the highest positions, create textbooks and curricula. Men are also found in most of the decision-making positions at the University of Montenegro (deans, members of expert committees, review committees, governing bodies). While at the University of Montenegro the majority of employees are male, the fact that there is an increased number of female teaching assistants suggests that certain changes might be on the way. Employment at the University itself requires long-term and continuous learning, and women’s need for starting families may prove to be an obstacle. Although this work involves flexible working hours, it on the other hand requires additional commitment and investment that women can hardly meet:
participation in seminars, study visits, research.

3. Research Results

This research was conducted at the University of Montenegro in the period from September 2012 till November 2013 and was carried out for the purposes of a doctoral dissertation entitled *The gender dimension in the development of higher education in Montenegro*. The principal goal of this research was to explain an increase in the number of women included into the process of development of the University of Montenegro. This trend has been noted both with respect to female students, as well as women who actively participate in the educational activities and research at the university. The focus of our research was particularly on determining the place and role of women in the higher education system.

3.1 Sample and research methods

The sample size was determined according to the number of women (teaching assistants, assistant, associate and full professors) and the number of enrolled female students at the state University of Montenegro. The study involved a sample of 450 respondents included in the questionnaire method and 40 subjects who were included into the focus group method. The sampling units for the survey and the focus groups were selected from the list of registered students, i.e. women engaged in the higher education system, which were obtained in the qualitative and quantitative analysis of the existing data from the University of Montenegro as well as Monstat's statistical yearbooks. The survey sample included 250 female students, from 18 to over 30 years of age. It also included 200 female university teachers aged 23 to over 53 years of age. Focus groups discussions included 40 women of which 20 were female students and 20 female professors.

For the needs of the research two focus groups were formed out of each of the respondent groups:
1. female students/teachers from the humanities programs
2. female students/teachers from the science programs.

Bearing in mind the above, we collected the empirical data using the standard tools and techniques we have designed for the purposes of this research: a questionnaire and a focus group study. Due to the nature of the sample we thought it would be reasonable to construct two types of questionnaires, one which will serve the collection of data within the student population and the other which will be designed for data collection within the population of women who are actively involved in teaching and research at the university.

3.2 Respondents’ independence when selecting their university program

The survey results show a high percentage of autonomy in the process of selecting universities within the test groups. 87.6% female students and 78% of female teachers had personally chosen their university degree. We believe that this choice independence lies in the reservoir of female gender habitus, formed by the primary socialization which is still based around the traditional and patriarchal divisions and values in Montenegro. In practice, most women seek to strike a balance between their family and professional commitments. Whether the balance will be established largely depends on the individual characteristics of women, but at a more significant level on the social context in which women make their choices and decisions.

In order to support the above, we quote the following statements from the focus group members:

“When I told my family I wanted to study mechanical engineering, this was not quite well received. Especially in the beginning my mother was against it, arguing that neither the school nor the job were suited for a girl.” Student, 21 years of age, Faculty of Engineering.

“Being a language teacher or a translator was perfectly acceptable, especially a teaching job which gives women more time for motherhood and family. In my family, everyone was unanimous that this was the right job for a woman.” Student, 22 years of age, humanities.

3.3 Respondents’ Marital Status

Out of 46% of the married female teachers, 52% have children, often two (27%). 13.5% of them have one, 10.5% three and only 2% of the respondents have four children. When it comes to the teacher respondents, 41.5% of them have spouses with a university degree (30.5%), MA (7.5%) or doctoral degrees (3.5%).

~ 207 ~
3.4 **Type of support respondents receive in their families**

The most important support for further development the female teachers receive from their parents (50.5%) and their husbands (28.5%). The husband support figures are significant if we bear in mind that 46% of the respondents are married. What is particularly interesting is the kind of support they receive. In fact, in 60% of cases this is moral support. Given the high occurrence of this type of support to the respondents in their families, it is natural that the following question will be raised: what is actually the moral support, how is specifically it manifested? From the analysis of the focus group discussions, we conclude that most often this is verbal support, especially from a partner. Women are happy if their partners do not prevent them from their activities, if they express a positive attitude towards their training, are not setting limitations or in a worst case scenario imposing certain bans on them. Men do not practically help with housework and there is no true division of household and family responsibilities. The family gender roles in Montenegro still operate based on traditionalism and gender divisions which survive with the rules of what women can, should, cannot and should not do because it goes against her “feminine nature”. In fact, according to the data from our survey only 11, 5% of our respondents share family responsibilities with their partners. Division of the family responsibilities is changing more slowly than the gender division of labour. The problem of labour feminization is usually associated with the work in a company, i.e. the public sphere of work, while the problem of work feminization is rarely considered in relation to “home” work. “Exactly from the standpoint of work actors, given their dominant impact on the characteristics of the work situation, work at home represents “women’s world” while work in the company is “men’s world” (Milošević, 2004: 265-266). Domestic work is very little appreciated or completely devalued, while working in the public sphere provides opportunities for social confirmation.

At the level of everyday life women’s subordination is most strongly visible in their family life, or in the distribution of tasks within the family and parental responsibilities.

In order to support the above claim we offer the following statements obtained by the focus group discussion:

“Men in Montenegro often say that the house rests upon a woman, that there is a great woman behind any successful man, but I think it all ends up in the verbal expression. In case the words were to be put in action or the woman’s career were to be supported, everything is forgotten.” associate professor, 52 years of age, married, two kids, humanities.

“Woman is today in an even worse position than she was 100 years ago. She did not have so many commitments then, she did not go to work. Today, women are much more knowledgeable, they work three times more, and nothing has essentially been changed, men are still dominating in all fields” Associate professor, 32 years of age, married, one child, humanities.

“I think that no man would be able to complete all of the home and family duties that women manage to, no matter what he did. I often have a feeling that women themselves are unaware of how much work they do, what kinds of things they do, they somehow accept everything in a completely natural way.” Associate professor, 40 years of age, married, one child, Faculty of Engineering.

“I’m married, I cannot say much about the support I am given. I complete all of the home obligations alone, my husband jumps in from time to time. Verbally he does support me, does not ask me questions if I go to seminars, scientific conferences. However, I cannot afford to go to a study visit that lasts for a longer period of time because the children are still little.” Associate professor, 51 years of age, married, two children, humanities science.

“The concrete support from which I can benefit the most is provided by my parents. They take care of my children whenever I write a paper, prepare a lecture or for an academic conference. My husband sometimes helps with some little things, but this support is not permanent, it is more on a case to case basis, but he surely supports me verbally.”

Associate, 40 years of age, married, two children, humanities.

“Men and women do not have equal opportunities for progress at the university, especially at our university. Men in Montenegro rarely have any obligations at home. Women, on the other hand, have to do everything; they try very hard and are much dedicated. People often tell me that I wanted to study, you have chosen it, so take it now. If we on top of it add traditionalist values which are very much present at the university, women should then make twice or three times as much effort as to advance in their careers, acquire the titles, write papers”. Associate professor, 51 years of age, married, two children, humanities science.

4. **Instead of the Conclusion**

It is evident that from 1974, the year the University of Montenegro was founded, the number of women who teach has significantly increased. However, this cannot be regarded as a consequence of the process of emancipation of women in the academic and scientific structure at the University of Montenegro. This process is a part of a broader process which is evident in other areas of social life, and which is defined by a significant number of authors as the process of **feminization**

Namely, the social status and economic power that have once been the basis of a profession are declining, in this case, the social status and economic power of teaching and scientific activities at the university. An academic career ceases to be a prestigious profession, and women fill in the space that men ceased to be interested in as it does not provide them any longer the expected level of social power and profit.

Women are at the bottom of the academic hierarchy at the University of Montenegro. A balance struck at the lower levels of the university hierarchy can lead us to the conclusion that in the future the balance may be transferred to higher positions keeping in mind that a unique form of progress operates at the university. However, the social practices and the data we have obtained in our research, provide a qualitatively different picture. Family obligations are slowing down women's professional accomplishments especially when it comes to university careers which are hierarchically structured. Rules of advancement at the university, university organizations, as well as the overall socio cultural context of Montenegrin society reproduce a gender structuring at the level of university, leading to segregation of women, while the overall mechanisms of the social system maximize the selection amongst them.

References

Similarities in the Treatment of the Prostitute’s Image in the Prose of the Albanian Authors Migjeni and Keko

Dr. Luljeta Bora (Bejleri)
University “Aleksandër Xhuvani”, Elbasan, Albania
The literature department
luljetabora@yahoo.it

Abstract

There is a certain similarity within the treatment of the prostitute’s image from the Albanian authors (Millosh Gjergj Nikolla) Migjeni (1911-1938) and Teodor Keko (1958-2002). They are two writers, two ended literary works now with the authors’ deaths, distanced in the life time but estetically close to each other and with similar points of view for the argument that will be treated. So: •Despite the specific techniques of the research, the distinction, the exceptional aiming of the literary within this marginal figure of the multitude of the invisibles, despite the differences that spring out of the preference for their limit in the Albanian society, the design up to the refine, the atmosphere and the selection of the most prominent moments from their life have enough similar points of view. •Both authors are similar for the literary magic with which they pry into the human soul. The incision of the prostitute’s image, are similar features and different in the outlining of the woman in existential suffering. •Both authors appeared with the redemptory oil candle of the spiritual perfection. They raised their hand against the hail of the human judgement upon these creatures that contrast with trite. The special atmosphere they created around this image makes them unique. •Both authors, apart from the common bed of the research for the subject of the prostitution, go deep within the relationship of this image not only with the society but also with the male’s image. •Migjeni’s sadness is obvious, that of Keko’s is private. He always tries to hide behind the supposedly optimistic character’s expressions, but the final account of this is: lots of pain. •Keko tries to find in this image the beauty of the positive, the greatness of the moment and the perfect hope for better days. In this way shall be realized the divine veil, the saints’ names he uses and the artistic purgatory he raises to give the opportunity to get clean. •Both are similar in the merge of the revolt and the feeling of love for the life that they transmit. They remind us that without this creature (without Woman) life would immediately cease and according this point of view misery, destruction and contempt that follow their life are never deserved. Even when the choice is theirs, Keko and Migjeni justify their existence in the multitude of the human enlivening. •The original mission of the prose that mainly treats the prostitute’s image even though it is distanced in time is the protection of the judged female. •Both authors dismiss on purpose the Albanian canon codes and promote a new code, the strongest one, the code of codes that is so similar to the Christian mercy; that of the unlimited acceptance of the wonderful creature of man with his/her handicaps.

Keywords: character, main image, judged figure, beauty of the positive

1. Introduction

It is odd the kind of similarity within the treatment of the prostitute’s image between the writers: Migjeni and Teodor Keko despite their distinctions. It is defined as above for the simple reason that these two literary works, now ended with the authors’ deaths, distanced in life time, at this point remain almost in the same point of view.

For the sake of the argument that will be treated we think to say a few words about the authors. Founders of literary works with profound tragic notes, both prose writers focus in the deep realism; Migjeni (1911-1938), is defined as critical realist, existentialist, whereas in Teodor Keko (1958-2002) the critical realism of the beginning of creativity takes upon itself full features of verism. But Migjeni is studied and valued a lot from the Albanian critics, whereas for Teodor Keko as less studied there is a lot to be said.

Just like Migjeni, T. Keko’s art firstly has realist tendency. He is known for his loyal reflection of the Albanian society of the 80’s-90’s, two systems, two different worlds, miserable people in need, anger of discontent….Just like Migjeni, T. Keko gets deep in psychological analyses of his characters and not only about the characters but also about the social features of the Albanian reality. In T. Keko’s short prose like: “Happiness in black veil”, “The death messenger”, “Foreigner” etc, social analyses are found to that extend that his art turns into a social thermometer, having no doubt now about his in the psychological realism line.

The same as Migjeni, this author’s art (T. Keko), apart from the attempt to have materials from the reality, has the tendency to be based on a simplified reality, through a detailed scientific description of the world, the psychology and the opinion, of the Albanian’s specific culture of the 80’s-90’s period, which would be similar to the explanation of the human
being in a triple unity; race, environment, moment that will be found at the naturalists of the XIX-th century (Flober, Dikens). We find nothing from the opposition positive hero-negative hero or Dikens' moralizing vocation in none of the above authors.

The naturalists' art has got the tendency to focus on the full view of the reproduction of the objective of life by following the principal of the observer's non-interfering in the institution of the artistic observation. At the same time likes to treat the image of non typical characters, unimportant, occasional cases, sporadic scenes, filled with banal expressions of the daily usage and this is found in both authors' works. The characters of Keko's prose are ordinary people in need: people attending bars, staying on pavements, unemployed, wild people having bad habits, drunk people and to cut it short a multitude of those who (during Migjeni's time) have been for a long time people rarely considered in second position but never the main part in art. By this feature Keko's prose deepen the naturalism toward verism. The Italian verism (XIX century) comes as part of naturalism, but has elements of the critical realism. Its representatives, Vegra and Kapuana, tried to picture the reality with all of its ugly and banal features. Their principal was: art must have the power of being art. It should bring human documentations, but it is not enough for the event to be on documents, should be real. ‘It should be told in that way that the reader would not have the impression that is seeing the event through ‘the writer’s eyes’, he must hide, not showing himself in what he is telling in a subjective manner’. Just like verists, Keko, gives a view of the ignored, forgotten, despised, left aside reality from the politics area and researches as a scientist the consequences that bring ugly features or distinctions of the lonely characters' fates and always unhappy.

Characteristics like: the suburban characters in a dilemma and existential sufferings are found even in Migjeni, they are his favorite, but Migjeni does not use the simple and vulgar language, part of the verist poem used so professionally and widely from T. Keko. For T. Keko, the simple language means simply the banal language of streets, because within this speech there is art in finding the proper word in giving the correct meaningful display and this speech matches perfectly to the truthfulness of the character. Tragic fates pass by the prose readers' eyes of the above authors. But let us get back to the main argument that will be treated.

To the fatal literature which was written by these authors, Migjeni and Keko, the special interest for the so called 'small people', the usual ones, the invisibles, the suburban ones, could not leave aside the image of the problematic woman.

In the 30-s, when Migjeni wrote the prose ‘The history of one of those’, made part of the literature the image of the loose woman, was a feature in the limits of the scandal. But it was not seen with less surprise the treatment of nakedness with a daily language (a characteristic of the verist art) that makes no impression to the phenomenon prostitution, but to the trampled fate of the author Teodor Keko. The image of the unclean woman is rarely seen in the beginnings of this author’s prose, to become later main part of the artistic confession and concern when he entitles one of his short stories ‘The Prostitute’.

It is now known the admiration for the female by Migjeni. According to the critic Mensur Raifi in his studied work Migjeni's and Noli's alternatives, lonely Migjeni, witness of various deaths in family, always taken care and brought up by female images, has a special respect for women and has the tendency to justify the female-character in all of her actions, why the society forced her justly or unjustly.

He sees her as unlucky in her sufferings, where the sensuality gets mixed up with the humiliation. The image that Migjeni presents is that of the unaccepted. But to the author, even when she commits adultery and becomes unwillingly the prostitute, even when she innocently surrenders to the male’s lust, even when she chooses to practice it as a profession without going through his mind what kind of judgement he is going to face by a vicious public, she is justified. She is always justified.

To the critic Arshi Pipa, Migjeni (...) introduced the sluts as heroes of mankind, as symbols which get filthy the majority of society’s misery, but somewhere in the short prose “The history of one of them”, Migjeni says that she promises a melody of harmony, by reminding us the erotic spirit and the sweet oblivion that man buys at the prostitute.

It is exactly here that Migjeni stops and T. Keko continues. He lights the image of the problematic in a new aspect, unknown to the Albanian reader. Woman is found within it, undone femininity and the soul which even though has suffered enough, in the deep pit, has been able to keep some values. This kind of description goes out of the reader’s expectation.

If Migjeni makes irony of the society, by asking do you deny of knowing Luke? Pretending you are honest..., Keko surpasses this kind of attitude. He minimizes the negative side for this ignored part of society by not giving importance to the shallow judgement, but to the inquisition of femininity and the treasure of spirit. This kind of woman is a world that needs to be discovered by all means. Keko has no intention to discuss or to find in the image of the prostitute the banal side of life. Keko finds in her image the philosophy of goodness, the positive esthetic of the beauty and in general to complete his cat-chat (the artistic feature of finding the beauty in the ugly), places it next to the prostitute’s image, the
spoil beauty, the woman covered by the image of family, the greedy one that has embraced the image, which often he does not name her.

Migjeni, who is thought to be a T.Keko’s reminiscence in the treatment of this image, strongly focuses at her insane misery. He can only look at her through the tragic destiny. His word even he makes philosophy, shows a cold, correct logic which leaves no chance to have any doubt. His word transmits pain his word tears apart the reader’s feelings. There is no hope for the image of the street female to Migjeni.

Keko has got the tendency to line up in his short stories facts, an extraordinary multitude of breathless tragic details. And after all of these she who does not understand in the end what happened, now rolled down in the street by destiny, too young, very beautiful, unprotected, innocent, often vulnerable like a butterfly, with no escape, obliged to obey. She is the centre of pain and sensuality. It could be said that the treatment of this image has clear romantic character and only in this way the magic seen in the most part can be explained.

T.Keko spoils it mercilessly the pain of the problematic. "As suddenly" (in every prose), he pays attention to the detail of her eyes; they are always sad and lost. She exposes her body, while in silence she tosses away her virtue. The main character like an angel of the short story “The prostitute”, brought up poor and with no affection, ends up with the horrible name of whore. She has given away pure feelings, has loved and has trusted, has done nothing to repent in this life, she is more loyal than the family puppets, there is so much goodness and virtue in herself, would ask nothing more than the human common sense, but she cannot have it.

_We made no money, and what we had was taken away from us, and we got stuck to the name prostitute…_

Through these images T. Keko makes the reader to have no trust in the social moral and at the same time makes him/her be responsible for the relativity of his valuable feature. The ugly beauty and the beautiful ugly. The acknowledgement - denial are put close to each other in order to come up to difficult logical judgement of what is and isn’t good enough. These extreme logical shifts arrange to question the concept Virtue and easily access to the converting into features that discard each other. The incorrect feature appears right and the right one appears incorrect. In this case we have limit matching, ‘evil’ becomes ‘good’. The standard traditional prejudices, which we are used to, fade away. To Keko the polish that the society puts on is disgusting and this is the moral to a series of his prose. One of his characters, Edi, realizes that true whores were very serious and arrogant beings on the street. People who had no idea of what happiness and loyalty were.

Keko becomes contradictory of a guilty without any guilt, of the non deserved marking. In the volume ‘The twelve disciples, one prophet and some people’ (1997), the author tries to build up some reality almost biblical to the image. He surrounds it with the Christian mercy, lights it up with a divine glory, he uses saints’ names not accidentally. Some of them are pictured not accidentally as steams and dreams not belonging to the earthly filth. Keko puts on favorite images not only sympathy but also human respect, creates an artistic purgatory where he gives the opportunity to get cleaned. Not accidentally the decisions and the actions of any of them stimulate the reader to think about moral perfection.

Matilda, this almost little lady beaten up so badly in order to accept to get out on the street and being fed for two weeks only with bread and water, until she surrendered like a little lamb, drowned in sadness, has managed to have some kindness deep in her soul. Edi realizes that this angel standing in front of him had nothing in common with whoredom, with that sickness that he had tried to build up with his friends.

If Migjeni leads us to realize that his image remains only between the ignorance and empirical experiences, the majority of Keko’s characters are educated females, using laconic language (sharp tongue as people would name), where even a phrase of the monologue or a single word exactly defines the situation. There is always the image of a male next to them toward whom they feel superior with their sharpness as well as spiritual values. Ilda, the character of the story “Two Albanians in Dysendolf” judges that her ideals and the trust in goodness are disproved by the gloomy reality of the rotten thoughts dressed up with a fake moral.

If to Migjeni, according to Arshi Pipa, whores are heroes of mankind, about Keko’s images we can say that they are heroes of the sacrifice for the man they love and their poor families. Their profession is the shameful one, but holy are the attempts made to live, because life and the attempts to hold tight are holy.

The prostitute’s image in Migjeni is accompanied by empiric nature, intuitive sharpness, whereas the prostitute’s image in Keko not only is often educated but also aware of her beauty but has never been given a chance in life. Within these female characters, Keko, introduces the ideal of the dreams for better days. So much desire for normal and creative life, so many expressions hidden behind the sadness of their eyes. There are talented ones among them, but the crazy reality and the ridiculous poverty of their country tore off the wings of the butterflies wondering in their spirit. They are many, says Migjeni in the 30-s, and the great number of them in Keko’s literature of the 90-s, directly opposes the
idea that these women’s reality and fate has become better.

Meri wants to live, is in need of some living conditions, successfully graduated art management, looking for a job but there isn’t any. Everywhere she goes the bed is shown to her. So what can Meri do? To survive she starts payable sporadic relationships. Men’s monologue, character in T.Keko’s short prose, immediately reminds us of the prose “The forbidden apple”, Migjeni: An unemployed thirty year old man, staying in front of the advertisements of the cinema- it is a working day....

Iris, another of T.Keko’s characters, who has been called as the whore since she was 12 years old, knows Greek and English, speaks Italian well, but cares about all of these?...

Unlike Migjeni, the prostitutes’ images of Keko’s short stories are a lot and even different from each other. They are different profiles of the same human makings and this enriches the truthfulness and makes their outline even more interesting. Some of them are lost, lonely, very intelligent, some...and all are deceived.

Many others are images led by pragmatism, as well as Keko in his life. Some of their actions have come due to passing moments and it is difficult to keep them in the reader’s mind, but in this Keko’s spontaneous action we see a part of their beauty shining. He searches these moments. They are similar to many photographic snaps, endless snaps: a special movement, a swinging walk, a shaking of hands, good look, a graceful tilt of the head, a sudden look that pierces through and reads the mind, tiny tears professionally hidden in the eye, shoulder shred, a wonderful bow of the spine, eyebrows frowning forming lines of wrinkles, a forced smile, the laughter, sadness, lost etc, etc, all these wonderful details that state the femininity of the creature Woman, which time and situations will never make it cease. In delicate moments their spirit shines by making possible to the reader the understanding of wonderful insight of human sentiments.

All of these are described through a lively, fast pen and they wake up the pleasure of the characters’ truthfulness. The images are full of grace, a painful magic. Keko expresses tendency to get deep in their spiritual feelings, so deep that some of the treatments of the images look like flow of impressions written down very quickly. It is impossible for the reader to not get the author’s desire to have harmony in the spirit of these women who are seen by him not only with sympathy but also as individuals that should be studied in the multitude of the human variety. Apart from the eye a great importance is shown even to their often described voice. Their sounds, exclamations look like they give life even to non human objects. Descriptions like: beautiful, extremely beautiful and worn out, nice smell and graceful like coming from a good family, beautiful like an angel, curved, soft skin...etc etc are often found in the prose.

They are all suffering goddess of Eros, who man seeks for union without prejudice, a multitude of sad dreamers, in whom the hope for salvation and a man’s shoulder to lean on sleeps.

We would not be surprised by the names of saints the author uses if we see it from the angle of the powerful desire for life that each of these human creatures has. Their efforts to survive are holy even though only few of them have religious vocation (only one of the characters, Matilda, for a moment thinks about God’s protection), while their dream is the desire for a better life. Through this fine point of view T.Keko gets the priority toward all of the Albanian authors that have set this image as part of their own art. Never before this level of society is seen so widely, so deep, so outnumbered, so seriously, so present as in the volume “The prostitute” and “12 saints, a prophet and some people”. Unlike Migjeni, Keko has illusions for the prostitute’s image for her rehabilitation. This is seen in the happy endings or at least hopeful that he sometimes sets in his short stories. As a writer who seeks to plan a better future, he suffers a certain romanticism. We are dealing with a touching romanticism seen in some of the prose, until we come up to the work “The forbidden apple”, Migjeni: An unemployed thirty year old man, staying in front of the advertisements of the cinema- it is a working day....
little bit of prostitute when only Them are finger pointed.

Matilda is one of the most interesting characters that the author has created. A superb creature from nature. She is characterized by the positive sense and special sensitivity. She needs some relaxing time, to meditate, she has artistic talent, would love to go toward the perfection. Her female shapes melt and are in harmony with the old antique houses or the objects of her clients’ houses. These objects look like very similar to her classical nature. She is bound between these objects and the real world, makes peace and harmony. She looks at the human spirits with a gifted intuition, reads deep down in them where the others cannot, gets involved in their pain, suffer with them. The author frames in her the feature of two existing worlds, in which what is found in the spirit and the reality are the limits of a line that only get distanced from each other. Matilda is the image that does not reflect any need for company, does not do anything else but lives deep within herself, thinks and reflects among a multitude of human noise and bustle. She lives with a constant way of thinking and continuous dream locked deep in the soul. The pimp talks to her and does not understand the true spirit and the desire to get back to her poor country, to start her studies, to help her father, mother and wondering brother.

Some of the characters are very special spirits that distinguish from the ordinary women from the deep world and critical spirit toward reality. They represent a philosophical spirit that analyses and foresees. In fact they are Keko's critical eye that as foreseen makes the autopsy to reality.

Keko firmly seeks the changing of the way of thinking about this level of society. One thing is very obvious: Keko does not agree with the contempt toward them and at the same time even with the judgement. The facing of the opposites makes it more emotional the confession about them. Keko describes the physical and inner beauty, the abuse and the tragedy. The opposites and the mystery of the self isolation of the treasures secretly burned, form the interesting silhouettes of these women which are not found so intensely in Migjeni.

Keko sees their world in new perspectives and point of views. In an abandoned, crippled, marked with contempt and forgetfulness world, the existential sublimity of the creature often reaches up to the limit of the existence. Too many of the characters death comes into their mind, meanwhile in their lives life and death in many occasions get together in a lightning speed. The whole structure of prose that mainly focuses on this image awakes within the reader the feeling of anxiety, sadness and irritation. Part of this anxiety is even the men's presence. And it is this specific detail that emerges the feminine horror to the reader. These female images that live as scared beings in a masculine world, they transform it from the normal one, a reshaped and overthrown world where the woman is not the worshiped one but the paid one. However she lives. The desire for life is stronger than the shame, that is why Keko has the tendency to look at it as a sacrifice for life.

The author appreciates more the spirit and the human character than knowledge and the reader realizes this when the actors are images like politician or people who are prominently positioned in the society. Keko is tired of the human appearance which often results to be unreal and that is why he has the tendency to promote the control and spirit. The author’s goodness toward these creatures carries the reader away and without noticing he becomes part of his artistic interests of the author’s human devotion. The positivity the author uses to see these images, in each case makes the marking and contempt look absurd.

All of the above make us think that we are dealing with a different description of the character by Teodor Keko.

To my opinion in Keko’s prose we find three main tendencies for the treatment of this image:

• Female as a cult! The author blesses the renewal of life and the mission that ends through her. The author blesses the impact she has in man.
• The female part of the tragic and the ugly part of life
• The female hostess of peace and unfailing purity.

However, despite his efforts, only few of them find tranquility of salvation. They are abandoned by males, even though they are superior in their thoughts about them. The lines of these female images remain the lines of love without answer. Despite the author’s good will the endings of the prose are not sweetened even when the character is given a better luck.

Getting back to Migjeni, the antonymous attitudes of the nature of the paradox, bad humor, bad language, are situation that fulfill his attempts to get deep in the woman's image as a public woman.

One crystal winter day, when the northern wind was blowing by freezing the dew, Luka went down to the city (…)and the city from far distance looked wonderful. He took of his coat and put on some light linen to make a living easier than up in the highlands.

Sometimes even Luka would be captured by the endless sadness. He sympathized what we call spirit....
As far as the ending is concerned Migjeni seems to be more rational, he can see his own image only through misery and degradation. Its ending is a physical exhaustion and especially moral. To Migjeni it is very beautiful to be true a happy destiny in the Albanian reality, or at least a reality with the hope of the woman whose reproductive instinct is related to the material interests. The irony and its tragedy burns up to the root. There is no hope, there is no salvation! After the meeting she had with the tin man, everyday Luka sees the nakedness of her misery. She sees how her life is ending little by little just like Migjeni everyday sees in the mirror how the smile is ending when he foresees his death.

2. In conclusion

*The clear parallels between the literary works of both authors even though far apart in time are very obvious. Despite the special techniques of the research, distinction, of the exceptional marking of the literature in this marginal image of the invisible multitude despite the differences that spring out of the preference for their limit in the Albanian society, the design up to shaping, the atmosphere and the selection of the most outstanding moments in their life have many similarities.

*Just like Migjeni, even to Keko, the collective thinking of the Albanian men has not changed a lot, with a cheating shining the polish still shines.

*Both authors are very similar to their literary magic with which they penetrate the human spirit. The shaping of the image of the prostitute, are similar and different shapes in the outlining of the woman in existential suffering.

*Both authors got introduced to the reader with the saving oil lamp of the spiritual perfection. They raised their hand toward the storm of the human judgement upon these creatures that are in contrast with the frame. The special atmosphere they created round this image makes them special and unique.

*Both authors apart from the common bed of the treatment of the subject of the prostitution get deep in the relation with this image not only to the society in general but also to the male image and the close friends around as well.

*Migjeni’s sadness is obvious, declarative. Keko’s sadness is private. He continually tries to hide behind the supposedly positive expressions of the character, but what remains is: too much pain.

*Both are similar to the revolt spirit and the feeling of love for the life we live. They remind us that without this creature (without Woman) life would immediately cease and seen from this point of view misery, destruction, contempt that accompany their life are never deserved. Even when the choice is theirs, Keko and Migjeni confirm their existence in the multitude of the human life (there is air and sky for everyone). The founding mission of the prose we treated from Keko and Migjeni, even though far apart in time is the protection of the judges female. Their aim is very clear. They dismiss on purpose the codes of the Albanian canon and promote a new code, the strongest, the code of codes, that is so similar to the Christian mercy; that of the unconditional acceptance of the wonderful creature, of the human being with all of his faults.

*Both of them remain a testimony of fulfillment of the emptiness and the free space in the Albanian letters, in the treatment of the prostitute’s image not simply as an ordinary situation of life but a deepening in the existential space of the being.

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From Prejudices and Marginalization to Social Integration: Some Examples from Italian Immigrant Literature

Dr. Nikica Mihaljević

Department of Italian Language and Literature, Faculty of Humanities and Social Sciences
University of Split Croatia
nikica@ffst.hr

Abstract

In this paper the aim is to analyse, with an ecocritical reading, Salah Methnani and Mario Fortunato’s “Immigrato” and Ingy Mubiayi’s “Nascita”. The novel “Immigrato” represents one of the first examples of the immigrant literature in Italy; it brings us the autobiographical story of a Tunisian who comes to Italy in search for better life conditions. In the society he finds, however, he will have to face prejudices and discrimination which will have as a consequence intolerance, rejection, and marginalization of immigrants. The story is presented as a journey from South to North of Italy, but actually it is a story of the research of identity in the new community. On the other hand, the short story "Nascita" is written by one of the authors whose parents have migrated to Italy and who has been raised in Italy, Ingy Mubiayi. The analysis shows differences of the two texts: in "Immigrato" the consequences of immigration are focalized, i.e. prejudices, racism, and marginalization, while in "Nascita" the attention is drawn to the immigrants who have integrated in the new society. In the analysis, the methodology of ecocriticism is used to discover the examples of discrimination and marginalization of some characters in the text, in order to evidence the so called "vertical society", which inevitably has as consequences discrimination, racism, and oppression of some of its members. Another aim of the analysis is to find the literary examples of how to overcome discrimination and make possible the building of more equitable society.

Parole chiave: ecocritica, letteratura d'immigrazione, società verticale, società orizzontale.

1. Introduction

Quando Serenella Iovino espone e spiega i concetti base dell’ecologia letteraria, non si sofferma sull’analisi della letteratura di migrazione, anche se quel tipo di scrittura sembra offrire diversi esempi per promuovere e confermare i rapporti i quali sostiene proprio l'ecologia letteraria; l'ecologia letteraria mette in rilievo l'importanza della «cittadinanza ecologica», che “implica un modello democratico, che incoraggia la partecipazione dei cittadini ai progetti di conservazione ambientale, a cominciare da quelli relativi alla tutela e al recupero di spazi appartenenti alla comunità. Preservando e recuperando l’ambiente comune, è come se la società preservasse e recuperasse se stessa come struttura democratica.” (Iovino 2006:55-56) L’ecologia letteraria rifiuta la visione dualistica del mondo, in quanto questa non può che causare un’impostazione piramidale della società, la quale, poi, a sua volta, porta verso la discriminazione ed emarginazione di alcuni suoi membri. In questo senso, “la cultura ambientale si presenta come un rinnovato orizzonte di valori. […] Parliare di «strategia di sopravvivenza», allora, si fa meno metaforico; […]”. (Iovino 2006:59) Il dualismo che caratterizza la società di oggi, invece, ce lo ricorda lovino

[...] al posto di interdipendenze non riconosciute […], stabilisce delle gerarchie e le «neutralizza». Tutto ciò non si limita però al mero piano concettuale; […]. Questo conduce alla contrapposizione tra un polo «forte» e un polo «debole», nella quale si riconosce non solo l’antitesi di maschile e femminile, ma anche quella di colonizzatore e colonizzato, bianco e nero, etnie dominanti ed etnie dominate e via cosi. (lovino 2006:75)

Quindi, se affrontiamo un testo letterario con la metodologia dell’ecologia letteraria, assumiamo l’atteggiamento di chi individua e delinea la presenza dei dualismi in società e, di conseguenza, assume un atteggiamento critico nei confronti della società che non appoggia un discorso pacificatore e non cerca una soluzione per una cultura sostenibile, ma sostiene la gerarchia e le differenze. Tuttavia, la scelta di una cultura sostenibile ci si presenta, ricorda lovino, come “una strategia non casuale, ma consapevole, in grado di permettere all’umano di preservare se stesso e l’ambiente, e insieme di riconoscere nuovi valori e nuove categorie di pensiero.” (lovino 2006:59) La cultura ambientale, quindi, è finalizzata alla redistribuzione nel mondo delle opportunità, in modo tale da raggiungere, alla fine, l'equità sociale tra tutti i suoi membri e, conseguentemente a ciò, la sostenibilità ecologica.

Riguardo alla specificità della letteratura di migrazione e la sua importanza per la società contemporanea, Paola
Ellero ricorda che:

[…] le produzioni degli stranieri costituiscono, al di là del loro valore letterario, uno strumento per superare i confini che ancora condizionano il nostro modo di pensare e vivere il fenomeno migratorio e la presenza di cittadini immigrati nel nostro Paese. Esse ci invitano a guardare la realtà, spesso viziata da stereotipi, attraverso gli occhi di chi ha cercato e trovato tra noi ospitalità, riuscendo anche a integrarsi. […] La letteratura migrante in italiano può ricoprire un ruolo di rilievo in questo processo, perché riflette nel presente di questi nuovi vicini il nostro passato, non diverso sostanzialmente, anche se rimesso, di uomini e donne che hanno dovuto abbandonare la loro terra per cercare altrove una vita migliore. (Ellero 2010:4)

Infatti, uno dei primi romanzi di letteratura d'immigrazione in Italia, il romanzo di Salah Methnani e Mario Fortunato l' Immigrato, contiene una serie di esempi di pregiudizi sugli immigrati e, in quanto tale, si presta per una lettura ecocritica perché permette al lettore di notare la visione dualistica che caratterizza fortemente la società di oggi.

Per quanto riguarda l'inizio della letteratura migrante in Italia, Ellero rileva che si tratta della fine degli anni '80 e l'inizio degli anni '90 quando "l'Italia dal paese di emigrati si stava trasformando in terra d'immigrazione." (Ellero 2010:5)

In un certo senso, secondo Ellero, fu il tentativo di regolarizzare l'immigrazione con la Legge Martelli che scatenò la scrittura immigrante:

Tra i primi a reagire a tale situazione fu lo scrittore marocchino Tahar Ben Jelloun, con Dove lo stato non c'è, e Salah Methnani, autore di Immigrato, uno marocchino, l'altro tunisino, di cultura francese, ma che decidono di scrivere sull'Italia in italiano. Queste opere vennero confezionate a quattro mani, ossia scritte insieme a uno scrittore o giornalista italiano che fece da coautore con la funzione di supporto linguistico. (Ellero 2010:5)

Questa prima fase di letteratura d'immigrazione viene denominata, ricorda Ellero, la «fase autobiografica», anche se gli elementi autobiografici non mancano nemmeno nelle opere successive di altri autori immigrati in Italia. Di conseguenza, nel presente articolo analizziamo, cercando di fornire una lettura ecocritica, un'opera di un autore di questa prima fase della letteratura di migrazione, e un'opera successiva, o, più precisamente, un'opera del XXI secolo, di una scrittrice che appartiene alla csd. seconda fase di scrittura migrante, ovvero alla 'letteratura di seconda generazione' (Cfr. Ellero 2010:6), che si distingue per il fatto che gli autori-immigranti adoperano alcune modifiche nella scrittura dell'immigrazione:

Dopo la prima fase centrata sulle difficoltà della vita da migrante, si passa a una fase di creatività fortemente ancorata agli elementi culturali del paese di provenienza. Fondamentale rimane sempre il bisogno di comunicare, di aprire sempre una finestra sugli usi e costumi del paese di appartenenza, di valorizzare la propria cultura che effettivamente viene ignorata nel paese di accoglienza. (Ellero 2010:5)

Questi scrittori sono o nati in Italia o sono stati portati in Italia da piccoli e, quindi, sono cresciuti in Italia, accettando tutti i suoi costumi ed integrandosi completamente nella società nuova. A questi scrittori appartiene anche Ingy Mubiayi, "nata al Cairo da madre egiziana e padre zairese […] [e] titolare di una libreria a Primavalle e nel 1977, appena arrivata nella capitale, andò ad abitare con la famiglia – una quindicina di persone tra genitori, fratelli, sorelle, fratellastri e sorellastre – a Casalotti." (Kuruvilla – Mubiayi – Scego – Wadia 2013:64) Analizzando, quindi, due opere di questi due scrittori di letteratura dell'immigrazione, uno della csd. prima fase, l'altra della seconda fase degli scrittori immigranti in Italia, uno uomo, l'altra donna, nel presente articolo si cerca di individuare, attraverso una lettura ecocritica, i cambiamenti introdotti nella scrittura dell'immigrazione rispetto alla sua fase iniziale, i quali rivelano anche la presenza degli esempi dei rapporti conflittuali degli immigrati con il paese d'origine.

2. Immigrato; Aspettative, Pregiudizi, Disillusione e Discriminazione

Alfredo Luzi ci ricorda l'importanza della letteratura migrante, in quanto questa scrittura nasce dal bisogno di vincere l'isolamento nella società in cui si immigra:

La letteratura prodotta da migranti che, una volta giunti nel paese prescelto, sono spinti a scrivere per vincere il proprio isolamento, testimoniare in qualche modo la loro presenza, dialogare con il lettore italiano, esibire la propria diversità attraverso la scrittura, gioca un ruolo fondamentale nella costruzione di un immaginario collettivo relativo al paese d'accoglienza, a quello di provenienza, al confronto con i propri connazionali e con gli abitanti della nazione in cui sono approdati. (Luzi 2008:1)

Nell' Immigrato, che, secondo Luzi, “è un testo esemplare della configurazione di genere nella narrativa di
migrazione e nello stesso tempo può essere assunto come modello di verifica dell’efficacia euristica del metodo imagologico” (Luzi 2008:1), scopriamo un racconto autobiografico, nel quale un ragazzo tunisino, colto e laureato in lingue, arriva in Italia nella ricerca di un lavoro e nella ricerca di quell’immagine del paese in cui il benessere dovrebbe essere a portata di mano di tutti. Il paese che sceglie come paese in cui cercare lavoro gli si presenta come una scelta naturale, data la presenza della lingua italiana, attraverso i media, in Tunisia: “Fra le lingue straniere, non scelsi l’italiano, ma l’inglese e il russo. L’italiano, ne ero certo, l’avrei imparato comunque. Intanto, avevo già fatto i miei progressi: […]. D’estate, ogni pomeriggio tranne il venerdì, mi sistemavo davanti al televisore per seguire i programmi della Rai. […] Le trasmissioni non avevano i sottotitoli, ma a poco a poco le parole prendevano forma e senso nella mia testa.” (Methnani – Fortunato 2006:11) Paradossalmente, questa conoscenza dell’italiano, una volta che il protagonista si trova in Italia, gli complicherà la vita, perché conoscendo bene la lingua uscirà dall’immaginario collettivo in cui gli immigrati capiscono poco o per niente l’italiano, e questa sua caratteristica lo renderà ancora più indesiderato dagli italiani:

Da quando ho capito che la mia discreta conoscenza dell’italiano, invece di facilitare le cose, le complica, ho preso a parlare come ci si aspetta parli un “vu comprà”. Negli ostelli e nelle mense dico: “Amigo incontrato stazione dire venire qua. Rubare me passaporto e soldi”. Pare che questo linguaggio elementare tranquillizza molto gli impiegati delle strutture per accoglienza degli immigrati. (Methnani – Fortunato 2006:58)

Il fatto che non conoscere l’italiano dalla parte degli immigrati tranquillizza gli italiani ci conferma il loro bisogno di sentirsi diversi, di percepirsi differenti da se stessi, sia per la paura nei confronti di uno straniero, sia per poter giustificare gli intenti di emarginazione: per i residenti, il fatto che gli immigrati non conoscono la lingua, significa che non si sono integrati, e allora «è lecito» marginalizzarli.

Tuttavia, nonostante i buoni intenti, ben presto viene classificato come il solito immigrato clandestino che non ha intenzione di fare altro in Italia che rubare e perciò diventa vittima di numerosi pregiudizi e atteggiamenti discriminatori, senza, però, aver fatto nulla che costringeva altri personaggi intorno a lui a percepirlo in quel modo. Di conseguenza, in Italia si troverà a dover affrontare le condizioni di vita peggiori di quelle che ha lasciato in Tunisia e ad accettare qualsiasi tipo di lavoro per non dover rubare o prostituirsi come altri immigrati. Così, appena arrivato in Italia, si sente osservato come uno diverso, un intruso, il cui ogni atto, ogni singola mossa sembra essere ben nota e non, però, aver fatto nulla che costringa altri attorno a lui a percepirlo in quel modo. Di conseguenza, di fronte al fatto di dover abbandonare quell’immagine dell’Italia che si era creato in infanzia, per lasciare lo spazio ad una nuova immagine, per niente positiva, dell’Italia che, se ti riduce ad essere la vittima di un «razzismo gentile», ti puoi considerare fortunato:


Gli esempi del razzismo nel romanzo ci aiutano ad individuare una visione dualistica che fortemente caratterizzava la società italiana degli anni ’90 del secolo precedente, ovvero il periodo in cui è ambientato il romanzo, e mettono in rilievo proprio i pregiudizi che si dovrebbero evitare per riflettere una società che non garantisce l’equità sociale nonché per poter fare il passo verso una società giusta, definita dagli ecocritici la csd. «Società orizzontale», nella quale le strutture per accoglienza degli immigrati. (Methnani – Fortunato 2006:58)

Il ragazzo tunisino arriva a Milano con il sussurro di una voce che gli dice: “Mi piacciono le sue tette. Lei intanto dice che i marocchini sono cattivi perché, per un niente, tirano fuori il coltello, e allora «è lecito» marginalizzarli.


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ma gli indiani no: sono bravi.” (Methnani – Fortunato 2006:33) Questi esempi sono così numerosi nell’opera e mettono in rilievo una «topografia etnica», ovvero le descrizioni di zone delimitate dalla presenza quasi esclusiva di singole etnie, in modo tale che in una città vi si possono scoprire le zone circoscritte dalle caratteristiche particolari che delineano questi gruppi etnici, per rintracciare, infine, le vere e proprie «frontiere» all’interno di una città:

A poco a poco, ho imparato a riconoscere i luoghi di appuntamento, secondo le etnie e le provenienze. Roma ha una mappa alternativa a quella che trovi allegata alle Pagine gialle. Per esempio, uno vuol sapere dove si incontrano i libici? Semplice: in un bar di via Gioberti, un bar che fa angolo. I senegalesi invece preferiscono incontrarsi nei giardini di Colle Oppio, e i filippini in piazza Risorgimento […]. Mentre noi tunisini ci muoviamo fra i bar di piazza Esedra e quelli di piazza dei Cinquecento. È un’autentica topografia di secondo livello, questa, una sorta di circuito underground alla luce del sole, con le sue regole, e i suoi confini ben definiti. (Methnani – Fortunato 2006:57)

Perciò Methnani accenna all’incomunicabilità che spesso caratterizza i paesi con un alto numero di immigrati e le conseguenze di essa:

L’esistenza di incomunicabilità in una società come quella italiana, dove convivono fianco a fianco da alcuni anni una popolazione autoctona maggioritaria detentrici di una cultura locale, e una popolazione minoritaria composta di nuovi arrivati portatori di tradizioni differenti porta inevitabilmente alla manifestazione di tensioni identitarie. Tensioni che sono determinate nella maggior parte dei casi, come ricorda Maalouf da due concezioni estreme vis-à-vis della immigrazione e degli immigrati: “una che vede il paese di accoglienza come una pagina bianca su cui ciascuno potrebbe scrivere ciò che gli piace. Un’altra che vede il paese di accoglienza come una terra le cui leggi, i cui valori, le cui caratteristiche culturali e umane sarebbero già fissati una volta per tutte, e a cui gli immigrati non dovrebbero far altro che conformarsi”. Due visioni ugualmente prive di realismo, sterili e nocive. Una via di mezzo andrebbe per forza ricercata. Ma da chi? (Methnani 2008:2)

Le domande poste da Methnani sono due: in primo luogo, come evitare di percepire il paese di accoglienza in uno dei due modi, o come un paese in cui «è lecito» fare qualsiasi cosa o come il paese in cui le leggi sono già definite e creano un dogma al quale non si può che obbedire e, poi, chi, soprattutto, dovrebbe cercare la via di mezzo tra le due visioni estreme della società in cui si immigra; la risposta a tutte e due le domande la troviamo proprio nelle opere degli autori immigrati della csd. seconda generazione, ovvero quelli che sono, se non nati, allora almeno cresciuti in Italia e l’hanno vissuta per tanto tempo come una seconda patria. Saranno loro che non avranno bisogno di, per avere delle conferme sulla propria identità, emigrare. Anzi, nel caso di questi autori, il viaggio sarà in direzione opposta, verso il paese d’origine.

3. **Conflitto Con il Paese D’origine**

Daniela Golfetto, studiosa della scrittura migrante e della scrittura creativa, mette in rilievo alcuni aspetti fondamentali per la scrittura migrante femminile in Italia:

La produzione femminile è un tratto caratteristico della letteratura migrante, che fin dall’inizio si avvale di una massiccia presenza di scrittrici; […]. Le autrici rappresentano oggi circa la metà della produzione totale della letteratura migrante, percentuale molto maggiore rispetto alla loro presenza nella letteratura italiana contemporanea. L’elevato numero di donne è dovuto a varie ragioni, prima fra tutte il fatto di appartenere ad una letteratura che si situa fuori dai dettami dell’industria culturale. (Golfetto 2010:1)

Quello che accomuna le scrittrici della letteratura migrante è “un percorso di liberazione e di nuova consapevolezza della propria diversità e della propria ricchezza, che accomuna queste autrici e che le spinge a scrivere in un’altra lingua.” (Golfetto 2010:2) Quindi, da una parte, queste scrittrici si liberano di alcuni vincoli che la loro cultura di origine pone alle donne, mentre, dall’altra, si trovano davanti la possibilità di costruirsi una nuova identità e di tentare di viverla proprio come se fosse quella acquisita con la nascita. Spesso in questo percorso di formazione e di ricostruzione succede che queste scrittrici “si interrogano più delle altre sulla propria identità e sulla loro origine, e si trovano in una cultura che è meno patriarcale rispetto alla cultura loro d’origine, l’ultima che permette loro di costruire quasi una seconda identità.”
Tuttavia, anche nel paese di accoglienza devono scontrarsi con una cultura maschilista, e, di conseguenza, devono prenunirsì contro il rischio di, alla fine, non riconoscersi in nessuna delle due identità. Il loro percorso è, quindi, doppiamente marginalizzante, sia essendo donne sia essendo immigranti. Ciò significa che la loro scrittura ne sarà doppiamente affetta e che il loro percorso sarà ancora più sofferente e più maturo rispetto a quello della prima fase degli scrittori immigranti. Quello che caratterizza fortemente la loro scrittura è che, da un lato, nella nuova società troveranno numerosi casi di maschilismo e di pregiudizi nei confronti delle donne straniere, mentre, dall'altro, proprio a causa di un percorso diverso rispetto agli scrittori immigranti, osserveranno la nuova società con un altro sguardo, più consapevoli che le differenze non sono nient'altro che «le armi» che la gerarchia tradizionalmente imposta nella società «verticale» usa per tenere sotto controllo i membri «deboli».

La raccolta di racconti Amori bicolori, tra i quali troviamo anche il racconto Nascita di Ingy Mubiayi, è stata pubblicata per la prima volta nel 2008. In questo racconto la scrittrice non problematizza il rapporto dei protagonisti con il paese di accoglienza, dato che, essendo cresciuti in un altro paese, questi protagonisti sono coscienti dell’importanza di integrazione e della convivenza pacifica nel nuovo paese e riescono ad integrarsi. Questa maturazione, tuttavia, ha anche le conseguenze negative e li porta spesso verso la diffidenza nei confronti del paese d’origine, il quale nella loro mente si trasforma in un concetto lontano, che incuriosisce, ma, allo stesso tempo, spaventa e fa allontanare.

Il ritorno nel paese d’origine coincide con l’atto della nascita della figlia della protagonista; nel momento in cui diventa madre, la protagonista comincia a domandarsi sul proprio rapporto con il paese d’origine, ovvero inizia a cercare le radici, ripensando alla propria nascita, ora che ha messo al mondo una figlia. La nascita a cui si allude nel titolo è, quindi, una doppia nascita, sia della figlia sia della madre, siccome tutte e due si trovano nel momento quando bisogna porre le basi per la propria vita e capire l’importanza della propria origine. Perciò all’inizio del racconto la protagonista rileva: “Mi figlia. Non riesco ancora a impadronirmi totalmente di questo concetto. Come tutte, mi sono sentita protagonista in un’altra dimensione. […] Eppure c’è qualcosa che mi sfugge, a cui io sono sfuggita per mesi, per questi anni.” (Mubiayi 2013:48) L’incapacità di far parte di una famiglia o di un insieme di individui legati da certi vincoli, che la nascita della bambina causa nella protagonista, è legata soprattutto al fatto che, nell’affrontare l’importanza della provenienza ed appartenenza ad un gruppo etnico, si è trovata smarrita e senza radici (“Era vero, eravamo straniere in terra straniera, ma sua figlia sarebbe stata straniera anche tornando indietro. Così tanto valeva provarci.” (Mubiayi 2013:57)). Risulta che, ora che è diventata responsabile per un altro essere umano, questo bisogno di conoscere e capire il proprio paese d’origine e la sua cultura si trasforma in lei in un’esigenza che non può più essere rimandata. Più precisamente, il distacco dal corpo materno della bambina riporta la protagonista a farsi le domande sul proprio distacco dalla madre e, contemporaneamente, sul rapporto con la patria. Riguardo a ciò, ricordiamo le parole di Lea Melandri che ci ricorda che “[...] la storia appare attraversata da un movimento opposto: corsa verso il passato, «regressione fin dentro il ventre materno». Nostalgia e speranza coincidono: il paradiso a cui si mira è lo stesso da cui siamo partiti.” (Melandri 2001:21) Questa idea di ritorno, che continuamente segna la vita umana, secondo la Melandri, è legata ad un dato biologico, grazie al quale l’uomo è in continuazione ossoessionato dal bisogno di doversi ricongiungere con la madre, ma anche “di non essersene mai staccati del tutto” (Melandri 2001:21). Perciò l’uomo si trova in continuazione sperduto tra il bisogno di sentire il legame attraverso il cordone ombelicale e la necessità di staccarsene. Lo stesso succede nell’uomo per quanto riguarda il suo rapporto con il paese d’origine: non si riesce mai a lasciarlo indietro, e si continua a sentire le proprie radici per tutta la vita, nonostante si sia trasferito in un altro paese. Perciò non sorprende che proprio ora che è diventata madre, la protagonista sente un forte bisogno di conoscere la patria e ritrovare il padre di cui non ha molti ricordi. Quindi, il rapporto con la patria simboleggia, in questo caso, il rapporto tra la figlia e il padre, ed è quello con il quale la protagonista deve fare i conti prima di poter affrontare tranquillamente il futuro. Il concetto dello straniero in questo racconto appare conseguentemente del tutto diverso dallo straniero di cui si parla nell’opera di Methnani, perché il sentimento di mancanza delle radici e di estraneità nascono nella protagonista, non come conseguenza di un viaggio, dell’espatrio, ma proprio per il motivo per farlo.

Di conseguenza, appare chiara la decisione della protagonista di fare un viaggio nel paese d’origine, portandovi anche la figlia, nonostante nemmeno lei stessa sappia del tutto convinta che bisogni affrontare questo viaggio: “A che pro andare? Cosa penso di risolvere? Cosa penso che cambierà nella mia vita?” (Mubiayi 2013:49) e nonostante abbia programmat o il rientro dopo sole quattro ore (“Basteranno quattro ore per giungere alla verità? Basteranno per andare? Cosa penso di risolvere? Cosa penso che cambierà nella mia vita?” (Mubiayi 2013:49) e nonostante abbia

Ma il passato non se n’è andato per la protagonista e rimane una questione da affrontare per poter...
continuare a vivere.¹ Se avesse potuto lasciarlo sepolto, significherebbe che il passato le garantiva la tranquillità e la serenità, ma il silenzio nei confronti e dalla parte della figlia paterna avevano aperto un vuoto incolmabile nella protagonista, il quale si poteva riempire soltanto affrontando il padre. Questo viaggio si rivela, quindi, un viaggio nel passato, ovvero il viaggio per trovare le risposte alle domande sulla propria identità, sia per quanto riguarda la questione etnica, sia per quanto riguarda il rapporto tra la figlia e il padre ("Ora che avevo quell’indirizzo non potevo più cambiare strada, dovevo affrontare quel mondo che pur non appartenendomi era mio" (Mubiayi 2013:51)). Il padre era straniero nel paese di origine della madre, e ciò significa che già nel passato questa famiglia ha conosciuto la condizione dello straniero. Nella figura del padre, quindi, la protagonista cerca di capire l’importanza delle radici per una persona che si trova lontano dal proprio paese d’origine, e lo fa per capire se stessa e per trovare nelle azioni che il padre ha compiuto le risposte a certi propri atteggiamenti. Da ciò possiamo capire che questo tipo di scrittura migrante, che riguarda la seconda generazione di scrittori di letteratura dell’immigrazione, non si concentra sulla nuova vita dell’immigrante nel paese di accoglienza, ovvero sulla csd. «seconda patria», ma vi viene focalizzato il suo paese di origine. Quindi, nella seconda generazione degli autori immigranti il problema non consiste nell’affrontare la nuova società ed integrarsi, ma vi viene focalizzato il suo paese di origine, di cui tanti aspetti rimangono, dopo gli anni di vita nel paese in cui si sono trasferiti, ancora segreti.

La madre, in questo racconto, simboleggia la nuova patria, il mondo in cui i nuovi residenti si sono del tutto integrati, e i quali si sono lasciati alle spalle un passato doloroso e non ne vogliono più sapere niente, nonostante la serenità, ma il silenzio nei confronti e dalla parte della figura paterna avevano aperto un vuoto incolmabile nella protagonista. A proposito, parlando dell’amore dei genitori, e in particolare dell’amore materno, Marilde Trinchero ricorda che spesso ci si trova, involontariamente, in una specie di labirinto dal quale nessuna delle due, né la madre né la figlia, escono (Cfr. Trinchero 2008:95).

¹ Proprio volendo riuscire ad avere i rapporti equilibrati con entrambi i genitori, la protagonista è cosciente della necessità di affrontare i punti dolenti nel rapporto con il padre. A proposito, parlando dell’amore dei genitori, e in particolare dell’amore materno, Marilde Trinchero ricorda che spesso ci si trova, involontariamente, in una specie di labirinto dal quale nessuna delle due, né la madre né la figlia, escono (Cfr. Trinchero 2008:95).
Di conseguenza, osservando il rapporto del fidanzato con la figlia dei due, e cercando di trovarvi le risposte per il proprio rapporto con il padre, la protagonista nota la differenza tra un uomo e una donna nel rapporto con i figli, il che causa allontanamento e differenza in lei nei confronti del maschio: "Lui spinge la carrozzina come fosse un mezzo su cui viaggia qualcosa di prezioso ma con cui ha confidenza, non come un suo prolungamento. Sarà forse questo il segreto per renderli autonomi? o è l’attivica differenza nel rapporto tra padre e madre?" (Mubiayi 2013:49). In più, il rapporto con il fidanzato porta alla superfcie un altro problema: questo rapporto si mostra, in questa catena di rapporti pieni di questioni irrisolte, anch’esso un anello complicato; a questo punto salta fuori la differenza tra i due, la differenza nella provenienza e nell’appartenenza ad un altro gruppo etnico, che alla protagonista appare come una voragine che non si può colmare, e che le persone, osservandoli, notano:

«Famiglia mista, suona strano, meglio «coppia mista con bambino». Lei scura, lui chiaro, e il bambino il giusto compromesso. Silenziosi, penseranno. Infelici, forse. Come se il silenzio fosse indice di mancanza. Chissà se funziona, si chiederanno. Chissà se funziona, me lo chiedo anch’io ora. Io nera, lui bianco. Famiglie d’origine distanti luce. [...] Le differente ci sono e non basta l’istruzione o il denaro per colmarle. (Mubiayi 2013:49)"

I pregiudizi che nota negli occhi delle persone intorno fanno scatenare in lei un dubbio: l’incertezza che una coppia con origini differenti ed etnicamente diversa, possa vivere una vita felice, anche perché altre persone intorno a lei non sono convinti: "Poi il prolungamento della nostra storia aveva destato segni di curiosità mista a sorpresa. Per parenti e amici io ero una straniera. Non uguale l’educazione, non uguali i valori. Orizzonti diversi, limiti geografici e morali diversi.” (Mubiayi 2013:53) L’Italia si rivela, nonostante le aspettative diverse, un paese in cui continua a predominare un atteggiamento classista e razzista: "Non eravamo poi così diversi io e lui, ma lo eravamo agli occhi degli altri, lo eravamo rispetto agli altri." (Mubiayi 2013:54) Quindi, anche in questo racconto, come nel romanzo di Methnani, i pregiudizi e le gerarchie sono frequentemente presenti e forzano i protagonisti a chiedersi sulla possibilità di poter convivere con i pregiudizi o no. “Provate a volare come le foglie degli alberi, ad allontanarvi da quel pezzetto di terra che vi ha generati. Provate a nutrire e a nutrirvi d’altro”, raccomanda ai lettori la voce narrante, ricordando la storia della madre, che ha lasciato il proprio paese. A questo punto scopriamo la differenza tra i due testi: nel racconto di Mubiayi, non ci si sofferma a subire passivamente le conseguenze dell’emarginazione e discriminazione, ma sono proprio gli immigrati coloro che cercano di vincere i pregiudizi e di cambiare la società che hanno accettato come la loro patria: “L’altro siamo noi. Siamo uguali, siamo uomini e donne che vogliono amare e vivere in pace.” (Mubiayi 2013:52) Alla fine del suo viaggio, la protagonista capisce che la vera differenza stava tra la madre e il padre in quanto incompatibili di carattere, non perché di origine diversa. Risulta che, se si vuole costruire una società equa, si deve tenere a mente questo aspetto, cioè il fatto che la differenza tra le persone deve essere sfruttata per migliorare le condizioni di vita di tutti i membri di una società e non per dividerli. Se no, il rischio che si corre è che, con la società che presuppone la gerarchia ed il dualismo, le vittime sono inevitabili, e queste vittime sono in primo luogo i figli degli immigrati: “E poi sono arrivata io. La sintesi, il ponte che avrebbe unito definitivamente due sponde. [...] Non hanno pensato che quella creatura avrebbe portato con sé non metà dell’uno o metà dell’altro ma interi continenti su di sè e in sè.” (Mubiayi 2013:54)

Quindi, la vera svolta nella percezione della realtà e della società contemporanea la danno gli immigrati, i quali capiscono che “[l] giovani sono giovani ovunque, i vecchi fanno i vecchi ovunque.” (Mubiayi 2013:52) Nel caso della protagonista, si scopre alla fine che “[l] uomo che veniva da oltre il deserto aveva mentito. Non sono stati né religione né razza, né nient'altro che la differenza tra le persone deve essere sfruttata per migliorare le condizioni di vita di tutti i membri di una società e non per dividerli. Se no, il rischio che si corre è che, con la società che presuppone la gerarchia ed il dualismo, le vittime sono inevitabili, e queste vittime sono in primo luogo i figli degli immigrati: “E poi sono arrivata io. La sintesi, il ponte che avrebbe unito definitivamente due sponde. [...] Non hanno pensato che quella creatura avrebbe portato con sé non metà dell’uno o metà dell’altro ma interi continenti su di sè e in sè.” (Mubiayi 2013:54)

4. Conclusione

Nel romanzo di Methnani seguiamo la trasformazione di un personaggio arrivato in Italia nella ricerca di un lavoro e con la speranza di una vita migliore, ad un uomo smarrito e disilluso. Però, allo stesso tempo, parallelamente con il peggioramento delle condizioni di vita che il trasferimento gli ha portato, si ha anche la crisi dell’identità alla quale subentra l’indifferenza e rassegnazione:

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A cercare un lavoro, ho rinunciato del tutto. [...] Tutto è diventato normale e indifferentere. Scivolo lungo una strada che non conduce da nessuna parte, ma non importa. [...] Mi sento un palloncino che vola di qua e di là. [...] Anch’io sono un tossico, adesso. Un tossico clandestino. Finalmente, ho un’identità. [...] Tutti quelli che incontro mi sembrano simili a me. Niente differenze, nessuna esclusione. (Methnani – Fortunato 2006:74-80)

Si può constatare che, in questo romanzo, la ricerca dell’identità scatta dopo il momento della migrazione, nella società nuova e diversa da quella del paese d’origine. Dopo l’iniziale smarrimento, il protagonista si trova a cercare di capire chi è veramente, e, nell’incontro con altri, che lo etichettano come diverso da loro e, di conseguenza, lo emarginano, l’unico via d’uscita è avvicinarsi ad altri immigrati, gli unici nei quali riesce a vedere le somiglianze e a placare temporaneamente lo stato d’animo. In questo modo, essendo solo un immigrato, trova il modo per vivere non rilevando le differenze che questa società verticale gli fa continuamente notare dal momento che ci è arrivato. Nell’opera di Ingy Mubiayi, invece, la ricerca dell’identità scatta nel momento in cui la condizione del protagonista cambia, ma non cambia il paese in cui risiede; in quel momento lei si vede costretta a farsi le domande e a cercare le risposte sulla propria identità, le quali può trovare soltanto tornando nel paese d’origine.

Partendo da questo presupposto che “la letteratura, e la cultura in generale, sono un modo attraverso il quale l’essere umano rappresenta i propri valori e il proprio rapporto con il mondo che lo circonda” (Lovino 2006:62), gli esempi della letteratura d’immigrazione in Italia offrono la possibilità di individuare, nella società italiana degli ultimi decenni, l’assenza di pari opportunità e dell’equità sociale e, allo stesso tempo, lo sforzo di riempire queste mancanze da parte di alcuni membri della società. In tutti e due i testi troviamo gli esempi di pregiudizi ed i tentativi di emarginazione, i quali rivelano le cattive abitudini di alcuni membri della società italiana nei confronti degli immigrati. Tuttavia, dato che le due opere sono state pubblicate a distanza di diciotto anni, è possibile notare alcuni cambiamenti nella letteratura d’immigrazione in Italia: mentre nelle prime opere sono stati focalizzati gli immigranti stessi e vi venivano raccontate le condizioni di vita in cui gli immigrati erano costretti a cercare di sopravvivere, rivelando una realtà oscura e vergognosa, nella seconda generazione degli scrittori immigranti la realtà che questi vivono è parecchio cambiata, anche perché questi scrittori vivono in Italia dall’infanzia e la vivono come una seconda patria. “La clandestinità non fa parte della mia esperienza e quei quattro amici stranieri che ho, li ho incontrati strada facendo e non sono nemmeno delle mie zone” (Mubiayi 2013:524), rileva la voce narrante del racconto di Ingy Mubiayi. La scrittrice racconta una società diversa, un mondo in cui l’immigrato non è più soltanto uno straniero o un immigrato, come nel caso del romanzo di Methnani, e si sente più straniero nel paese di origine del proprio genitore (“[…] gli uomini e le donne di al di là del deserto mi sentiranno sempre diversa e mai mi accetteranno perché il colore della pelle non basta a farti parte di una comunità” (Mubiayi 2013:68)). Questo significa che nelle opere degli autori immigrati di seconda generazione, ai quali appartiene anche Ingy Mubiayi, sarà possibile percepire il tentativo dell’integrazione nel paese in cui si è immigrati e il risultato di questo processo; anzi, nell’atteggiamento dei protagonisti si potrà notare il rapporto conflittuale con il paese d’origine, conosciuto magari soltanto attraverso il racconto dei genitori e non di persona. Le scrittrici migranti di seconda generazione, come, ad esempio, Igiaba Scego e Laila Wadia, offrono nelle loro opere numerosi esempi del genere, dei casi in cui i protagonisti si trovano a dover combattere contro i parenti per farsi convincere di accettare la nuova cultura, quella italiana, in quanto quella che hanno lasciato non è più l’unica che li caratterizza, e loro insistono nel trovare il modo per far convivere le «due identità», le due culture, in equilibrio, senza danneggiare nessuna delle due. Questa è, spesso, una lotta tutta al femminile, dove le donne vogliono non solo fare spazio alla realizzazione della parità dei diritti femminili nella società maschilista, ma vogliono soprattutto creare le basi per una società più equa, la quale rappresenta l’unica possibilità per uscire dalla crisi contemporanea. Questa lotta per loro rappresenta sia la libertà dai pregiudizi nei confronti del gruppo etnico al quale appartengono, ma è anche una lotta per i diritti della donna, la quale si trova, nel paese di accoglienza, a dover combattere contro i pregiudizi e la discriminazione nei confronti delle donne e di tutti i membri del gruppo etnico. Perciò questo tipo di scrittura non solo denuncia la presenza della sovradeterminazione sociale della società verticale alla quale fanno riferimento frequentemente gli ecocritici, ma offre anche gli esempi come uscire, ovvero come superare le differenze ed accettarle come il punto forte di tutti i membri di una comunità e non percepirle come le basi per promuovere la discriminazione. Dall’analisi risulta che la letteratura migrante offre vari esempi di come poter uscire, ovvero come promuovere la discriminazione.

Dall’analisi risulta che la letteratura migrante offre vari esempi di come poter porre, nella società contemporanea, le basi per una cultura più giusta che avrebbe, come conseguenza, un modo di vita sostenibile.

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The Language is the Tree, the Dialects are Its Lymph

Diana Kastrati
University of Tirana, Faculty of foreign languages, Departement of Italian,
dianakastrati@yahoo.it

Aida Gjinali
University of Tirana, Faculty of foreign languages, Departement of Italian,
aidagjinali@yahoo.it

Abstract

Sociolinguist reflections on the balance language/dialect relying as a point of reference on the book: “The tongue goes where the tooth aches” Tullio de Mauro, the Italian linguist well known in Europe, in an unusual but interesting book published in Italy in November 2013, discusses on the famed issue language/dialect with the other contemporary Sicilian writer, also internationally known, Andrea Camilleri. The free standings of both interlocutors, each one in its position, respectively as an academic linguist and writer, brings a sum of very important conclusions regarding the argument mentioned above. In the light and optics of some of these conclusions, we will try to look more closely at how the current situation in Albania appears on this report. The heated debate in academic and non-academic districts on the possibility of reviewing the standard Albanian language, has brought an unprecedented cacophony of opinions. This debate has brought the need to really understand what the language is and what the dialect is. What is our approach to one or another? Till what point is it permissible to include in this debate the media or the massive non-specialized population in this field? Is there a risk that the “politicized” or even simply passionate treatment of this issue will have consequences on the future of the Albanian standard language or its dialects? Thus, we will try to see all this report through the clear sociolinguistic optics. This will constitute the focus of this study venture.

Keywords: standard language, dialect, linguistic variety, linguistic comunity, regional languages, academic debat, mediatic debat.


1. De Mauro e Camilleri sul Rapporto Lingua Standard/Dialetti

La questione del rapporto indissolubile lingua standard/dialetti è presente in tutte le realtà linguistiche a livello internazionale. Senza nessuna esitazione la realtà sociolinguistica italiana costituisce un caso ricchissimo di spunti di riflessioni in merito. Nell’ambito di queste riflessioni ed opinioni risulta estremamente interessante la pubblicazione in Italia nel novembre del 2013 di un libro intitolato “La lingua batte dove il dente duole” (Editori laterza, 2013) a cui faremo riferimento in questa sede. L’opera, scritta a quattro mani da Tullio De Mauro, noto linguista contemporaneo di renome europea e Andrea Camilleri, altrettanto noto e prolifico scrittore italiano contemporaneo, risulta una esposizione di taglio non tanto accademico quanto divulgativa esplicativa. La loro discussione disinvolta da operatori della lingua in questo caso, relativamente dello studioso e dello scrittore, tocca i punti più piccanti dell’uso e ruolo della lingua standard e dei dialetti in Italia. In una esposizione fresca e ricca di contenuti, vorremmo soffermarsi su alcuni aspetti rilevanti dell’opera in questione le quali costituiranno anche le principal tes di nostro intervento:

“Sono convinto che lo stato di salute di una lingua corrisponda allo stato di salute di una nazione [...]”.

“Nell’epidermide di un uomo si possono trovare, sopra, le ferite superficiali, vergate in italiano, in francese, in latino; sotto ci sono le ferite più antiche, quelle delle parole del dialetto che rimarginandosi hanno fatto delle crost. Queste ferite se toccate, provocano una reazione a catena, difficile da spiegare a chi non ha il dialetto. C’è un nocciolo indistruttibile di materia, presa coi tralci prensili dei sensi; la parola del dialetto è sempre incavicchiata alla realtà, per la ragione che è la cosa stessa, percepita prima che imparassimo a ragionare, e immodificabile anche se in seguito ci hanno insegnato a ragionare in un’altra lingua”.

“Il dialetto è sempre la lingua degli affetti, un fatto confidenziale, intimo, familiare. Come diceva Pirandello, la parola del dialetto è la cosa stessa, perché il dialetto di una cosa esprime il sentimento, mentre la lingua di quella cosa esprime il concetto. [...] A me con il dialetto, con la lingua del cuore che non è soltanto del cuore ma qualcosa di ancora più complesso...è una questione di cuore e di testa.”

“Quando il discorso si fa serio, si usa il dialetto. Lo sittamento verso il dialetto in quel caso non è emotivo.”

“La lingua si muove come una corrente: normalmente il suo flusso sordo non si avverte, perché ci siamo dentro,
ma quando torna qualche emigrato si può misurare la distanza dal punto dove è uscito a riva."

"Tutto può cambiare, ma non la lingua che ci portiamo dentro, anzi che ci contiene dentro di sé come un mondo più esclusivo e definitivo del ventre materno. (Italo Calvino)"

"In me rimane la speranza e l'augurio che i dialetti non spariscano del tutto, che possano in qualche modo sopravvivere. Magari come qualcosa DOP, di origine protetta." (De Mauro, Camilleri, 2013.)

"Dal mio punto di vista la lingua è tutto. È il modo di comunicare che hanno gli appartenenti a una nazione, è il terreno comune che adoperiamo per comprendere ciò di cui stiamo parlando. [...] Pensa alla spedizione di Garibaldi... a tutte quelle persone provenienti da tante regioni diverse che non si capiscono tra loro e che in due tre giorni di navigazione diventano un esercito... È il miracolo compiuto dal comune ideale, dal comune obiettivo, dall'intesa che c'è fra queste persone. Così vedo la lingua italiana: ciò che ci fa raggiungere degli scopi comuni... Se l'albero è la lingua, i dialetti sono stati nel tempo la linfa di questo albero."

2. **Il Ruolo Sociolinguistico ben Definito dello Standard e dei Dialetti**

Ci corri l'obbligo di chiarire ulteriormente che il nocciolo del problema sta nel fatto che ogni idioma o dialetto è potenzialmente una lingua quanto alla uguaglianza dell'organizzazione grammaticale. Sia la lingua, chiamata così per ragioni storiche e sociali, sia i dialetti hanno una grammatica rigorosa. La differenza sta nel loro uso sociale. In sociolinguistica il termine “standard” è polisemico, il quale può coincidere o no con una varietà socio-geografica particolare di lingua usata da un gruppo o comunità di parlanti. Per cui, questa nozione “standard” starebbe ad indicare un insieme di tratti socialmente marcati della lingua, paralata in genere da parlanti colti. Capita però che questo concetto si sovrapponga un altro: a quello della lingua nazionale (Berrutto G., 2006). L'italiano standard per esempio è naturalmente basato sulla varietà tosco-florentina, ma non coincide totalmente con essa: si tratta in effetti di una varietà in parte artificiale, che non è appresa praticamente da nessun parlante come lingua materna, e che vale come modello normativo (Berrutto G., 2006). Secondo gli studiosi si può definire come standard una lingua che adempie almeno queste funzioni: stabilità flessibile; intellettuallizzazione, adattamento alla produzione dei testi astratti; funzione di norma codificata; funzione di prestigio per chi lo parla; funzione unificatrice in quanto serve al legame tra parlanti di varietà socio-geografiche diverse della stessa lingua rendendolni compartecipi della stessa comunità; funzione separatrice in quanto simbolo di unità nazionale distinta dalle altre.

Partendo da queste funzioni sopra citate possiamo dedurre che la varietà dello standard è sempre parlata dall'élite socio-culturale delle classi dominanti attraverso la scuola in primis, e poi da tutte le istituzioni pubbliche e dai mass media.

Quanto al concetto sociolinguistico del dialetto, possiamo rammentare il fatto che è sempre subordinato allo standard nel repertorio linguistico di cui sono membri, cioè di una lingua. Dunque, tra lingua e dialetti non esiste nessuna differenza linguistica, solo sociale. Alcuni attributi di questa variete consistono nell'uso limitato dei parlanti, dunque nella sua oralità; la sfera dell'uso prevalentemente familiare, confidenziale e intima. Dall'altro canto il dialetto non gode gli stessi standard sopra accennati caratterizzanti invece lo standard, tra cui quello del prestigio. Il dialetto appare così molto relativo il quale potrebbe incorporare anche altre caratteristiche se usato in una certa comunità. Questi valori aggiunti del dialetto in rapporto alle altre varietà che coesistono, possono variare e molto, diventando ostacolanti per l'unità linguistica di una comunità linguistica.

3. **L’Albania e il Dibattito Scientifico e “Nazional-Popolare” sullo Standard e i Dialetti**

Lo sviluppo attuale dello standard albanese e delle sue varianti va visto entro la cornice dello sviluppo generale politico e sociale della società albanese. Nel 1972 ebbe luogo il Congresso dell’Ortografia ion cui si sancì definitivamente la cornice normativa della lingua standard. Queste norme sono ancora in vigore. Accanto allo standard esistono anche due dialetti, quello gegë parlato nella zona del nord Albania fino a Shkumbin (il nome del fiume) nel centro, e da Shkumbin in giù il dialetto toskë. Lo standard si fondò basandosi maggiormente sul dialetto toskë. Risulta evidente che la motivazione dell’attuazione di questa norma fu basata su diversi fattori quali: la lingua standard come mezzo di controllo sociale, cioè la normalizzazione di connotazioni e dei valori in modo da influire anche sul pensiero dei parlanti (Klein G.B., 2006); l’integrazione nazionale specialmente rilevante nei regimi totalitari (quale il nostro dell’epoca) ecc. Da un’ottica sociolinguistica, la pianificazione linguistica doveva puntare in primis ad individuare e classificare la variazione del comportamento nei confronti della lingua. Si presuppone che andava fatta una decodemazione dettagliata su come ci si giunge alle decisioni sull’ortografia o sulla scrittura della lingua nazionale, per confrontare poi le diverse reazioni provocate o perseguite dalle istituzioni all’interno e dall’esterno del governo, se fossero state perseguite, accettate o
respinte in modi diversi dalla popolazione. C’è da sottolineare il fatto che il potere politico, ideologico, sociale e culturale era tutt’uno nell’Albania dell’epoca del Congresso. Un regime totalitare che normalmente non teneva conto delle tensioni sociali, regionali i quali indispensabilmente si rispecchiavano anche nei conflitti linguistici. La variante gegë rivendicava il diritto di essersi stata trascurata. Di conseguenza, furono accettate tacitamente le condizioni poste dal potere. Non va dimenticato che in ogni processo politico-linguistico vi sono i gruppi di interesse che esercitano delle pressioni sugli organismi decisionali stessi.

Ovviamente le norme dello standard furono applicate grazie ad un massiccio e doveroso uso in cui giocarono uno spiccato ruolo l’istruzione, i mass media e la letteratura artistica. Secondo lo studioso della sociolinguistica albanese, prof. Gjovalin Shkurtaj (Shkurtaj Gj., 2003), “solo una lingua unica, una varietà dello standard con una norma ortografica comune per tutti i connazionali albanesi [...] può affrontare i bisogni in crescendo dell’esprimersi degli albanesi...”. Inoltre, in aiuto all’elaborazione ulteriore dello standard viene sempre la letteratura artistica. Perfrasando un detto di Umberto Eco, possiamo dire che la lingua va dove vuole, ma è sensibile ai suggerimenti della letteratura. A questo punto possiamo chiederci? Quanto la letteratura artistica albanese abbia influenzato l’arricchimento della lingua? Ci sono stati spari di rispetto anche per l’altra variante dialettale gegë? Alla luce dell’opinione sopra citata che “lo stato di salute di una lingua corrisponde allo stato di salute di una nazione”, possiamo considerare la nostra lingua veramente sana?

Da una decina d’anni a questa parte in Albania si è aperto un dibattito abbastanza acceso sulla revisione dello standard con l’eventuale inserimento degli elementi della variante trascurata all’epoca, gegë. Il dibattito si consuma tra specialisti del campo e non, tra opinionisti di seconda mano in sterili trasmissioni televisive e quelli dei media scritte. Tra realtà dei fatti e leggende urbane, la questione ha assunto dimensioni esagerate, politicizzandola e mettendo in serio rischio il nucleo del problema. Ciò ha portato ad una visione storta della questione allontanandosi sempre di più dalla reale e necessaria soluzione laddove fosse necessario. La manipolazione a volte dei fatti, il linguaggio acceso della rivendicazione dei diritti da parte dei rappresentanti della variante gegë, l’amatorismo interpretativo hanno conquistato il terreno prendendo il sopravvento. La funzione della lingua quale unificatrice di una nazione, sta diventando un pomo di discordia tra nord e sud del paese.

Rifacendosi ai giudizi espressi da De Mauro e Camilleri nell’opera sopracitata, abbiamo ravvisato i profili sia della lingua standard che dei dialetti. Inoltre, la scienza della sociolinguistica ha già detto la sua in merito. La questione del rapporto lingua/dialetti, costituisce forse uno dei pochi argomenti consolidati ed unanimi da parte di tutti gli studiosi del campo. Sotto la luce di tali norme, quanto sia legittimo che questo dibattito coinvolga anche gli elementi non competenti del campo? Non ci sono dubbi che solo le istituzioni specializzate hanno il sacro santo diritto di sigillare le norme dopo un accurato studio ad hoc. Tutto il resta sconvolge inutilmente l’opinione pubblica deformando spesso i pareri degli specialisti.

Ci sono precedenti in altri paesi della revisione dello standard? Sì. La lingua è un organismo vitale e vivente e di conseguenza ha un continuo bisogno ad essere aggiornata “aggiustata” e revisionata a dovere. Le norme stabilite devono valere ed essere applicate riferite all’intera comunità linguistica e non solo ad una parte di essa. Per cui, c’è da stare attenti all’adeguamento alla norma e ai fattori che ne influiscono quali, il prestigio e il potere di chi stabilisce la norma, sanzioni o premi, il conformismo e l’opportunità momentaneo politico. In questa ottica, “la salute” della coesione politica albanese, gioca un ruolo di primo piano. A tal punto, il rischio della politizzazione della questione è abbastanza alto. Un’interpretazione di spunto politico o passionale mette in serio rischio il futuro della lingua. Peggio ancora se a queste interpretazioni e posizioni, vengono aggiunte quelle del provincialismo o regionalismo malato.

Dall’altro canto, i dialetti resistono ancora tramite l’uso opportuno fatto dagli operatori di essi, quali scrittori, poeti e traduttori. Questo gruppo dovrebbe consolidare una larga adesione alla cultura intellettuale, artistica e scientifica, alla buona informazione, al teatro, alla musica, al cinema, ai libri, o “almeno al rispetto per il sapere critico, storico e scientifico. Ma è proprio qui che le note si fanno dolenti”. (De Mauro T., Camilleri A., 2013). Le lingue nascono dai dialetti e si nutriscono da loro. Ci viene in aiuto l’esempio del latino. Nel 390 avanti Cristo a Roma che era un paesotto, ci si era reso conto che il latino era tutt’uno nell’Albania dell’epoca del Congresso. Un regime totalitare che normalmente non teneva conto delle tensioni sociali, regionali i quali indispensabilmente si rispecchiavano anche nei conflitti linguistici. La variante gegë rivendicava il diritto di essersi stata trascurata. Di conseguenza, furono accettate tacitamente le condizioni poste dal potere. Non va dimenticato che in ogni processo politico-linguistico vi sono i gruppi di interesse che esercitano delle pressioni sugli organismi decisionali stessi.

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The Phenomenon of Word Formation and Composition in Italian Language, Phonetic Aspects and Lexical-Semantic Aspects Related to Them

Arben Skendaj Ph.D. (Professor)
University of Tirana, Faculty of Foreign Languages
Department of Italian Language
Email: arskenda@hotmail.com

Sonila Piri (Professor)
University of Tirana, Faculty of Foreign Languages
Department of Italian Language
Email:sonilap@yahoo.com

Irena Ndreu (Professor)
University of Tirana, Faculty of Foreign Languages
Department of Italian Language
Email:alen_irena@yahoo.com

Abstract

Italian language, as any other language has its mechanisms of word formation and composition related to the enrichment of the vocabulary and the resolution of its lexical problems. It is not easy for Italian language to administer these mechanisms, its structures and microstructures of word formation. It is in a situation which it has to deal with the systems of word formation, which come from Latin, and also that derives from and functions from the nature of Italian. The systems of word-formation, which come from Latin, can be called to be in a “numb” situation, but also in a state that can be used dynamically in Italian language. The phenomenon of word formation starts as a morphological one, but certainly it develops and interferes as a lexical-semantic phenomenon, too. Neologisms in Italian, as in other languages, come from other foreign languages that are called “borrowed words”. Italian language, concerning neologisms, that derive other languages, has a special “attitude”, compared to other European languages. Some European languages have a more refraction attitude in relation to neologisms and their reaction is very interfering and modifying, even alternating. Whereas, concerning Italian, there is a specific reaction, which comes from the phonetic aspect. Surprisingly, phonetics seems to have a very affective role in lexicology and semantics of a language, in our case of Italian, but that does not result like this.

Keywords: word-formation, composition, morphology, lexis, semantics, words, phonetics
A ragionare bene, delle tre parti della grammatica di una lingua direi, che la fonetica, la morfologia e la sintassi un po’ meno cambiano molto poco rispetto al tempo, già la sintassi mostrerebbe un carattere un po’ più elastico, più aperto alle modifiche, sempre, che queste siano necessarie.

Come ho già detto anche in altre sedi l’italiano è una lingua che si è trovata convissuta per 4 secoli con altri suoi dialetti italiani, circa una ventina, cosa molto particolare a confrontare con le altre realtà linguistiche di altre nazioni. Questa situazione l’avrà esposta a un confronto duro esistenziale e concorrenziale con le sue varianti e alternative.

I sistemi di formazione, derivanti dal latino, possiamo chiamarli “in stato congelato”, ma pure in stato di sfruttamento in maniera dinamica nella lingua italiana. Il fenomeno di formazione nasce come un fenomeno morfologico, ma senza dubbio, che si svolge ed interferisce come un fenomeno poi lessico-semanticco.

L’italiano come molte altre lingue ha sempre dei “conti” da fare quanto al lessico, alla formazione delle parole. Questi “conti” sono specifici a seconda delle lingue, alcune lingue hanno problemi minori da risolvere, altre ne hanno un po’ di più. Questa differenza deriva da fattori diversi, e soprattutto dallo stato attuale del lessico, dall’appartenenza della lingua alla famiglia di origini e anche dalle pretese, che una lingua eredita ed ha attualmente. La lingua italiana da lingua neolatina, che sembrerebbe, che avesse gran parte dei suoi problemi, connessi alla formazione delle parole, risulti, invece è solo un’impressione apparente, perché l’italiano non è un latino moderno, effettivamente, è una lingua neolatina, ma è talmente autonoma nei suoi meccanismi di formazione di parole, che giustamente si considera una lingua molto dinamica da questo aspetto. Ovviamente i problemi della semanticità sono intrinsecamente collegati alla formazione delle parole, alla loro vita lessicale.

I bilanci delle parole in una lingua ovviamente, ufficialmente appartengono ai linguisti, ma ufficiosamente appartengono alla coscienza utilitaria, linguistica della comunità, che parla quella lingua, sono le persone, la gente comune che determina effettivamente la situazione lessicistica, a dire l’ultima parola su un fenomeno, sono le persone parlanti una determinata lingua che stabiliscono cosa modificare, cosa togliere, cosa accettare in una lingua.

Voendo fare un paragone, traendo giustamente simbiosi, anche dall’edizione del vocabolario di lingua italiana Zingarelli di qualche anno fa, che sulla copertina vi era impressa l’immagine di un vulcano, per illustrare la diversità di situazione lessicale, direi, che se il latino si considerasse come un vulcano spento, l’italiano si considererebbe come un vulcano attivo, la cui situazione non è mai ferma, tranquilla, stabilizzata, ma spesso si verificano eruzioni di diverse proporzioni, la cui “attività eruttiva” cambia anche la “geografia” del suo terreno, e per terreno intendiamo il suo lessico.

Per autonoma si considera relativamente, perché l’italiano col latino ha delle dipendenze assolute, ormai, indiscutibili, sia morfologicamente, lessicalmente che semanticamente.

La lingua italiana dispone ovviamente di una grande capacità di modificare le parole da ogni aspetto grammaticale e semantico.

Io personalmente ho l’impressione “a meno che non mi sbagli”, che l’italiano nell’ambito delle lingue europee, pur essendoci anche delle altre grosse lingue di culturali l’italiano sembra, che sia la meno “minacciata” da insidie forestiere del lessico, la più immune lessicalmente parlando. Sembra che le altre lingue si allarmino di più quanto ai neologismi stranieri, e che cerchino subito di “arginare le ferite”, e qui che il francese e il tedesco in particolar modo, rispetto all’inglese e lo spagnolo, invece l’italiano lascia fare, lascia passare tranquillamente, che dopo col tempo, relativamente breve, sistema, “giustizia” i problemi fonetici e lessicali.

L’italiano, foneticamente parlando, sembra rispecchiare una “cristallità” di pronuncia, una tonalità, musicalità inviolabile, indelebile, che direi che è in italiano l’aspetto grammaticale e qui mi riferisco alla fonetica, è il più “spietato e crudele” meccanismo linguistico ad adattare la fonetica di un neologismo straniero, a modificarlo secondo le regole, le preferenze e i dettami della lingua italiana sia a livello di scrittura che di pronuncia.

Come sappiamo la formazione delle parole in italiano è un capitolone nel quale troviamo tanti sottocapitoli. Qui possiamo riferire le parole formate con i prefissi, con i suffissi, con suffissi e prefissi. In questo contesto, le parole composte, la sostantivazione da verbi ed aggettivi e un’infinità di casi e sottocas e che non vorrei citare qui, per le intenzioni, dimensioni, cornice e interesse di discussione che mi ero premesso di fare in merito.

La mia preferenza di analisi, in questa discussione, è stata concepita piuttosto sul piano teorico, delle affermazioni e delle costituzioni di natura deduttiva e conclusiva, perché non ho preferito occuparmene di un problema specifico e particolare del lessico e della formazione delle parole, ma rimanere in contesti di una concezione superficiale e generale e di fenomenologia tipica.

Questo capitolone è talmente vasto e intricato, che in una sola discussione di una conferenza non mi sarei mai illuso di poterlo esaurire completamente. Invece rimanendo solo in riflessioni di carattere generale e superficiale, come ho preferito restare, ho pensato di tirare fuori delle problematicità, che aluteredebbero in seguito altri o perché no anche me stesso a concepire meglio qualche difficoltà lessicale e risolvere più facilmente questi problemi legati alla formazione delle parole.
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New Educational Trends Connected with the Development of Media and Innovative Technologies – A Few Reflections on the Future Perspectives on Learning and Teaching

Monika Frania PhD

University of Silesia, Katowice, Poland
Pedagogy, Education, Media & Communication
monika.frania@us.edu.pl

Abstract

The article traverses the new trends, selected methods and directions that are present in school and out of school education. The author analyzes the Polish examples and tries to relate them to the reality of the world education. Today's society is called 'information society', 'knowledge society' and but also 'network society'. The development of the media and new technologies has caused that today's teacher and student of all ages can enjoy a variety of tools to improve communication, gathering information and learning. The purpose of reflection is to identify what are the coming major trends in e-learning and education generally that will make an impact upon education in Poland (key issues: mobile learning; use of transmedia storytelling and WebQuest in education; gamification; new assessment tools such as e-portfolios and badges; blended learning as a method of learning; TED and Khan Academy as an educational sources; MOOC; OER; flipped classroom; The Learning Analytics).

Keywords: education, new technology, trends, media

1. Introduction

Human as a social being has been learning since ages. Education has been changing its form over the centuries; models and ways of gaining knowledge have been transformed, yet it still constitutes the basis for the development of individuals and entire societies. The access to information and knowledge is associated with power, the potential for innovative development and the improvement of social conditions. The process of learning is also a cognitive operation related to understanding, remembering and acquiring (Strelau, 2007). The process of teaching is connected with upbringing, providing some role models and sharing values (Łobocki, 2009). Finally, institutional education in a given country is related to the mainstream of the education policy. Due to the aforementioned reasons which, however, do not exhaust the whole subject, education is an important element of an analysis of various branches and fields of science and administrative solutions. A proper consideration is given to the subject by both practitioners and theoreticians. By means of formal and informal education, teachers and learners jointly create a space for mutual improvement. The contemporary reality can be described as a society of knowledge. Institutions, including schools in particular, play a crucial role in this context.

Now, it is a special moment for the modern education. Due to the development of modern technologies, ICT tools and functioning in a world called “media-based civilisation” (Goban-Klas, 2005), the process of teaching and learning can be supported, and sometimes even mediated, by vast instrumentation. It leads to a change in models and paradigms. The teacher-student relation undergoes a metamorphosis. This article presents an overview of the increasing current and future trends in education, in relation to the reports: The NMC Horizon Report: 2013 Higher Education Edition (Johnson, Adams Becker, Cummins, Estrada, Freeman, Ludgate, 2013), The NMC Horizon Report: 2014 Higher Education Edition (Johnson, Adams Becker, Estrada, Freeman, 2014b) and The NMC Horizon Report: 2014 K-12 Edition (Johnson, Adams Becker, Estrada, Freeman, 2014a), as well as to examples from the Polish reality and experiences, which fit into the described directions of changes.

2. E-Learning, Mobile Learning and Blended Learning in Education

Today, traditional classroom teaching tends to be supported or completely replaced by various forms of distance learning. In many countries the trend is pervasive, and it is even expected to develop further. E-learning is a form of didactics supported by computers and network communication, enabling students to complete a course or a series of classes etc. without the requirement of being physically present in a classroom. According to B. Holmes and J. Gardner (2006), e-
learning demands comprehensive involvement of its participants, which means that some basic abilities and skills such as searching for information, understanding, creating, discovering, analysing, discussing and cooperating are practised. E-learning courses are conducted online, both via the training institution’s internal network (the Intranet) and via external network (the Internet). They encompass sharing knowledge, control over the process and feedback. Two models are the most common: web-based learning in synchronous and asynchronous approach, using the Internet and computer-based learning, in which such devices as CD and DVD are applied. Concurrently, the blended learning model is used, which is complementary teaching (Szabloowski, 2009). In this model, traditional teaching with a direct contact between the teacher and student is complemented by an equally important online part and/or supported by ICT. As far as Polish schools and universities are concerned, education is often supported by elements of e-learning with the use of the Moodle platform. It is open source software on the GNU General Public License that is offered free of charge. It allows for modifications and adjustments to the user’s own needs, which, together with a user-friendly and clear interface, contributes to its educational and evaluative usage. The courses offered by lecturers from the University of Silesia in Katowice, Faculty of Philology (http://el1.us.edu.pl/wf/) could serve as an example.

The development of ICT instrumentation goes along with the advancements in miniaturisation of devices. Large desktop computers have been replaced with smaller devices such as: laptops, notebooks or palmtops. Smartphones are also in common use in Poland. The use of mobile technology should be no longer considered a future trend but rather an educational reality. Special devices, software and apps make it possible to learn in almost any place – at home, at school, during a journey, and at any time, according to the rule: “anywhere, anytime access to learning materials” (Kukulska-Hulme, Traxler, 2005). Additionally, many of them are based on the idea of edutainment, combining education with entertainment, in the form of quizzes, crosswords, plays, etc. An example of research on using mobile technology as a method of supporting traditional learning are my explorations of the QMindShare™ application (Frania, 2013). Applying this device has allowed the participants of this pedagogical experiment to actively revise units in an attractive and effective form.

3. Flipped Classroom and Change in the Role of the Teacher

Another constantly increasing trend in the educational reality is the so-called flipped classroom teaching model (Johnson, Adams Becker, Estrada, Freeman, 2014b). The time a student spends at school during classes is dedicated to active group work, practice and vivid discussions with peers and the teacher. An educator in a classroom does not share or lecture any new part of material, but rather offers the possibilities for exploring and profound understanding of a given problem. New information is acquired by students in a theoretical form during their individual work at home, for example, while reading books, watching video materials or discussing via social media platforms. Simplifying and concluding, in the traditional model “a student listens to/reads, acquires new material in a classroom, and practices it at home”, while in the flipped classroom model “a student reads and acquires material at home, and practises it at school”. The Khan Academy or TedEd videos are a useful source of knowledge in this model. This approach promotes discussions and reflections on various levels (Keengwe, Onchvare, Oigara, 2014). The model has both advantages and disadvantages. It allows students to profoundly understand an issue, the teacher is given the possibility to explain a problem/task to each student individually. However, acquiring knowledge independently outside the school environment requires a lot of perseverance and motivation.

What is more, the role of the teacher has changed (Johnson, Adams Becker, Estrada, Freeman, 2014a) – from the position of a mentor to a guide or partner. The distance between the two subjects of the teaching-learning process has been significantly reduced. In such a case, the authority has to be built in a different way than in the case of directive teaching with the use of expository methods mainly. In the discussed model, activating methods dominate.

In the Polish educational reality, in primary schools, lower secondary schools and secondary schools, the flipped classroom model is used very rarely. A course designed by the University of Silesia in Katowice for secondary school graduates as potential future students of the University, the so-called “Secondary school final exam revisions” (http://maturzysta.us.edu.pl/wf/) could serve as an example of the idea being put into practice.

4. Gamification and Edutainment – New or Old Phenomena?

Games and plays have been present in education since ages, however, new technologies have changed the nature of this presence. Game-based learning and gamification introduce the mechanisms of games into different operating areas. It is a crucial aspect and it has been widely discussed for a few years now (Johnson, Adams Becker, Estrada, Freeman, 2014a). The capacity of the term allows confining to it the use in education, of simple games dedicated to mobile devices.
and computer games, as well as platforms, where players from all over the world can interact and learn by cooperation (e.g. MMO games). Such mechanism as: scoring points, collecting digital badges, reaching next levels of competence, competing and cooperation need to be mentioned as well. The role of such consoles as Microsoft Kinect or Nintendo Wii, which combine real activities with games by means of coordinated movements, is emphasized (Johnson, Adams Becker, Estrada, Freeman, 2014b). Educational LARP games (live action role-playing games) are also a part of this trend. They consist in the participants taking on roles, and the whole thing is based only on a general idea – without a detailed script.

An example close to my teaching experience is an attempt to implement ARGs – Alternate Reality Games into the process of education. In this type of games, the players work together in the real world in order to find a solution and try to meet the challenge by using various media platforms. The real world provides experience in the game and becomes a field, that is the next layer of the game (Piatt, 2012). The transmedia storytelling is used. In 2014, during optional courses with students preparing for the profession of a teacher (University of Silesia, Faculty of Pedagogy), I started a series of game design workshops, aimed at designing educational games. It was just the first stage of the process, in which the participants were supposed to create complex game scripts with the layers of media aids. So far, such initiatives have been rare in Poland. Other elements related to game-based learning and gamification enjoy greater popularity, but still they dominate only in informal education.

5. Metamorphosis of Educational Resources

As the reports’ authors emphasize, openness is the key word in the context of modern educational resources (Johnson, Adams Becker, Cummins, Estrada, Freeman, Ludgate, 2013). I would also add to it the term: collaboration, in relation to learning in cooperation and creating commonly available resources such as wiki. The character of the educational resources is changing and it can be predicted that it will affect various aspects. More often it is social media which are becoming the contact platform between participants in education. According to S. Juszczyk (2012), they may contribute to the development of many necessary and useful professional, social, cultural and technological competences. The professional materials prepared by publishing houses or other publishing institutions, and revised by experts, are complemented by amateur writing, audio and video products. A lot of content has already emerged thanks to learning with the use of social media or participation in courses such as MOOC. They are easily available and often have digital versions as well as multimedia character. A significant part is placed to, for example, the Khan Academy or TED.

OER, Open Educational Resources, are most often materials with full and free access on the basis of the Creative Commons license, a public domain, or others. A Polish example of a website which provides a base of information on such resources is: http://otwartezasoby.pl/. An example of the European initiative which promotes innovative learning is: http://www.openeducationeuropa.eu/, where the resources, MOOC, courses, blogs and information on initiatives as well as on institutions can be found.

The openness of resources, education, information, but also open software and free licenses provide a good chance to improve the quality of the learning process and make it more attractive. An educator has the possibility to use such kind of resources in order to make a traditional classroom lesson more appealing, by preparing e-learning elements or WebQuests for children or teenagers. However, some threats are related to it, for example, the use of unreliable or inadequate contents and susceptibility to manipulation. The legal and ethical issues concerned with copyrights may arise as a serious problem, due to the fact that there are no universal, common or highly regarded regulations established on this issue. It should be remembered that in Poland it is stated by the rule of presumption that any shared or published (also on the Internet) content has “all rights reserved”, unless clearly stated otherwise (as quoted in: Kozierski, Kabaciński, Lis, Kaczmarek, 2013).

Therefore, the aforementioned increasing trend requires a constant development of adequate competences: as far as school is concerned, an adequately performed role of a modern teacher as well as an adequate level of media literacy and information literacy.

6. New Gadgets and Tools

In the Polish formal and informal educational reality, gadgets such as wearable technology or tools based on AR, Augmented Reality, which combines the real world with the world generated by computers, are rather distant solutions. Smart jewellery, piece of clothing or glasses such as Google Glass or Vuzix M100 are for an average Polish pupil, student or teacher an element of an abstractive future. Slightly more frequent in use are smartwatches, however the entertainment function is still prevalent among them. As the authors of the annual report The NMC Horizon Report (Johnson, Adams Becker, Cummins, Estrada, Freeman, Ludgate, 2013) emphasise, the amount of wearable devices
among users increases almost every day and, even though the education field has only started to experiment with them, still they are potentially useful gadgets, for example at universities. Their significance may in the first place influence the efficiency factor, as the devices of this type will significantly save time, for example they can automatically send necessary information via text messaging, e-mails or social networks reacting to user’s voice commands, gestures or various other orders, help students and teachers to communicate or follow the updates of educational information and help to react quickly to notifications sent online (Johnson, Adams Becker, Cummins, Estrada, Freeman, Ludgate, 2013). It can only be presumed that the launch of these gadgets into schools or universities on a mass scale may cause a revolution in the previous learning model and in the flow of information between the educator and learner. It is also related to the dissemination of the BYOD idea (Bring Your Own Device), according to which students should work and learn in the institutional environment by means of their own devices they also use in the non-school environment (Johnson, Adams Becker, Estrada, Freeman, 2014a).

New technologies and applications can be also used in the process of evaluation and grading progresses. According to predictions, traditional grades and descriptive marks may soon be replaced with e-portfolios and digital badges, however it is surely difficult for Polish students to imagine that instead of certificates they might receive a set of digital badges on their media platform profiles.

7. Matching Education to the Needs or a Tool of Manipulation?

The Learning Analytics, an educational application for monitoring user’s online activity, employed so far in business, will be used in broadly understood education within the period of the next two or three years (Johnson, Adams Becker, Estrada, Freeman, 2014a). The great amount of data on using online portals and websites, communication and making choices will form a base for analyses and conclusions, which later will serve in designing individually customized sources and educational resources. Due to this fact, teaching will take a more customized form, both in the traditional and e-learning version. At this moment, no examples of this phenomena in the Polish educational system can be provided. A sceptical approach remains in relation to the ultimate complete rejection of education confinements or curricula. This method can also raise some ethical objections.

8. Conclusion

Media and new technologies are changing the learning landscape and we are not capable of stopping this process. The trends and tendencies discussed in the article are presumably not the only ones, which individuals connected with education and training courses as well as all of us will have to face, as we all gain new knowledge every day. The above summary constitutes a subjective selection and an attempt to relate them to the examples in the Polish reality. However, not all phenomena are still strongly present or noticeable.

The educational environment will be able to find chances in the context of ICT and media development, but it will also have to face some potential threats. However, the key word is here the term change. The change will be present. It will affect the relation between the participants of the process of education, the form and methods of work with a student, and the education policy. Perhaps, the change will be necessary in the education system and education policy. So far, the set of the key competences of a European citizen has included among others: IT competences, i.e. concentrated on searching, processing and collecting information and its using in a critical and systematic way, and on creating and presenting, as well as on using information and communication technologies in critical thinking and creating innovations (Huk, 2008). Perhaps, it is not enough and the change will have to affect also a set of basic skills.

The development of technology is very rapid and education can benefit from it. However, both the authors of ICT tools and their users must remember that by shifting the horizons of technology assisted teaching, we also deepen the gap between the digitally active and technologically passive users. The number of people excluded from information updates is rising, due to the fact they do not have access to new tools, methods or applications for social, economic or political reasons.

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Aromanian’s Language and Culture

Dr. Ema Kristo

Faculty of Humanity, “Aleksandër Xhuvani” University, Elbasan/ Albania
Ema.kristo@uniel.edu.al

Abstract

In the end of 18th century, a population, who had special characteristics and a key distinctive element of Latino-phonetics, draws attention to some European researches. Aromanian’s (Vlachs’) origin and language have been an object of research for many well-known scientific institutions in Balkan, Europe etc. The literature, which was inherited by Latin speakers in Balkan Peninsula, was an important and valuable source of information until the end of 18th century. One of the first researches in this period, Johan Tunman (1774) expresses some discomfort of research absence in this field. It is needed some decades that researches should not be ascertishments, but they could be based on evidences and arguments. Researches on Vlachs and their language (Aromanian) have undertaken a new development nowadays. In general, they represent opinions and hypotheses in relation to key problems such as ethnical and lingual origin of this population that converge in similar theses and opinions. The object of the research in this article is a historical point of view of Vlachs and their language.

1. The Aromanians in the Reports of English and French Traveler of the 18th and 19th Century

Aromaninas are a population that lives in some places in the Balkans such as Albania, Greece, Macedonia, Bulgaria and Serbia.

211 years ago, in 1774, in one of his books, the great researcher Johann Thunmann published in relation to history the following:

“No other population in any part of the world in which we live in, is not as unknown for us, West Europeans in relation to origin, history and language compared to Albanians and Vlachs. They are main peoples, old and important peoples who every historian would like to know. Their history would complete huge gaps in ancient and modern history of Europe.”

200 years later, after Thunmann had written this, the new Austrian historian Max Demeter in his book Aromanian’s Issue, which was published in Vienna in 1074, expresses the same discomfort in relation to Vlach’s population.

In these two citations, it is included the essentiality of Aromanian’s issue – the unfair luck of an ancient population and their rich culture.

Although scientific researches in relation to Aromanians date back in the second half of 19th century, it should not be neglected the fact that Aromanians are mentioned a lot of times before, in travelers’ chronics from central and Western Europe. In this context, it is not included only interesting facts of unknown peoples and their customs and traditions, but also valuable observations in relation to Arumanian’s population and their culture. There are introduced some of the main characteristics of these chronics in the following lines:

First of all, it is mentioned that English and French travelers lived as diplomats in central and Southern Europe. During their staying, they have been in contact with foreign peoples and cultures firstly because of their curiosity they studied the history, customs and traditions of these peoples for example, Aromanians, Albanians, Greeks and Serbs.

It is also mentioned the French researcher F.C.H. L. Pouqueville who has written his creation in five volumes “Voyage dans la Grèce”. As it could be read in the coverpage of this book - Ancien consul – général de France près d’Ali, pacha de Janina; correspondant de l’Académie Ionienne de Corcyre etc.
Secondly, it is mentioned E.M. Cousinéry, who was general consul in Selanic, and traveled in regions where Aromanians lived.

Moreover, it is mentioned English travelers who in the beginning of 19th century traveled in the Balkans. They are mainly people who were influenced by romantics and traveled through Greece and in this context they contacted Aromanians. It is the poet Lord Byron who from 1809 to 1811 crossed Southern Europe, orient and passed some time in Yanina.

In his epos *Childe Harold’s Pilgrimage* it is described a picture of Yanina’s inhabitants and its surroundings where it is easily distinguished that it is spoken about Aromanians, even though it is not mentioned directly. The following lines are an extract from note 52, second lyric of *Childe Harold’s Pilgrimage*.6

No city’ towers pollute the lovely view;
Unseen is Yanina, though not remote,
Veil’d by the screen of hills: here men are few,
Scantly the hamlet, rare the lonely cot:
But peering down each precipice, the goat
Browseth; and, pensive o’er his scatter’d flock,
The little shepherd in his white capote
Doth lean his boyish form along the rock,
Or in his cave awairs the tempest’s short-lived shock.

Aromanians grabbed attention to travelers by their traditional form of economy, pasture etc. it is normal that for English and French travelers this was something special that should be noted in their chronics.

For Instance, Martin Leake describes in details how sheep moving, producing pipes which has been a characteristic of Aromanians’ shepherds. “In the mountain pastures in every part of Greece, the shepherds may be heard ... pouring forth a wild melodious strain from their pipes, amidst the murmuring of the waters, and the whispering of the wind through the trees.”7

Simple Aromanians’ habitation are described by Stuart Glennie: “There was neither chair nor table, but the floor was covered with thick, richly coloured rugs, the handwork of the household; and along the wall on either side of the hearth, and under the windows, was a range of comfortable cushions. All the wall opposite the hearth was occupied by a most artistically designed and elaborately carved wardrobe, also of native workmanship.”8

This description is enriched with Aromanians’ characteristic clothes description and their way of life in cities such as Yanina, Vlacho-Clissura and Moschopolis.

Moreover, it is described Aromanians’ activities as excellent merchants and their trade relations up to central Europe. We could mention Mary Adelaide Walker’s note in *Through Macedonia to the Albanian Lakes* (1864): “Among the Christian population of Monastir the Vlachs rank the highest for commercial enterprise, industry, and intelligence.”9 Pouqueville’s descriptions in relation to how herd move and trans-human forms of life are really interesting as well.

2. **Aromanians’ Name and Origin**

As it is for the most part of Balkan’s peoples and languages, even for Aromanians and their language, the problem of origin and especially their historical aspect is a debatable issue and it is not definitely resolved. The difficulties that this problem faces could be concluded in these issues: the connections of Aromanians and their language with Romans and their language, connections with ancient Balkan’s peoples (Daco-Tracs, Greeks and Ilirs) and their languages, connections with Aromanians’ people and their new language.10

Researchers, historians or linguists have worked out the informative materials that have inherited from ancient time and they have concluded the following ideas which could be grouped into three basic theories for Vlachs’ origin:

I. Vlachs are descendants of Roman colonies.
II. Vlachs came in Macedonia, Thessaly and Epir from places of Traco-Ilir region.

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6 Byron, L. 1975.
8 Cited from Dahmen, W. 1987, p.109
9 Ibid.
10 Riska, A.p.75
III. Vlachs are natives which were Latinized.11 These theories represent the whole experience for Vlachs starting from medieval opinion in empire chronic writings to nowadays evaluations based in conditions of developed historical-linguistic science.

The first theory is represented by for example the French Cousinéry who explains precisely: “Cette population est purement romaine”. Then he emphasizes more this fact by providing Aromanians’ answer: “leur langue empêche de les (=Aromanians) méconnaître; ils parient toujours latin, et si on leur demande, de quelle nation êtes vous? Ils répondent avec fierté Rouman”12

Based on second theory, the first one who thinks that Vlachs moved down in the south of Balkan Peninsula from north of Trak region is Byzantine chronic writer Kekaumenos who becomes the main resource that supports recent arguments of this theory.

The theory of native origin of Vlachs in places where they live nowadays is generally supported by modern researchers who have found interesting evidences and supportive arguments in favor of this opinion.

As it is discussed about the origin of Aromanian people, the possibilities to explain Aromanian language are some13. It could be represented in the following groups:

A. Aromanian language refers to directly to Vulgar Latin language that was spoken in the Balkan during Roman Empire. One of the hypotheses of Aromanian’s people origin is related to the fact that we should remember the hypothesis that Aromanians are Roman colonies.

B. Aromanian language refers to one of Romanian dialects that for different reasons, was separated from the trunk and started an independent life in the Balkans. This is the most supported hypothesis as in general refers to scientific opinion. The main supporters of this opinion are Romanian linguists.

C. Aromanian language is a result of partly Romanization process (in quantitative aspect) in one of the Balkan’s languages. This idea would suppose partly Latinizing of Ilirs or Greeks and a compulsory autochthony of Aromanians that was protected by Capidani, Papahagi, Caragiu, Saramandu, Poghircu. In Greece, nowadays, the main supporter of this idea is the researcher Achille Lazarou. Lazarou has dealt with this issue more than once to discuss that Aromanians are Latinized Greeks. According to him, this process happened in Thesali14.

The most acceptable hypothesis would be considered in general the thesis that Aromanian Language a geographically separated variant of Romanian. Historical conditions of the Balkan normally support Miklosich’s opinion that Aromanian were separated from the trunk during Slav congestion, but the common trunk should not mean above Danup15.

3. Actual Geographical Distribution of Aromanian’s

During Medieval period, geographical distribution of Aromaninan was situated in Mount range Pints. Nowadays, only a part of population is situated there.

The most important reasons where Aromanians are distributed nowadays are: in Greece (Pints, Vérmion, Olimpi and Páiko, Epir coast, the flat area of Selanik and Macedonia. In Albania: Lunxhëri Highland, Valamarë, Moravë, Kolonjë and Dangëlli, areas of Devoll River, Shkumbin and Vjosa, flat area of Vurgut and Myzeqe as well. In Macedonia: Pelagoni including the flat area Baba, areas in the north of Vardarit. In Bulgaria: the highland of Western Rodopëve, Pirin and Rila; in Rumania: Dobrusha; in Turkey Trakias region. Moreover, Aromanians moved in Diaspora (during 18th century and the beginning of 19th century) in urban habitation in Egypt, Hungary and later in France, Poland and Germany; during later Diaspora (emigrants of the end of 19th century and 20th century) they moved in places in Central Europe, North America and Australia16.

4. Ethnonyms about Aromanian (Observations on Ethnonyms used to Mark Aromanias)

To mark this ethnic group are used two ethnonyms, Aromanian or Vlach. These terms are both exonyms; the first one is a

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11 Compare Poci, S. 2009, p.12
12 Cited from Dahmen, W. 1987, p.110
14 Ibid.
15 Ibid.
modern term, while the second one is a medieval term. The Aromanians call themselves Armân, Rrâmân or Makidon. So in Albania, the most common form is rrămân (in singular), in Greece both armân and rrămân, in Republic of Macedonia, Serbia and Bulgaria armân, in Romania armân and makidon.17

The list of the terms denoting this ethnic group, either totally or in part (without pretending to have full information about ethnonyms or nicks that mark certain groups of Aromanians in other countries where they live) result in: Aromanian, Vlach, Koutsovlachs, Frasharoles, Arvanitovlachs, Tsintsar (also spelled tzintzar, cincar or similar) Mavrovllah, Chobans (Shepherd), Karacovalt, Llaci-Faci (in Albania).18

They also, have several nicknames depending on the country where they are living. For example:

- In Greece they are nicknamed Koutsovlachs (this term is used with a negative charge) or Arvanitovlachs meaning "Albanian Vlachs" referring to their place of origin.19
- In the South Slavic countries, such as Serbia, Republic of Macedonia and Bulgaria, the nicknames used to refer to the Aromanians are usually Vlasi and Tsintsar which is derived from the way the Aromanians pronounce the word meaning five, tsintsi.20
- Albanians use their own nicknames to refer to the aromanians, such as; Vllah/Vlleh; and also as chobans. (Coban meaning pastoral mountain folk and shepherd). The word stems from Turkish çoban, which means "shepherd".21

The ethnonym Shepherd is connected by the profession of farming, which has been one of the main economic activities of the Aromanians. As appellative it is used by all Balkan countries. The Greeks use also the terms çoban or çopan.22

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La Lingua Albanese della Pubblicità

Svjetlana Titini

Abstract

The advertising is an omnipresent and omnipotent reality of everyday life. This article will point out the characteristics of the Albanian language of advertising. First, it will be highlighted that use of the language of advertising is taking advantage of the common language and emphasizing the expressive possibilities of the last one. Later, it will be shown the creation of innovations from the use of the technique of advertising language both at the level of microstructures and macrostructures that give rise to a multiple relationship with the natural language and to the common enrichment.

Keywords: lingua albanese della pubblicità, messaggio pubblicitario, lingua artificiale, linguaggio della pubblicità.

1. Introduzione

La pubblicità è ormai parte della vita dell’uomo nella società moderna. Essa rappresenta un importante forma di comunicazione tra chi promuove idee, beni o servizi e il pubblico a cui si rivolge il messaggio attraverso sempre più strumenti pubblicitari classici e inovativi.

La grande crescita della pubblicità nel corso degli anni e il suo essere un fenomeno complesso ha reso la pubblicità, nei suoi vari aspetti, oggetto di studio nell’interesse di una pluralità di discipline.

Sono numerosi gli studi che hanno indagato anche sull’aspetto linguistico della pubblicità. L’analisi del rapporto tra lingua e pubblicità si basa su una triplice prospettiva, ciascuna mirante a gettar luce su una specifica dimensione: la pubblicità come lingua creata artificialmente per uno scopo, la pubblicità come strumento che usa il codice della lingua e la pubblicità come arte di trasformazione della lingua naturale.

Qundi abbiamo portato brevemente alcuni cenni introduttivi sull’argomento prima di affrontare concretamente l’analisi della lingua albanese della pubblicità.

Il linguaggio pubblicitario è una sintesi di diversi codici - visivo, verbale, oggettuale, sonoro e gestuale - tra cui emerge il ruolo essenziale della componente linguistica di unificare tutti gli elementi della comunicazione pubblicitaria e di dare luogo alla comprensibilità del messaggio pubblicitario specificando il significato dell’immagine.

La pubblicità parla la stessa lingua del paese in cui essa viene diffusa 1. Mentre utilizza la lingua comune - che al suo interno comprende diversi sottocodici impiegati in funzione del tipo di prodotto da promuovere - il linguaggio della pubblicità, con le sue proposte, cerca di sedurre e di convincere il pubblico attraverso l’uso di vocaboli nuovi e inediti o la ricontestualizzazione di forme linguistiche usuali.

In questo contesto tra la lingua della pubblicità e la lingua comune si instaura un rapporto di continuo scambio sul quale gli studiosi hanno adottato due atteggiamenti opposti: da un lato c’è chi esalta il dinamismo, la creatività e l’immediatezza, caratteristiche tipiche, del linguaggio della pubblicità che sfrutta ed accentua le potenzialità espressive della lingua comune e lo rende più agile, funzionale e moderna; dall’altro lato c’è chi avverte nella produzione ininterrotta di parole-merci e l’uso di sintassi parattatica nel linguaggio pubblicitario la causa dell’impoverimento e dell’uniformità della lingua comune.

Detto ciò, la lingua è lo strumento principale della pubblicità che viene utilizzata, modellata e manipolata: a livello delle microstrutture e delle macrostrutture espressive - con sottile abilità di trasmettere un “messaggio” semantico attraverso una innovazione linguistica condivisibile potenzialmente, da tutti i target di pubblico. Dunque la lingua è la chiave di lettura dei segnali inviati e la sua creatività è il punto di forza per provocare la convinzione o la reazione attiva nel ricevente.

2. Lingua della Pubblicità e Lingua Comune: I Rapporti Nella Pubblicità Albanese

La pubblicità albanese compare relativamente tardi ed ha riconosciuto una evoluzione frammentaria a causa degli eventi storici del passato. La storia della pubblicità albanese, nel periodo dopo gli anni ’90, rispecchia il progressivo sviluppo e

1 In pratica è una tendenza ben nota la codificazione della comunicazione pubblicitaria in una lingua diversa da quella che parlano i destinatari del messaggio pubblicitario. L’impiego della lingua straniera è una scelta per motivi diversi che può investire solo lo slogan o tutto il messaggio pubblicitario. In quest’ultimo caso non sempre la pubblicità viene susseguita da sottotitoli nella lingua nazionale.
l'affermazione del linguaggio della pubblicità.

Il presente contributo prende inizio da un duplice ordine di considerazioni: la prima che ha dato spunto alla nostra ricerca è stata l'idea di analizzare se la lingua albanese della pubblicità rispecchia delle trasformazioni originali, inedite della lingua come è stato dimostrato dagli studi su altre lingue e quali sono le sue caratteristiche; la seconda è stato il voler evidenziare il panorama delle lingue adoperate nel testo pubblicitario e i valori di riferimento della pubblicità albanese.

Il corpus dei dati sul quale si è svolta la nostra analisi raccoglie spot pubblicitari trasmessi nei due canali della rete pubblica TVSH e nei vari canali delle emittenti private. Inoltre a questi si aggiungono anche dati di pubblicità raccolti dalla stampa e dalla pubblicità outdoor. I dati al interno del corpus interessano unampia varieta' di categorie merceologiche e di prodotti.

Come si è accennato la tecnica del linguaggio pubblicitario tenta attraverso le insistenti invenzioni linguistiche di produrre stupore e straniamento nel ricevente con l'obiettivo finale di indurrlo a comprare.

Nella lingua naturale l'uso degli affissi serve non solo al contino arricchimento del lessico ma accentua una delle tante possibilità espressive della lingua. Nella lingua della pubblicità albanese si nota l'uso incrementato di prefissi di origine greca e latina super-, mini-, maxi-, ultra-, mega-, mikro-. Essi svolgono la funzione di intensificatori che contribuiscono ad amplificare o graduare il significato della parola: superoferta, superkrokante, superpërthithëse, supersexy, superkurseni, minikruasan, minikototela, ministrudel, ultrathroomëse, megafëshë, mikrokapusë, mikrokristale. Nella lingua della pubblicità i prefissi maxi, mini, extra, mega vengono utilizzati non solo in aggiunta ad una parola preesistente ma anche autonomamente in funzione nominale ed aggettivale. (E disponueshme në madhësitë Normal, super, dhe Maxi; vjen në format Max; një karakteristikë ekstra; mbështetje extra; garanci ekstra; Madhësi Mini; Oferta Mega, është super). Le suddette parole nelle combinazioni sintagmatiche sono collocate dietro la parola con cui si trovano in rapporto sintattico super invece può instaurare un rapporto sintattico con una parola che lo precede o lo sussegue: super e rehatshme, super e shije shme, super e shpejtë, super e përshatshme, super e lehtë, Të gjithë ne besojmë në KMY super; E disponueshme në madhësitë Normal dhe Super; Paketa mujore Vodafone club absolutisht super; Telefonata smart, çmime super.

Negli ultimi anni si nota il trasferimento dell'utilizzo autonomo dei prefissi dalla lingua pubblicitaria alla lingua comune trovando largo spazio specialmente nel linguaggio giovanile.

La lingua della pubblicità impiega ampiamente gli aggettivi quale categoria di parole che nella lingua albanese sono dotate di valore espressivo o lo possono acquisire facilmente durante il loro uso. (Thomai 2010) Due sono i gruppi di aggettivi il cui uso si prospetta di essere privilegiato nella pubblicità albanese per stordire il destinatario ampliando la risonanza emotiva e contenutistica del testo: il primo gruppo comprende degli aggettivi strutturalmente diversi che non hanno variazione di grado o che hanno un intenso valore espressivo: absolut, ideal, unik, special, perfekt, superior, maksimal, ekstrem, i jashtëzakonshëm, magijk, i përsosur, i shkëlqyer, i rrënjësisht, i madh, rezistueshëm, të rënjësisht, i mirë, i fortë, e vlefshme, e shpejtë, i mirë, i lehtë, Të gjithë ne. Inoltre nella lingua della pubblicità si osserva una serie di parole che possono essere utilizzate non solo in aggiunta ad una parola preesistente ma anche autonomamente in funzione nominale ed aggettivale. (E disponueshme në madhësitë Normal, Super, dhe Maxi; vjen në format Max; një karakteristikë ekstra; mbështetje extra; garanci ekstra; Madhësi Mini; Oferta Mega, është super).

Nel costruire il superlativo assoluto degli aggettivi per esprimere una qualità posseduta dal prodotto nel massimo grado rendendo superfluo il confronto con qualsiasi altro prodotto simile. Un sottogruppo degli aggettivi il cui uso si prospetta di essere privilegiato nella pubblicità albanese per stordire il destinatario ampliando la risonanza emotiva e contenutistica del testo: il primo gruppo comprende degli aggettivi strutturalmente diversi che non hanno variazione di grado o che hanno un intenso valore espressivo: absolut, ideal, unik, special, perfekt, superior, maksimal, ekstrem, i jashtëzakonshëm, magijk, i përsosur, i shkëlqyer, i rrënjësisht, i madh, rezistueshëm, të rënjësisht, i mirë, i fortë, e vlefshme, e shpejtë, i mirë, i lehtë, Të gjithë ne. Inoltre nella lingua della pubblicità si osserva una serie di parole che possono essere utilizzate non solo in aggiunta ad una parola preesistente ma anche autonomamente in funzione nominale ed aggettivale. (E disponueshme në madhësitë Normal, Super, dhe Maxi; vjen në format Max; një karakteristikë ekstra; mbështetje extra; garanci ekstra; Madhësi Mini; Oferta Mega, është super). Le suddette parole nelle combinazioni sintagmatiche sono collocate dietro la parola con cui si trovano in rapporto sintattico super invece può instaurare un rapporto sintattico con una parola che lo precede o lo sussegue: super e rehatshme, super e shije shme, super e shpejtë, super e përshatshme, super e lehtë, Të gjithë ne. Inoltre nella lingua della pubblicità si osserva una serie di parole che possono essere utilizzate non solo in aggiunta ad una parola preesistente ma anche autonomamente in funzione nominale ed aggettivale. (E disponueshme në madhësitë Normal, Super, dhe Maxi; vjen në format Max; një karakteristikë ekstra; mbështetje extra; garanci ekstra; Madhësi Mini; Oferta Mega, është super). Le suddette parole nelle combinazioni sintagmatiche sono collocate dietro la parola con cui si trovano in rapporto sintattico super invece può instaurare un rapporto sintattico con una parola che lo precede o lo sussegue: super e rehatshme, super e shije shme, super e shpejtë, super e përshatshme, super e lehtë, Të gjithë ne. Inoltre nella lingua della pubblicità si osserva una serie di parole che possono essere utilizzate non solo in aggiunta ad una parola preesistente ma anche autonomamente in funzione nominale ed aggettivale. (E disponueshme në madhësitë Normal, Super, dhe Maxi; vjen në format Max; një karakteristikë ekstra; mbështetje extra; garanci ekstra; Madhësi Mini; Oferta Mega, është super). Le suddette parole nelle combinazioni sintagmatiche sono collocate dietro la parola con cui si trovano in rapporto sintattico super invece può instaurare un rapporto sintattico con una parola che lo precede o lo sussegue: super e rehatshme, super e shije shme, super e shpejtë, super e përshatshme, super e lehtë, Të gjithë ne. Inoltre nella lingua della pubblicità si osserva una serie di parole che possono essere utilizzate non solo in aggiunta ad una parola preesistente ma anche autonomamente in funzione nominale ed aggettivale. (E disponueshme në madhësitë Normal, Super, dhe Maxi; vjen në format Max; një karakteristikë ekstra; mbështetje extra; garanci ekstra; Madhësi Mini; Oferta Mega, është super).

La produttività del suffisso -(i)sht nella formazione degli aggettivi di vario tipo nella lingua albanese aumenta nella lingua della pubblicità che fa largo uso di questo gruppo di aggettivi: mbështet butësisht, provuar shkencërisht, kërken mbrapsh, i pranuar ekologikisht, testuar dermatologikisht, i testuar klinikisht, lehtësisht të përdorshëm, ndikon negativisht, i akredituar institucionalisht, ekspluzivisht për klientët, e fik automatikisht, të programuar gjenetikisht, do të përdorë muskuj tuaj më intensivisht, janë të izoluar e elektrikisht, mesatarisht të fortë, thekson ekstremisht qerpiiktet, lehtësisht të zëvendësueshmë, të ndryshon rënëjisht jetën. Inoltre nella lingua della pubblicità si osserva una propensione ad usare gli aggettivi formati col suffisso -(i)sht nel costruire il superlativo assoluto degli aggettivi per


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esprimere l’intensità massima della qualità: përsosmërisht të pastër, absolutisht super, absolutisht fantastike, tmerrësisht efektive, kërjeshtis natyral, jastëzakonisht të dobishme ecc.

L’uso dei fraseologismi, per la loro natura particolarmente espressiva, conferisce al linguaggio pubblicitario una forte carica emotionale ed espressiva favorendo il raggiungimento del suo scopo che è proprio quello di stupire e di attrarre il destinatario suscitando in esso una serie di reazioni: stordimento, divertimento, partecipazione o approvazione: shëf i më mbyt më në punë -Kit Kat; darka juaj do të mbyhet mend; ju mund të rini dukrrkyq ecc.

Il rapporto scambievole tra la lingua della pubblicità e la lingua comune si riflette chiaramente a livello lessicale nell’ambito di neoformazioni e di divulgazione. La lingua della pubblicità contribuisce a creare nuove parole sul modello della lingua comune (che a volte hanno vita breve e a volte entrano a far parte a tutti gli effetti nel lessico comune) ma il suo contributo si estende nell’ampliare il lessico dei parlanti attraverso la diffusione dei neologismi e del flusso lessicale proveniente da diversi sottocodici (i linguaggi settoriali o può essere considerato un sottocodice l’uso dei dialetti) che impiega nella comunicazione pubblicitaria.

La lingua della pubblicità propone e fa uso di neologismi coniati: a) per derivazione sulla base di morfemi lessicali già esistenti nella lingua albanese e altri che sono entrati nel corpo lessicale da ’90 in poi: kundër-trysni, vetajrosës, të çokollatë, shqijes, gjuhësmërç, të çertifikuar, të patentuar, stabilizues, të personalizuar, ondeluar, tonifikim, detoksifikim, stilif, filetim, miksoj, arredim, i dizenjo, e disponueshme, relaksj, relaksues, dermatologjikisht, i riciklueshëm, miksism, i afetuar, i konfekcionuar, i sofistikuar ecc; b) con l’aggiunta di un significato nuovo a parole esistenti per influenza di una lingua straniera. L’aggettivo anësore elashtike ha il significato: 1. Relativo all’anatomia; il suo nuovo significato è: modellato secondo la forma del corpo umano o di una sua parte, me dizenjo anatomike; Il sostantivo ngjitëse ha due significati: 1. Attrezzatura per saldare due parti metalliche, 2. Sostanza che attacca due superfici poste a contatto; il nuovo significato è: oggetto fornito di speciali sostanze che consentono un’incollatura per contatto, ngjitëse anësore elastike. Altre volte il significato nuovo di una parola esistente è risultato di un processo di trasvalizzazione semantica che sulla base di associazioni di significato rende possibile il loro uso per denominare nuovi prodotti: kuqalase è un genere di birra, plus è un operatore cellulare, tropikal è un genere di bevanda, populor è un tipo di salsa.

Nel lessico della pubblicità non mancano le parole composte che possono essere denominazioni di prodotti o servizi, possono indicare delle qualità o di rado designare un processo: kartëpecetë, një pelenë mbathje moderne, Shërbimi Duakredi, AMCKarta është zgjihja për ju..., shkumëformuese, mbresëlënëse, jetëndryshuese, gjidhënë. Nella lingua della pubblicità accanto all’unione delle parole diverse in un unico parola si nota altresì il fenomeno contrario alla scomposizione delle parole proprio per impressionare il destinatario. (Kap mot ivi n, shijo ivi; Every day Cotton-Fresh, edhe Cotton, edhe Fresh).

L’abbreviazione delle parole e gli acronimi affollano la lingua della pubblicità per effetto del tempo e dello spazio a disposizione sempre più ridotto nel mercato della pubblicità. Nella maggior parte si tratta di denominazioni di vari brand: info (informazione), tel (telefono), net (internet), çoko (çokollatë); DIGITALB, DIGIGOLD, ALBTV, ABISSNET, ABCOM, EUROSIG. SiCRED, ALBTelecom ecc.

Si può menzionare anche qualche nuova formazione particolare che unisce nella sua struttura numeri e lettere: shërtrimi 3N1 (3 në 1)

Negli ultimi anni hanno visto la luce anche molti sintagmi lessicali che sono denominazioni di prodotti vari: frankfurter viçi, koh viçi, letër kuzhine, letër higjenike, makarona orizi, peceta ditore, peceta mujore, makineri përzjetëse, njësi manikyriste, kërjeshtis natyral, jastëzakonisht të dobishme ecc.

Il ricorso nei testi pubblicitari all’uso dei prestiti e tecnicismi costituisce una strategia persuasoria meno appariscente ma efficace che esalta il prodotto senza correre il rischio di suscitare perplessità nel destinatario. I tecnicismi rafforzano nel destinatario del messaggio pubblicitario l’affidabilità nella qualità del prodotto ma perché viene riconosciuta la sua capacità di decriptare questo codice (Sergio, 2007). Nella lingua della pubblicità i tecnicismi che derivano da vari settori specialistici dalla tecnologia alla medicina, dalla moda alla gastronomia, dalla politica allo sport vengono adoperati non solo per l’autenticazione scentifica del prodotto in relazione all’appartenenza all’ambito di neoformazioni e di divulgazione. La lingua della pubblicità contribuisce a creare nuove parole sul modello della lingua comune (che a volte hanno vita breve e a volte entrano a far parte a tutti gli effetti nel lessico comune) ma il suo contributo si estende nell’ampliare il lessico dei parlanti attraverso la diffusione dei neologismi e del flusso lessicale proveniente da diversi sottocodici (i linguaggi settoriali o può essere considerato un sottocodice l’uso dei dialetti) che impiega nella comunicazione pubblicitaria.

Una parte considerevole dei tecnicismi usati sono dei prestiti: dizajn, dizajner, interaktivitet, pocorn, timeshift, wifi, aplikacion, check-up, turbo, antiseptik, antimikrobial, analgjezik, make-up, termosensor, detoks, stres, detoksifikim ecc.

I prestiti non costituiscono l’unica presenza delle lingue straniere nel lessico della pubblicità. Spesso la
pubblicità comunica col pubblico in lingua straniera. Questo tipo di pubblicità si differenzia per la scelta della lingua con cui si rivolge al pubblico, per i componenti della pubblicità che comprende questa scelta comunicativa e infine per le tipologie di prodotti reclamizzati.

Nella pubblicità albanese l’uso della lingua straniera prevale negli slogan pubblicitari invece si rivela limitata il suo impiego per l’intero comunicato commerciale negli spot pubblicitari e nella pubblicità scritta.3

La lingua della pubblicità avverte sempre di più la tendenza di avvalersi delle figure retoriche per accentuare la connotazione e l’espressività del messaggio. Nel realizzare la funzione contativa e quella retorico-suasiva i testi pubblicitari in lingua albanese hanno privilegiato l’uso di enunciati ellitici che non sono semplici frasi afferenti ma implicitamente esse proclamano la supremazia dei prodotti sul mercato: Vodafone Komunëtiti nr. 1 në Shqipëri;

Gjithmonë me ju Deka; Stela Birra ime; Oranews Të parë për lajmin e fundit; Besimi juaj, detyrimi jonië Vienna Insurance Group; Credins on line banka në dorën tua; EM Zgjedhja ime e parë; Global Kem Rrezatojmë ambjentë ecc. Nella lingua della pubblicità vengono largamente usati anche gli enunciati enumerativi per il valore descrittivo ed argomentativo che assume l’elenco delle caratteristiche nel creare il buon immagine del prodotto e nel renderlo apprezzabile: Pastëri e perkryer, bardhësi absolute, mbrojtje e ngjyrrave - I shkëlqyer Deus; Kripë deti e imët, e jodizuar, e bardhë - Marina; Ha pi, përtyp orbit; Nescafe classic 3 në 1- Kafe, qumëshit, sheqer në një. Ne nuk jemi as e para, as më e madhja, as më e vitra, por jemi më e sigurta-

Albsig; Filozofia jone bazohet te shpërtha:Sherbim, angazhim, garanci, art - Shaga shpk ecc. A volte l’elenco delle parole si coloca in un crescendo di intensità espressiva che da luogo alla figura retorica del climax: Ibriku pasurues i Ujit, Pure Aqua nga Delimano - I mirë për shëndetin tua, portofolin tua dhe për gjithë planetin. Un altro procedimento linguistico a cui ricorre costantemente il discorso pubblicitario è la ripetizione alla quale si riferiscono altre forme retoriche distinte tra di loro ma che tutte accomuna la funzione di insistere sul concetto. In questo modo attraverso l’insistente ripetizione di parole o espressioni simili il testo pubblicitario intende richiamare alla memoria il prodotto e sollecitare nel consumatore il suo gradimento. La pubblicità risulta cara di esempi di anfora e epifora: Më shumë fantà, më shumë argëtim; Megatek Bëje mirë. Bëje vetë; 125 vite coca cola, 125 vite dhurojmë lumurti; mirë për ju mirë për Shqipërinë BKT; që objekti di duhur t’i ofrohet blerësit të duhur në kohën e duhur Real estate - Immobiliari; Ju garantojmë pjesën e duhur në çmimin dhe duhur Japan Auto Goni; anadiplosi: kur ciliësia më e mirë përqafon shijen unike lind një eksperiencë e re, eksperiencë që do të doja ta përjetoj çdo ditë EHW; parallelismo: Artistë në ciliësia, mjeshtëri në leverdi Conad.

Particolari coloriture espressive conferiscono al linguaggio pubblicitario le espressioni figurate sulla base del trasferimento del significato. Esempi di uso cospicuo delle figure del pensiero sono: le metafore e sinestesie: jo më flokë të thyer (Shauna Shampo); zbardhëm ëndrat, ngjyrat e kujtimeve (Deka); kredi e gjelbër (BKT); banka në dorën tua, merre bankën me vete (Credins); çmenduni pas blerjeve... (QTU); Shënoni me interesat më të ulëta në treg (Raiffeisen Bank); Vallëzo me kohën tënde (Eagle Mobile); aromë e ëmbël, që zgati (Baby Care); le metonimie: Ku është AIA ka gëzim; 7DAYS MU nuan freskën dhe shijen duke lejuar që ju ta shijoni atë edhe kur jeni duke ecur, kurdo kudo; Gjej gol në tapën e kuqalashes; Fëmijet e lumtur përdorin Molfix; Tani që zbulova Lordes

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Per raggiungere il suo obiettivo di attrarre il consumatore la pubblicità albanese ricorre ampiamente non soltanto alle parole nuove o all’uso figurato delle parole ma anche al non uso delle parole. Il tacere volontario di ciò che si potrebbe o dovrebbe dire nel testo pubblicitario (reticenza) scaturisce nel pubblico grande curiosità e interesse a immaginare il seguito coinvolgendo attivamente. AMC...bota jonë ti; shqiptarja.com...origjina e lajmit; Kurseni që tani për pushimet verore... ABCOM; Perfekte si ti...Albttelecom; Në shtë piñon tonë kë të vët do të jemi një më shumë... Spitali Amerikan; Tekonologjët e reja nuk janë thjesht productive të inovacionit... DIGITALB ecc.

3 Dai dati analizzati sono soltanto alcuni gli spot pubblicitari trasmessi in televisione in lingua straniera accompagnati sempre da sottotitoli nella lingua albanese. Questi sono dagli spot del settore di telefonia (gli spot di James Belushi per Eagle Mobile), del settore alimentare (lo spot di Antonio Banderas per Orbit) ed uno spot sulla sensibilizzazione sociale (A1 report). Mentre risultano più frequenti i casi di ricorso all’uso della lingua straniera nella pubblicità scritta presente in riviste, giornali e outdoor. Nella pubblicità televisiva si avverte in un caso anche il fenomeno contrario cioè l’accompagnare il testo nella lingua albanese con sottotitoli in lingua straniera (Eagle Mobile). Lo stesso fenomeno si incontra anche nella pubblicità scritta. (Produkte çeliku-steel products/lamarina dhe lama-steel plates & flats/ traw dw dhe profile-steel beams & SHS...........)
Nell’enfatizzare il suo linguaggio spesso la pubblicità si avvale delle figure del suono che donano ai slogan la musicalità e gli rendono piacevoli per le orecchie ed efficaci a coinvolgere emozionalmente i consumatori. L’utilizzo dell’alliterazione è più frequente rispetto alle altre figure del suono: Aty ku toka takon qëllin Dajti Express; Ndani momentet e prarverës pa limite, në rrjetin më të mirë AMC; Një grup i fuqisëm në fushën e sigurimeve Sigal; Ju nuk mund ta blini lumbunë, por mund ta pini atë! Kakao Nesquik ecc.

Nei testi pubblicitari si ricorre spesso all’utilizzo di più figure retoriche che si combinano per aumentare l’effetto del messaggio ed assicurare una maggiore attenzione del pubblico. Nëse të duhet edhe pak më shumë..., ...sepse më shumë është më mirë! Dhe më mirë është 3G nga Eagle Mobile!; E mban mend herën tènde të parë? Si asjëherë tjetër,...500 + 500minuta kombëtare+Itali + Greqi për ju të Dy Eagle Mobile; Joshës, tërheqës dhe jetëqijatë ... si dashuria e vërtetë Duel Celebration ecc.

Un altro meccanismo del linguaggio pubblicitario è l’adattamento creativo di proverbì, modi di dire o versi della letteratura in funzione della reclamizzazione del prodotto. La trasmissione del messaggio pubblicitario avviene attraverso una formulazione alternativa e nuova spesso divertente di enunciati già noti e cristallizzati nell’uso che punta a soddisfare le esigenze di espressività, comprensibilità e complicità col consumatore: Dita e mirë fillon me më ngjes të mirë (dita e mirë duktet që në mëngjes); Një ofertë të tille nuk do ta shohësh dy herë (jeta të jetep vetëm një herë) Altelecom; Ta blesh apo të mos e blesh ? Alpha Realizo Kjo është përgjigjja! (Të rrosh a të mos rrosh ? Kjo është çështja Eagle Mobile; tjetër....500 + 500minuta kombëtare+Itali + Greqi për ju të Dy Eagle Mobile; Joshës, tërheqës dhe jetëqijatë ... si dashuria e vërtetë Duel Celebration ecc.

A livello sintattico nel linguaggio della pubblicità si nota la prevalenza delle frasi brevi. In relazione all’informazione trasmessa negli slogan si prediligono le frasi semplici che servono per l’impiego del linguaggio semplice e per la trasmissione del messaggio. In relazione all’informazione trasmessa negli slogan si prediligono le frasi semplici che servono per l’impiego del linguaggio semplice e per la trasmissione del messaggio.
inequivocabilmente la lingua della pubblicità rivolta al pubblico albanese⁴. Il risultato è l'affermazione di quello che si percepisce anche direttamente dal flusso di pubblicità che ci arriva ogni momento da diversi mezzi di comunicazione ed è spiegabile col ruolo che ha l'albanese standard nel trasmettere il messaggio pubblicitario in modo chiaro e comprensibile a tutti i target di pubblico.

Trà le lingue straniere presenti nel paesaggio linguistico della pubblicità indirizzata al pubblico albanese l’inglese ha una frequenza molto più alta sia nei casi di compresenza di lingua albanese e lingua straniera, sia nei casi di presenza della sola lingua straniera. La prevalenza dell’inglese nella pubblicitizzazione dei prodotti o servizi è determinata dalla sua diffusione come lingua dell’ economia, della tecnologia e della comunicazione nell’epoca della globalizzazione in cui viviamo. L’uso di questa lingua nella pubblicità scritta e televisiva è una scelta mirata che corrisponde ad un triplice fine di conferire prestigio, affidabilità e notorietà internazionale al prodotto, di produrre l’effetto di coinvolgimento del consumatore e inoltre di assicurare la comprensione universale del messaggio trasmesso. L’impiego dell’inglese nel testo pubblicitario fa riferimento a diverse categorie merceologiche (telefonia, alimentari, auto, casa sport ecc.) a prescindere dal paese d’origine del prodotto: Vodafone - Power to you; Have a break, have a Kit Kat; It’s not scotch, It’s not bourbon, It’s jack; Nescafé Express Go…on; Smirnoff - Yours for the making; Take the sky with u…Fiat; Peugeot - Let your body drive; Delta home – kitchen and sofas for friends; Eglo my light, my style; HikVision- Smart Evolution; Benetton- United colours of Benetton; Elle- love shoes; Albania, Go your own way!; With us, you just fly -It oil; Performance - Transforming passion into excellence; fntgroup energy power; Hardox wear plate; Bindi Media - Be all you can be… ecc.

La seconda lingua straniera presente nella pubblicità albanese è l’italiano. L’italiano a differenza dell’inglese è molto presente nella pubblicità scritta mentre è ridotto il suo uso in spot televisivi. L’impiego dell’italiano nel linguaggio pubblicitario si riferisce a categorie di servizi (banche, call center) e a categorie merceologiche (prodotti alimentari, prodotti per la casa, abbigliamento). La lingua italiana viene usata nelle pubblicità dei prodotti di marche italiane. Pasta Divella- Passione Mediterranea; Amadori-Passione di famiglia - La certezza di una grande marca; Morleus- Il signore del sonno; Preferiamo i maschi perché sono più competitivi; Facile.it - Scegliere è facile; La prealpina- stile italiano; Arreghini- stile e design, tecnologia e innovazione; Come ti piace il caffè? espresso, machiato, capuccino, freddo in tazza fredda, irish - Kimbo espresso italiano ecc.

Nel linguaggio pubblicitario la presenza del francese rispetto alle altre lingue straniere è molto ridotta. I termini e le espressioni in lingua francese sono presenti nelle pubblicità di categorie merceologiche quali le auto e prodotti di cosmetica Citroen Creative Tecnologie; La vie est belle Lancome.

2. L’analisi dei dati raccolti dimostra un panorama interessante in relazione ai valori di riferimento nella pubblicità albanese. Il materiale pubblicitario viene suddiviso in due gruppi ciascuno dei quali rimanda ad una di queste due tipologie di valori:
   a) riferimento ai valori nazionali albanesi;
   b) riferimento ai valori dei paesi europei ed extraeuropei.

La pubblicità televisiva e quella scritta che fa riferimento all’identità albanese e richiama i valori nazionali riguardo prodotti “Made in Albania”. Jo, jo në botë s’ka, si birra Korça jonë in questa frase viene ribadita la qualità del prodotto ma anche l’essere un prodotto nostro, originario di Albania. Kmy Tradita shqiptare, lo spot sottolinea il fatto di essere una impresa che rispetta e porta avanti la tradizione albanese nella produzione di prodotti di salumeria. Birra Tirana Kuqalashe- E kuqe pa turp, lo slogan del prodotto risalta il colore rosso caratteristico di questa birra che richiama il colore della bandiera, simbolo nazionale del popolo albanese mentre in un altro slogan dello stesso prodotto si rileva la sua unicità: Kuqalashe është vetëm një. Gëzuar i dashur mik, ju e mertonitë të shijoni një verë si kjo! Vera bio Duka. Lo slogan del vino Duka evoca l’ospitalità del popolo albanese e la tradizione delle famiglie albanesi di offrire agli ospiti le migliori pietanze e anche il miglior vino specificando la sua qualità bio. Questa linea pubblicitaria segue anche Gjirofarma che insiste sul legame esclusivo ed univoco dei suoi prodotti con il territorio dell’Argirocastro mettendo in evidenza la cultura e la storia locale nella produzione di latte e prodotti lattiero caseari, il rispetto per la tradizione, la naturalità dei prodotti e l’originalità del loro gusto che deriva dalla qualità del latte utilizzato in quanto preserva l’essenza del territorio e il profumo della biodiversità floristica nel prodotto finale. Tek produktet e Gjirofarmës do të gjeni aspektes të kulturës lokale, historinë dhe prohmimit dhe respekt për traditën vendase; Gëzua Gjirofarm - Mjafton ta provosh dhe do të kesh ndjesinë e një ushqimi natural....; Shijoni dhallën Gjirofarm, një produkt i një cilësie të lartë [ ...]duke ju ofruar shijen karakteristike të dhallës ecc.

⁴ La presenza dei dialetti nella pubblicità albanese è isolata in casi sporadici. L’analisi dei dati dimostra che il materiale dialettale nella pubblicità coincide con la presenza negli spot di persone provenienti da zone diverse che raccontano al pubblico la loro esperienza positiva in relazione a un prodotto o servizio offerto (esul, kam ra nga pesha, e kum ba, gëzojna, kam përdor, s’do t’i nali , hithi, lumi kush mun me e ble, mjeri ai ecc.)
Quindi oggi si può parlare di prodotti nazionali che ci rappresentano e che la pubblicità albanese promuove. In alcuni casi anche le compagnie estere come Eagle Mobile, Vodafone, Coca cola calzano nei loro spot elementi distintivi dell’Albania e del popolo albanese (simboli come l’ aquila e il colore rosso della bandiera nazionale, il carattere forte della gente, il rilievo montuoso del paese, l’orgoglio nazionale per le radici antiche della popolazione e il patrimonio storico e culturale) per avvicinarsi sempre di più al pubblico, ai suoi valori ed alla sua mentalità. La pubblicità che evoca l’altra tipologia di valori riguarda prodotti che provengono da queste aree geografiche. Ci sono molti esempi di pubblicità in cui oltre le caratteristiche dei prodotti viene accentuato la loro provenienza come elemento di garanzia ma anche per sottolineare il legame esclusivo tra prodotto e paese d’origine: Altis marka nr. 1 e vajit të ullirit në Greqin; Babylino Sensitive Kontrolluar klinikisht në Institutin gjerman të dermatologjisë; Thuaj “Të dua” në mënyrën italiane me koleksionin e dashur të çokollatave Perugina; Conad Shija italiane pranë jush, o sono inseriti nella pubblicità elementi linguistici del paese d’origine del prodotto: Citroen Creative Tecnologie; Arreghini L’arte del colore diventa impresa; Amadori Passione di famiglia - La certezza di una grande marca.

4. Conclusioni

La pubblicità albanese a partire dagli anni ’90 ha costruito progressivamente la notorietà di prodotti e marchi o ha promosso delle cause sociali contribuendo intanto a crescere se stessa e proporre una nuova forma di comunicazione. L’obbiettivo principale della pubblicità di convincere il pubblico ad acquistare il prodotto reclamizzato vienne affidato all’immagine giusta che stimola la curiosità e al linguaggio che garantisce l’efficacia del messaggio.

Il linguaggio della pubblicità albanese presenta caratteristiche quali: il ricorso a soluzioni lessicali e sintattiche vicine a quelle del linguaggio ordinario, l’uso dei tecnicismi e delle lingue straniere in particolare dell’inglese, il riferimento ai modi di dire, l’uso consistente della seconda persona singolare e plurale per dare enfasi al pubblico e della prima persona per trasmettere il messaggio, l’uso consistente dell’imperativo e del presente dell’indicativo e la tendenza di ricorrere alle figure retoriche al fine di suggestionare il pubblico.

Nella lingua albanese mancano invece parole inventate per stuzzicare l’interesse del consumatore costruite sulla base di giochi di parole o dall’unione di frammenti di parole diverse (le parole macedonia). Nonostante questo la pubblicità ha il merito di aver fatto conoscere al pubblico una serie di lessemi nuovi ed ha concorso al loro passaggio nella lingua comune.

Il messaggio pubblicitario vienne trasmesso al pubblico nell’albanese standard. Tuttavia si nota una presenza rilevante delle lingue straniere. Culturalmente la pubblicità albanese è riuscita nel corso degli anni ad esprimersi e suggestionare il pubblico facendo riferimento ai valori nazionali intrecciati con quelli universali nella promozione dei prodotti.

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Emancipation: A Constant Theme in Kate Chopin’s Short Stories

Florinda Boriçi Ph.D. Candidate
Part-time Professor at University of Tirana, Albania

Abstract

Kate Chopin is an American author of the late nineteenth century, who started her career as a short story writer of the Local Color school, but soon moved on to the treatment of more timeless matters. She has written some of the boldest and best stories written in America before the 1960s. In her works we find a great variety of themes, some of which were taboo in her time. Themes such as alcohol, divorce, miscegenation and even female sexuality. But a constant theme throughout her whole oeuvre is emancipation. First as a spiritual emancipation and later also in the field of the senses. The Aim of this paper is to analyze this theme in several short stories written by Kate Chopin, where some of her strong female characters seek emancipation by defying conventions and deciding over their own lives.

1. Introduction

Kate Chopin was an American novelist and short-story writer who became known in the late nineteenth century. She started her career as a short story writer, in well-known periodicals as Vogue, the Century and the Atlantic. But apart from nearly one hundred short stories Kate Chopin has also written two novels, a play, various essays and literary reviews and some translations. After the publication of her two collections of short stories Bayou Folk (1894) and A Night in Acadie (1897) she was recognized nationally as an outstanding short story writer of the local color school. (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).

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.” So by being called an artist of local color she wasn’t given the real credit she deserved. Today, however her reputation stands high. She is considered as the author of some of the boldest and best stories written in America before the 1960s. Some critics even consider her to be a predecessor of the feminist authors of the 20th century. Her stories treat all sorts of taboo subjects of her time such as miscegenation, divorce, alcohol, pregnancy, childbirth and even female sexuality. But almost a constant theme in most of her stories is “Emancipation”. First as a spiritual emancipation and later also in the field of the senses.

Chopin started with this theme, perhaps unconsciously, when she was only eighteen years old, before she married and before she evinced any interest in a literary career, she wrote a little sketch entitled “Emancipation: A Life Fable”. Years later when she turned to writing in earnest at the age of thirty-eight, after her husband’s death, her life and experiences as a woman apparently affirmed the truths she expressed first in “Emancipation” and her development as a literary artist enabled her to transpose those truths into art with increasing skill until at last in the novel The Awakening, the fully artistic expression of her theme, became possible.

The 1869 or 1870 “Fable” describes an animal “born in a cage,” who “opening his eyes upon Life… saw… confining walls.” He thrives until one day someone accidentally leaves open the cage’s door. He first reacts with fear, but the “Light” lures him with increasing force until at last the “spell of the Unknown” pulls him out altogether, “and with a bound he was gone” (Kate Chopin, The Complete Works of Kate Chopin [CW], Seyersted. ed. 2006, p. 37)

No longer protected by the cage, “On he rushes, … wounding and tearing his sleek sides, seeing, smelling, touching of all things.” Gone is the “invisible protecting hand,” and the animal discovers that “hungering there is no food but such as he must seek and oftentimes fight for; and his limbs are weighted before he reaches the water that is good to his thirsting throat.” He could return to the cage, but he does not: “So does he live, seeking, finding, joying and suffering. The door which accident had opened is open still, but the cage remains forever empty” (CW, p. 37-38). The animal, rejecting security within the cage, embraces life with all its suffering and sorrows. The animal represents the humans, while the story mirrors man’s fall from grace and the story of original sin from the Bible. The caged animal with all its needs met is like content Adam and Eve in paradise before the fall. After wisdom of good and evil is gained from Eve eating the apple, the couple is never able to go back to garden (i.e. cage) and they must experience suffering and labor
like the animal does now to get his food and comforts.

After reading this sketch we find a startling similarity between this animal and many of the heroines in Kate Chopin’s stories. Women who insist on freedom from traditional duties and limitations causing editors often to turn down many of her stories because her women characters were considered too passionate and emancipated. Her heroines usually live out their strong impulses. They try to defy conventions and to decide over their own lives. Kate Chopin herself saw and understood all aspects of the female psyche.

Kate Chopin’s first woman character, Paula Von Stoltz of the short story “Wiser Than a God”, is a young woman who works hard to become a concert pianist. She loves the rich George Breinard, but when he asks her to follow a calling that asks “only for the labor of loving” (CW, p.45), she replies that marriage does not enter into the “purpose of her life”. George insists that he does not ask her to give up anything; she tells him, however that music to her is “something dearer than life, than riches, than love”. This is too contrary to George’s idea of a woman’s role. In opposing the traditional female duties and limitations Paula is a female who wants to be active and refuses the passivity man means to impose on her. She insists on the active transcendence of a subject rather than the passive immanence of an object and who attempts to achieve an existentialist authenticity obtained through making a conscious choice, giving her own laws, realizing her essence and making herself her own destiny.

In the short story “A Shameful Affair”, Mildred Orme, 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.

Lisa of the short story “The Going away of Liza” is Chopin’s first heroine to live her husband and her reason is that she considers him commonplace and unable to give her the joys of existence which she craves for.

In the short story “The Maid of Saint Phillippe” the protagonist, Marianne, refuses to become a traditional housewife and joins the Cherokees for a hunter’s life instead.

Eva Artless of “An embarrassing situation” the author’s one-act comedy, also takes her life in her own hands. By suddenly visiting the man she admires, she puts him in a situation which can only be saved by that offer of marriage she is hoping for.

In the short story “The story of an Hour” where Chopin has given a startling picture of female self-assertion. Mrs. Mallard exclaims “Free! Free! Free! Body and soul free” (CW, p. 353) when she hears of her husband’s sudden death. The story is a truly remarkable tale about a subdued wife’s vision of living only for herself. “She saw a long procession of years to come that would belong to her absolutely... There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it...” (CW, p. 353)

Kate Chopin has also treated in some of her stories women’s sexual emancipation.

Mme. Delisle of “A Lady of Bayou St. John”, only at the last moment gives up her intention to desert her husband for a lover. In “A Respectable Woman” the question of infidelity is left open.

In “The Storm” one of the most daring stories in American literature of the time that Kate Chopin didn’t even try to publish during her lifetime. It was published after Chopin’s death. Here the main character, Calixta, during a storm commits adultery, but instead of feeling guilty over an act considered a sin in her time, she feels liberated. At a time when women were expected to behave properly that is to have limited sexual desire and to act passively Calixta goes against her society’s standard of virtue. She chooses to give in to her emotions. Like the real storm of the story, Calixta becomes a force of nature who seeks fulfillment outside her home.

And at last the fully artistic expression of the theme of emancipation can be seen in her masterpiece, the novel The Awakening, which is often labeled as an early feminist novel and a bold piece of fiction. The main character, Edna Pontellier, a married woman and the mother of two children, has awakened in full to an imperative craving for independence, for clarity and self-knowledge. She seeks self-fulfillment and sexual gratification outside her home. Edna fights against the societal structures that force her to be defined by her title as just a wife and a mother. 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, p. 929) Edna explains to her friend. In other words, to her it is more important to have a self than to live. But 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.
In conclusion, though Chopin describes many women in her stories who are perfectly happy in conventional marriage, she has also a number of heroines who demand freedom, emancipation and an authentic existence. Chopin felt that a woman should be allowed the role she wants. She presents her stories objectively and refrains from all moralizing. By making emancipation as a constant theme in her works Chopin challenged assumptions about the roles and restrictions of women in her society and laid claim to new freedoms for women. That is why she is highly praised nowadays as a predecessor of the twentieth century feminism.

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Assessing Implicit and Explicit Grammatical Knowledge

Gordana Bojicic

Facoltà di Filosofia di Niksic, Università del Montenegro
bgole81@yahoo.com

Abstract

The study of grammar has always had an important role in the history of foreign language teaching. Today, grammatical competence is seen as an integral part of communicative ability, which represents the aim of language learning and teaching process. The aim of this paper is to offer the most important theoretical views related to the grammatical competence and implicit and explicit grammatical knowledge. We will also try to establish grammatical descriptors based on the most frequent grammatical structures contained in the curriculum for Italian language in Montenegrin elementary schools at level A2. In order to achieve the goals we have set, we have tested 547 ninth grade students of 25 Montenegrin schools. The aim of the testing was to determine the extent to which the tested students fulfilled the requirements listed in the curriculum for Italian language. We have also determined their implicit and explicit grammatical knowledge. After the discussion of the results of the grammar test, we will try to find how the students’ achievement on grammatical tests can be improved.

Keywords: grammar, explicit, grammatical competence, grammatical knowledge, implicit, Italian language, test.

1. Introduzione

Sul ruolo della grammatica nell’ambito dell’insegnamento di una LS si sono avvicendate diverse opinioni che, come dimostrano i recenti studi nell’ambito della linguistica acquisizionale, hanno sempre sottolineato il fatto che la competenza grammaticale rappresenti un fattore importante nel processo dell’apprendimento di una LS. Infatti, senza un certo repertorio di conoscenze grammaticali ed un adeguato livello di competenza, non ci si può aspettare che lo studente sia in grado di comunicare in una Ls.

Per poter parlare di competenza grammaticale, riteniamo sia utile definirla.

2. La Competenza Grammaticale


Pichiassi (1999: 212) sostiene che la competenza grammaticale si riflette nella conoscenza delle caratteristiche grammaticali e delle strutture di una Ls, ma anche nella capacità del loro uso. In altre parole, la competenza grammaticale è la capacità degli studenti di comprendere ed esprimere il significato attraverso la produzione e il riconoscimento delle frasi corrette e non la capacità di memorizzare e ripetere le regole. Una definizione simile viene offerta da Brugè (2005: 42) secondo la quale la competenza grammaticale rappresenta la conoscenza dei principi e delle norme che regolano il livello di suoni, parole, frasi e significati. Tale competenza si manifesta nella capacità degli studenti di creare frasi che appartengono alla grammatica della lingua che viene appresa.

Per Larsen-Freeman (1991) la conoscenza grammatica comprende tre dimensioni: forma linguistica, significato semantico e uso pragmatico. La forma linguistica comprende morfologia e modelli sintattici e riguarda principalmente l’accuratezza. La dimensione del significato descrive il significato trasmesso dalle strutture lessico-grammaticali, e riguarda la significatività dell’enunciato. L’uso si riferisce alle scelte lessicali e grammaticali che lo studente compie per conseguire una corretta comunicazione in un dato contesto. L’uso pragmatico descrive come e quando una forma linguistica viene utilizzata in un dato contesto, al posto di altre forme, soprattutto se entrambe trasmettono significati identici o simili. Purpura (2004: 59) ritiene che la dimensione dell’uso sia la più difficile da misurare nei test grammaticali...
perché non possiamo sapere se lo studente usa una forma perché la ritiene più adatta al contesto, o perché questa è l’unica forma che lui conosce.

Tutti gli autori citati sottolineano che la grammatica comprende la dimensione della forma e del significato. Questo è molto importante nella fase della verifica perché, secondo Purpura (2004: 81), il test grammaticale non dovrebbe verificare la conoscenza delle regole, bensì il loro utilizzo effettivo in un determinato contesto, sia a livello di frase che di testo.

In materia di prove grammaticali, è importante stabilire se vogliamo verificare la conoscenza esplicita o quella implicita della grammatica, o entrambe.

3. La Conoscenza Grammaticale Implicita ed Esplicita

Una delle questioni strettamente connesse all’insegnamento della grammatica è se la lingua si apprende meglio adottando la forma di insegnamento esplicita o implicita. Per rispondere a questa domanda, è necessario chiarire i concetti di conoscenza implicita ed esplicita della lingua. Questi due termini sono nati nell’ambito delle ricerche della psicologia sperimentale, e sono entrati nella teoria di acquisizione delle lingue grazie a Krashen (De Graaff, Housen, 2009: 732) secondo cui i processi impliciti sono legati all’acquisizione, laddove quelli espliciti all’apprendimento di una Ls.

La conoscenza grammaticale implicita (Ellis 2003: 105) viene dimostrata attraverso la produzione scritta e orale dell’apprendente, e non include la capacità dello studente di spiegare le regole grammaticali. Lo studente è quasi inconsapevole di ciò che studia (DeKeyser 2003: 314). Per Hulstijn (2002: 193) l’apprendimento implicito come attività inconscia e non pianificata richiede la costante esposizione ad una Ls. Per questo motivo, nel contesto di insegnamento della lingua italiana come Ls piuttosto che L2 che caratterizza il sistema scolastico montenegrino, è difficile parlare di conoscenza implicita della grammatica.

La conoscenza esplicita è la conoscenza consapevole delle forme grammaticali e del loro significato, ossia la capacità degli studenti di formulare le regole dell’uso delle strutture grammaticali, e di solito comporta l’uso di un meta-linguaggio (Doughty, Williams, 2009a: 232). L’apprendimento esplicito è un processo più consapevole e più controllato, ed è quindi più suscettibile all’insegnamento rispetto all’apprendimento implicito.

L’insegnamento implicito è un modello in cui lo studente viene esposto alle strutture grammaticali e ai significati, prevedendo che poi le usi nella comunicazione, senza che l’insegnante gli fornisca alcuna spiegazione sul funzionamento del sistema linguistico. L’istruzione esplicita, al contrario, comprende spiegazioni relative alle strutture linguistiche e alle regole per il loro uso nella produzione in una Ls.

I modelli di insegnamento implicito della grammatica si basano principalmente sui principi relativi all’acquisizione della grammatica della L1: il linguaggio viene acquisito attraverso l’esposizione degli studenti alla Ls, la comunicazione con gli insegnanti o con altri studenti, senza alcuna attività cosciente rivolta all’insegnamento della grammatica. Krashen (1981, 1982, 1985), il principale sostenitore dell’insegnamento implicito, sottolinea che la grammatica (nonché la lingua in generale), si impara meglio se allo studente viene fornito un input linguistico adeguato, piuttosto che attraverso la spiegazione, gli esercizi o la correzione degli errori grammaticali.

L’apprendimento e l’acquisizione del linguaggio sono due processi diversi: l’acquisizione rappresenta un’interniorizzazione naturale delle forme linguistiche e dei significati attraverso l’esposizione alla Ls, mentre l’apprendimento si basa sulla comprensione e sull’applicazione consapevole delle regole che lo studente riceve dall’insegnante o dal libro di testo. Krashen ritiene che non ci sia nessun trasferimento dall’apprendimento all’acquisizione, ossia che le regole apprese attraverso le spiegazioni esplicite, non possono mai portare alla conoscenza implicita di una lingua straniera (Pichiassi, 1999: 170).

Bisogna, però, dire che numerosi studi condotti in ambienti dove gli studenti acquisiscono una L2 e non la Ls indicano la mancanza di insegnamento implicito, dimostrando cioè che l’esposizione alla lingua target di per sé non è sufficiente per raggiungere alti livelli di competenza comunicativa nella Ls (Doughty, Williams, 2009: 2). In questo senso, si potrebbe concludere che, nel contesto formale dell’insegnamento delle lingue straniere, è necessaria una componente esplicita nell’insegnamento comunicativo o nell’insegnamento basato sui test, perché si tratta dell’unico modo per raggiungere i livelli di accuratezza grammaticale desiderati (Ur, 2011: 511, De Graaff, Housen 2009: 733).

Abbiamo già sottolineato che l’obiettivo dell’insegnamento della grammatica dovrebbe essere l’abilitazione degli studenti alla produzione linguistica in cui l’apprendente utilizzerà le strutture grammaticali correttamente, ossia lo sviluppo della conoscenza implicita (Ur, 2011: 507). La questione fondamentale è se l’insegnamento esplicito contribuisce al raggiungimento di questo obiettivo, e se la conoscenza implicita e quella esplicita sono in qualche modo collegate.

La relazione tra la conoscenza implicita ed esplicita della grammatica può essere espressa in tre modi: il legame tra queste due conoscenze non esiste, c’è una correlazione debole oppure vi è una forte correlazione tra questi due tipi di
conoscenza (De Graaff e Housen 2009: 734).

Krashen sottolinea che tra la conoscenza implicita ed esplicita non c’è alcun collegamento e che le conoscenze esplicite non verranno mai interiorizzate nel sistema implicito di conoscenze linguistiche. La conoscenza implicita non può essere sviluppata attraverso l’insegnamento e la conoscenza esplicita acquisita attraverso l’istruzione esplicita gioca un ruolo rilevante nell’uso di una lingua straniera e nello sviluppo della competenza comunicativa.

L’ipotesi di una debole correlazione tra questi due tipi di conoscenza, la vede come due sistemi separati. L’insegnamento della grammatica non può influire direttamente sulla conoscenza implicita e le conoscenze esplicite non possono trasferirsi in quelle implicite, sebbene possano aiutare l’apprendente a sviluppare la sua conoscenza implicita permettendogli di notare le differenze tra le strutture presenti nell’input e le strutture che utilizza nella produzione linguistica in una Ls. Il trasferimento dalla conoscenza esplicita a quella implicita dipende dalla capacità e dalla volontà degli studenti di integrare la nuova struttura grammaticale nel proprio sistema linguistico (De Graaff, Housen, 2009: 734; Ur, 2011: 512).

Il ruolo della conoscenza esplicita nel processo di acquisizione di una lingua straniera, viene rappresentato da Ellis (1997: 123). L’input può essere acquisito, ossia può diventare intake soltanto se lo studente nota una nuova struttura grammaticale. Solo in seguito la forma linguistica diventa parte della sua interlingua se l’apprendente riesce - attraverso un processo di confronto - a notare le differenze rispetto all’interlingua attuale. In caso di singole parole o formule brevi (il cosiddetto item learning), l’apprendimento può avvenire anche in modo implicito perché non ci sono grossi problemi. Se si tratta di strutture complesse o di sistemi di regole (system learning), il processo diventa più complesso. In questo caso, la conoscenza esplicita acquisita attraverso la focalizzazione sulla forma può aiutare lo sviluppo della conoscenza implicita.

DeKeyser (2009: 56) sostiene che certamente può esserci, anche spesso, un trasferimento diretto dalla conoscenza esplicita a quella implicita. Tale trasferimento si ottiene attraverso gli esercizi. Gli studenti nel corso delle lezioni iniziano prima a sviluppare la conoscenza esplicita della lingua (attraverso la presentazione esplicita di regole ed esercizi grammaticali), per poi elaborarla e automatizzarla (attraverso esercizi comunicativi) fino a quando la conoscenza esplicita si trasformerà in quella implicita (De Graaff e Housen, 2009: 734).

Ellis (2008: 880-881) riporta i risultati di studi che indicano chiaramente che gli studenti che sono stati esposti a una forma di istruzione esplicita, nel corso dei test dimostrano miglior risultato rispetto agli studenti che non hanno ottenuto nessuna spiegazione relativa all’uso delle strutture grammaticali, o che non hanno ricevuto un feedback correttivo. Questa informazione è particolarmente importante nel contesto di apprendimento della Ls e non della L2, dove l’unico contatto con la lingua straniera avviene due o tre volte a settimana in aula.

Gli studi di cui sopra sostengono l’ipotesi che la riflessione grammaticale e gli esercizi grammaticali comunicativi facilitino il trasferimento della conoscenza esplicita delle regole in conoscenza implicita, ossia permettono l’uso automatico del linguaggio.

4. Verifica della Competenza Grammaticale

Abbiamo già indicato che la grammatica comprende la dimensione della forma e del significato e che può essere verificata a livello di frase e di discorso. Purpura (2004: 81) fa notare che è difficile verificare in modo separato le componenti della conoscenza grammaticale, perché esse sono strettamente correlate nell’uso del linguaggio, così che la maggior parte delle prove misura contemporaneamente più componenti. Tuttavia, è opportuno specificare le componenti della grammatica che stiamo cercando di misurare. In ogni caso, il test grammaticale non dovrebbe verificare la conoscenza delle regole ma il loro utilizzo effettivo.

Dimitrijevic (1999: 135) ritiene che lo scopo delle prove grammaticali è quello di determinare il grado in cui gli studenti possono manipolare i modelli sintattici a livello ricettivo e produttivo, se possono capire, riconoscere e produrre una frase grammaticalmente corretta, composta da elementi che sono stati presentati e su cui si è esercitato, ossia, se è in grado di comprendere e utilizzare produttivamente quelli che potremmo definire i modelli sintattici di base che una particolare situazione richiede.

Se abbiamo stabilito che la verifica delle competenze grammaticali dovrebbe includere sia la forma che il significato nel contesto, si pone la questione della scelta delle strutture grammaticali che faranno parte del test. Harris (1969: 25) ci offre un semplice suggerimento: il test dovrebbe includere un elenco completo delle strutture che sono state presentate durante il corso, e ogni struttura nel test dovrebbe occupare tanto spazio quanto ne ha occupato in classe.

Dopo aver scelto le strutture grammaticali che faranno parte del test, bisogna decidere se vogliamo verificare la competenza grammaticale implicita oppure esplicita.

Con il test di grammatica esplicita si verifica la grammatica indipendentemente dalle altre abilità linguistiche (Rea-
Dickins, 2001: 251). In queste prove si usano tecniche quali la scelta multipla, il completamento, l’individuazione degli errori, ecc. Queste attività sono utili perché aiutano a capire se gli studenti sono in grado di applicare determinate forme grammaticali in un contesto in cui non si richiede l’uso di un linguaggio spontaneo. Tuttavia, per poter stabilire se gli studenti hanno completamente acquisito le strutture grammaticali, e se sono in grado di utilizzarle automaticamente nella comunicazione spontanea, è opportuno includere nel test esercizi che verifichino le conoscenze implicite. Per questi test utilizzeremo prove di produzione orale o scritta in L2. Non si tratta quindi di tipiche prove di verifica della competenza grammaticale, in quanto, oltre alla grammatica, coinvolgono altri tipi di competenze.

Nella nostra ricerca, abbiamo cercato di verificare sia la competenza grammaticale esplicita che quella implicita degli alunni delle scuole medie del Montenegro. Le strutture che abbiamo inserito nel test sono state scelte in base al sillabo per la scuola media in Montenegro.

Prima di tutto, è necessario sottolineare che la lingua italiana si studia nelle scuole medie del Montenegro come seconda lingua straniera. Si studia nel terzo ciclo, dal VII al IX anno di studi. Alla fine del percorso didattico, gli alunni dovrebbero conseguire un livello di conoscenza A2. Bisogna anche ricordare che, nel 2005, in Montenegro è stata introdotta una riforma del sistema scolastico in occasione della quale, dal sillabo di italiano, sono state eliminate alcune strutture, come ad esempio: il trapassato prossimo, il passato remoto, il condizionale passato, tutti i modi indefiniti e tutti i tempi del congiuntivo. Con la riforma si è cercato di adeguare il sillabo monenegrino a quelli utilizzati in Italia per il livello A2. Il sillabo attuale\(^1\) per le scuole medie in Montenegro prevede le seguenti strutture grammaticali: nomi: genere e numero; pronomi: personali, possessivi, dimostrativi, indefiniti, complemento oggetto, complemento di termine; articolo: indeterminativo, determinativo, partitivo; aggettivi: qualificativi, possessivi, numerali, indefiniti, gradi di comparazione; verbi: indicativo presente, imperativo, indicativo passato prossimo, indicativo imperfetto, futuro semplice, condizionale presente; avverbi; preposizioni proprie, improprie e articolate; congiunzioni e particelle ci e ne.

Per realizzare il nostro obiettivo, ossia stabilire la competenza grammaticale degli alunni monteneogni che studiano l’italiano, abbiamo adoperato metodi qualitativi e quantitativi. Siamo partiti dall’ipotesi per cui nelle scuole del Montenegro prevale ancora un metodo tradizionale di insegnamento basato sulle conoscenze grammaticali esplicite. Per questa ragione, supposto che i risultati del test avrebbero dimostrato una buona conoscenza esplicita e una scarsa conoscenza implicita della grammatica, ossia che gli alunni non sarebbero stati in grado di utilizzare le strutture apprese nella comunicazione scritta. Abbiamo altresì supposto che alcune strutture non sarebbero state acquisite dalla maggioranza degli alunni, dato che risulta che il sillabo delle scuole medie del Montenegro per il livello A2 è molto più ampio dei corrispondenti sillabi utilizzati nell’insegnamento dell’italiano Ls in Italia.

La ricerca è stata effettuata in 25 scuole medie di 11 città, per un totale di 547 alunni. Selezionando i risultati ottenuti, siamo riusciti a stabilire il livello base della competenza grammaticale per il livello A2.

Il test comprendeva 5 esercizi. Nel primo esercizio era necessario completare il testo con le forme corrette degli aggettivi tra parentesi (5 domande) mentre nel secondo bisognava completare il testo con la parola opportuna fra le tre sottoelencate (10 domande). Il terzo esercizio prevedeva il completamento di un testo con le forme del presente o del passato prossimo indicativo dei verbi tra parentesi (10 domande), mentre nel quarto esercizio gli alunni dovevano scegliere la forma giusta del verbo tra le tre proposte (15 domande).

L’ultimo esercizio prevedeva la composizione di un tema su un argomento che gli alunni avevano già avuto modo di trattare nel corso delle lezioni di italiano. Ciò al fine di stabilire sia le abilità ricettive che quelle produttive relative all’uso delle strutture grammaticali.

Ogni domanda nel test era destinata al controllo di una precisa struttura grammaticale in riferimento alla sua funzione. In base ai risultati del test, abbiamo stabilito quattro livelli di conoscenza delle strutture grammaticali. Le domande alle quali ha risposto meno del 25% degli alunni, ci hanno dimostrato che gli alunni non conoscono la struttura in questione, ossia che non sono in grado di usarla correttamente. Le domande alle quali ha risposto correttamente il 25-49,99% dei candidati, dimostrano che sono ancora presenti errori sistematici nell’utilizzo della struttura target. Il dato in base a cui alla domanda ha risposto in modo corretto il 50-74,99% dei candidati ci ha dimostrato che gli alunni, in linea di massima, sanno usare la struttura in questione, mentre la percentuale tra il 75 e il 100% indica che gli alunni conoscono benissimo la struttura grammaticale.

In base a questa suddivisione siamo riusciti a stabilire la competenza grammaticale degli alunni definendola in una struttura grammaticale del Montenegro, dopo tre anni di studio di lingua italiana nelle scuole medie: non sanno usare:

- l’imperfetto per esprimere un’azione in corso in un determinato momento del passato (22,9%)
• il futuro semplice per esprimere insicurezza o dubbio (23%); in prevalenza non sanno usare:
  • il condizionale presente per esprimere un dubbio o un consiglio (28,5%)
  • il condizionale presente per esprimersi in modo cortese (30,7%)
  • l’infinito dopo le locuzioni impersonali con il verbo essere (34,8%)
  • le preposizioni improprie per indicare relazioni nel tempo e nello spazio (37,7%)
  • le congiunzioni per spiegare causa, tempo, fine e sim. (38,4%)
  • i pronomi interrogativi per formulare domande (40,8%)
  • il plurale degli aggettivi qualificativi per descrivere persone, oggetti e sim. (44,6%)
  • i pronomi e gli aggettivi possessivi per indicare il possesso (45,7%)
  • il futuro semplice per esprimere azioni situate nel futuro (47,5%)

in linea di massima sanno usare:
• il passato prossimo dei verbi regolari e irregolari, dei verbi riflessivi per esprimere azioni completate nel passato (50,3%)
• l’infinito con i verbi modalì e altri verbi come desiderare, preferire e sim. (53,4%)
• le forme impersonali dei verbi regolari e irregolari al presente (53,4%)
• le forme atone del pronome in funzione di complemento oggetto per esprimere la forma di cortesia (54,1%)
• il passato prossimo per indicare un’azione che interrompe un’altra azione in corso (55,8%)
• gli aggettivi qualificativi al singolare per descrivere persone, oggetti e sim. (60,1%)
• l’articolo indeterminativo per introdurre nel discorso un nome di cui non si era parlato in precedenza (61,8%)
• l’indicativo presente dei verbi regolari e irregolari per esprimere e descrivere azioni in corso (63,37%)

sanno usare benissimo:
• verbi sapere e conoscere per indicare nomi di persone e città oppure la capacità di fare qualcosa (78,2%)
• forme del verbo al presente per distinguere forme familiari e forme di cortesia (78,2%)
• presente indicativo del verbo esserci per indicare la presenza di qualcuno o di qualcosa (79,9%)
• gli aggettivi di attribuzione per esprimere una relazione spaziale tra il parlante, l’oggetto del discorso e colui che ascolta (82,4%)
• forme toniche di pronomi in funzione di complemento oggetto per esprimere particolare rilievo nella frase (82,4%)
• le preposizioni semplici IN e A con i nomi geografici (83,9%)
• il presente del verbo esserci per indicare la presenza o l’esistenza
• le forme del verbo per distinguere forme familiari e forme di cortesia

Come abbiamo accennato, l’ultimo esercizio era destinato a controllare se gli alunni fossero o meno in grado di applicare le conoscenze grammaticali nella produzione scritta, ossia abbiamo cercato di verificare le loro conoscenze grammaticali implicite. I risultati che abbiamo ottenuto non sono soddisfacenti. Abbiamo stabilito scarsa presenza e uso scorretto di: passato prossimo, futuro semplice, aggettivi, preposizioni, pronomi personali, avverbi, articoli, accordo di numero e genere tra nomi e aggettivi. L’unica struttura grammaticale di cui hanno mostrato una buona conoscenza è il presente indicativo. I risultati precisi li riportiamo qui di seguito:

Nella produzione scritta degli alunni, quindi, abbiamo stabilito scarse conoscenze degli alunni in relazione all’uso corretto di:
• articolo determinativo e indeterminativo e accordo di genere e numero tra articoli e nomi (25,7%)
• accordo di numero e genere tra nomi e aggettivi del sintagma nominale (27,2%)
• pronomi personali (30,7%)
• preposizioni per esprimere rapporti di spazio e tempo (31,2%)
• aggettivi, in primo luogo aggettivi possessivi e uso di articolo (32,5%)
• verbi ausiliari (33,7%)
• futuro semplice per esprimere azioni future o progetti (36,1%)
• passato prossimo per esprimere azioni avvenute nel passato (39,5%)
• avverbi (46,8%).

Abbiamo stabilito che gli studenti possiedono buona conoscenza della:
• del presente indicativo per esprimere azioni in corso e azioni in futuro (50,8%)
Da quanto esposto in precedenza, possiamo concludere che gli studenti non possiedono un’adeguata conoscenza dell’uso e della formazione dell’imperfetto, né dell’uso del futuro per esprimere incertezza, supposizione. La ragione di questo si potrebbe ricercare nel libro di testo in uso che non prevede queste due strutture, e possiamo supporre che in certe classi queste strutture forse non siano state nemmeno presentate, qualora gli insegnanti abbiano seguito solo il percorso previsto dal manuale e non dal sillabo. Dall’altra parte, forse queste due strutture non dovrebbero nemmeno far parte del livello A2 dato che il sillabo CILS prevede che strutture quali futuro, condizionale, imperativo e imperfetto vengano introdotte a livello B1 (Benucci, 2007: 152). L’unica struttura che gli studenti sanno usare abbastanza bene, sia a livello ricettivo - produttivo che a livello produttivo, è il presente indicativo.

Ci scoraggiano i risultati dell’ultimo esercizio dal quale deduciamo che la maggior parte degli alunni non possiede buone conoscenze in relazione all’uso pragmatico delle strutture grammaticali. La spiegazione potrebbe essere quella che l’insegnamento si basa ancora sul metodo grammaticale - traduttivo e non sui metodi recenti che vedono l’insegnamento della grammatica strettamente correlato ad altre abilità linguistiche.

In conclusione possiamo stabilire che le nostre ipotesi di partenza erano corrette, ossia che gli studenti non conseguono il livello A2 nell’uso pragmatico delle strutture grammaticali e che, nella comunicazione libera, non sono in grado di utilizzare gran parte delle strutture grammaticali previste dal sillabo. In altre parole, gli alunni dopo la scuola media possiedono un livello medio di competenza grammaticale esplicita e un livello basso di competenza grammaticale implicita. Per risolvere questo grave problema, ossia per abilitare gli alunni alla produzione spontanea in lingua italiana, riteniamo sia utile adoperare nuovi metodi di insegnamento della grammatica (processazione dell’input, insegnamento mediante l’uso di task e simili). Presentare le strutture grammaticali in modo induttivo all’interno di esercizi che promuovono la comunicazione in lingua italiana, aiuterebbe di sicuro gli alunni a trasferire almeno una parte delle conoscenze esplicite nelle conoscenze implicite che consentono l’uso abbastanza automatico della lingua.

Bibliografia

Difficulties of Learning the Italian Article from the Albanian Student

Msc. Entela Mustafaraj
Università “Ismail Qemali”, Valona, Albania
entela.mustafaraj@gmail.com

Abstract

The difficulties in the learning of the Italian article is based on the fact that the category of the article results rather complex, as in the case of the Italian article. A single morpheme has more than one function: gender, number and definition. Definite articles in Albanian language practically don’t exist, and because of this, in the first phases of acquisition, Albanian students hardly learn the usage of the article. On the contrary, it exists the indefinite article ‘një’ after the unit of the indefinite form. The present article aims to determine relative problems of acquisition of the article from the Albanian learners with the principal aim to confront Albanian and Italian system according to their functions. The method of investigation is followed by a contrasting analysis at a linguistic level. The interest directed at the presentation of the most important phenomenon indicated during the acquisition of the article from Albanian learners, brings into light some key points in errors, except their possible cases.

Keywords: Italian article, difficulty of learning, Albanian students, confrontation between languages, analysis of errors.

1. Introduzione

L’acquisizione degli articoli italiani è generalmente una delle aree più problematiche per gli apprendenti albanesi nella prima fase di acquisizione dell’italiano come LS. In molte lingue, così come in italiano e in albanese, con l’uso dell’articolo definito o indefinito in un contesto, linguistico o extralinguistico, si segnala il significato della definitezza [-definiteness] del nome come categoria grammaticale. Dunque, l’articolo è il mezzo espressivo della categoria morfologica della definitezza e indefinitezza.

Le difficoltà dell’apprendimento risiedono nel fatto che gli articoli italiani sono parole assai complesse, perché variano tra forme preconsonantiche e forme prevocaliche della parola seguente. Nel caso di apprendenti albanesi, le difficoltà maggiori sono legate al fatto che gli articoli non sono trattati come una categoria linguistica a sé stante, pertanto sono chiamati morfemi o suffissi. Si noti che, durante il processo di apprendimento dell’italiano, gli studenti albanesi hanno la tendenza di omettere oppure di usare scorrettamente l’articolo all’interno del sintagma nominale. Quindi, durante il precorso dello studio dell’articolo italiano un albanofono deve compiere alcune operazioni complesse per selezionare in modo corretto l’articolo: in primo luogo deve utilizzare l’articolo, saper scegliere tra l’articolo definito e quello indefinito, infine, accordare l’articolo in base al genere e al numero all’interno del SN.

2. Gli Articoli in Italiano e in Albanese

Come già menzionato, il presente contributo si concentra sulle difficoltà dell’apprendimento degli articoli italiani dagli studenti albanesi di L1. Come in italiano anche in albanese esistono sia articoli definiti sia articoli indefiniti. È da notare però che il sistema degli articoli definiti è differente tra le due lingue. La distinzione riguarda la posizione tra articoli preposti, che appaiono prima del nome, e articoli postposti, che seguono il nome. Mentre l’articolo indefinito in italiano (un) e in albanese (një) coincidono formalmente con il numerale ‘uno’ (Renzi 2001:386).

In italiano, l’articolo definito e indefinito, occupa la prima posizione nel sintagma nominale ed è spesso obbligatorio (Renzi 2001:374):

(1) il libro / la penna / *libro / *penna
(2) un ragazzo / una ragazza / *ragazzo / *ragazza

Riferendosi agli esempi riportati, sintatticamente, in italiano quasi tutti i nomi richiedono l’articolo, definito o indefinito, precedendoli spesso in modo diretto. In italiano, l’articolo definito ha varie forme sia per il genere che per il

1 Nella grammatica tradizionale albanese, l’articolo definito va trattato come morfema, il quale svolge tra l’altro anche la funzione di definitezza. In assenza di un termine più adeguato, in questo lavoro farò riferimento convenzionalmente al termine ‘articolo’, a causa del trattamento della categoria dell’articolo italiano.
numero, l’articolo indefinito invece varia nel genere, ma non nel numero. A volte si può usare l’articolo partitivo (dei, degli, delle) oppure il quantificatore (alcuni, certi) per esprimere il plurale di un concetto indeterminato. Si noti che l’articolo partitivo viene usato con i nomi di massa e in certi casi, quando il nome è al plurale, può non essere espresso:

(3) a. Renzo legge _dei giornali._
    b. Renzo legge _alcuni giornali._
    c. Renzo legge _giornali_ dalla mattina alla sera.

Diversamente appare la situazione nella lingua albanese, dove il sistema degli articoli è più complicato rispetto all’italiano. Gli articoli non possono essere trattati come categoria morfologica. Inoltre, è importante sottolineare che, principalmente gli articoli in albanese sono trattati come una categoria a sé stante, ma con il passare del tempo gli articoli definiti, essendosi postposti al nome, hanno perso l’autonomia come parole distinte con determinate funzioni grammaticali e sono trasformate in morfemi formatori della categoria della determinatezza (Gramatika 1995:37).

Da questo punto di vista, gli articoli in base alla funzione occupano due posizioni diverse: proclitico ed enclitico. Topalli (2009:138) sottolinea che l’articolo enclitico è molto legato al nome precedente, prendendogli la categoria grammaticale del genere, numero e del caso. Quindi, svolgono un ruolo determinato o individualizzato. L’articolo proclitico invece ha altre funzioni, che generalmente non corrisponde con la funzione degli articoli. Dunque, essendo simile a un morfema, generalmente serve come formatore di nuove parole, però indica anche il genere, il numero e il caso dell’aggettivo articolato, il caso genitivo e concorda con il nome nel genere e nel numero.

Per quanto riguarda l’articolo indefinito një, la Gramatika e gjihës shqipe (1995:38) afferma che in sostanza si tratta di un pronome indefinito utilizzato davanti ad un nome indeterminato. Secondo Newmark, Hubbard & Prifti (1982:150-151) l’articolo indefinito një si usa generalmente quando il referente del nome è uno solo, non identificabile, ma soprattutto quando il nome ha un significato generale. Nella lingua albanese come in quella italiana non esistono articoli indefiniti per la forma del plurale. Però, l’albanese dispone altri mezzi sintattici per esprimere l’indefinitezza come ndonjë ‘qualche’ ca ‘alcuni’ njëfarë ‘un certo’ disa ‘alcuni, alcune’, i quali indicano che il referente del SN che introducono non sia presunto di essere identificabile all’ascoltatore.

(4) a. libri / miku / shtëpia  ‘il libro / l’amicò / la casa’
    b. libri / nxënësit / dera e shtëpisë  ‘il libro dell’alunno / la porta della casa’
    c. një djalë / një vajzë  ‘un ragazzo / una ragazza’

Come si può osservare in (2a) l’articolo definito è un morfema enclitico al nome che morfologicamente serve a differenziare le sue categorie del genere, numero e caso. Mentre in (2b) l’articolo proclitico, rispettivamente i morfemi ‘i’ e ‘e’, il quale in alcuni casi non è legato al nome nel caso genitivo accordandosi nel genere e nel numero non con il nome davanti al quale si trova, ma con il nome che lo precede. In (2c) l’articolo indefinito një precede il nome al singolare, senza differenziare il genere e può marcare anche il caso (një djalë, një djalë, prej një djalë).

3. Difficoltà di Apprendimento Dell’articolo Italiano

L’articolo come elemento essenziale, che accompagna quasi tutti i nomi dell’italiano, è difficile da usare per un parlante non italiano. Come abbiamo osservato in precedenza, la scelta dell’articolo e il suo uso in modo corretto per un parlante non italiano comporta scelte complicate, soprattutto se gli apprendenti di L1 appartengono ad una lingua che tipologicamente è diversa dall’italiano. Nella scelta dell’articolo italiano un apprendente deve tenere presente tre categorie essenziali legati al SN italiano: la definitezza o -definitezza, il genere e il numero.

Le difficoltà maggiori sono legate al fatto che la categoria dell’articolo determinativo italiano si esprime con forme diverse: il, la, lo, l’, i, gli e le, rendendo il paradigma italiano più complesso e meno trasparente rispetto a quello albanese ed è probabile che ci vorrà più tempo e una maggiore esposizione all’input prima che si impari l’uso dei vari articoli italiani.

3.1 L’espressione della definitezza e indefinitezza

La definitezza o meno viene legata alla conoscenza che il parlante e l’ascoltatore hanno nell’identificare i referenti del SN al momento dell’enunciazione (Renzi 2001:379).

Lyons (1999:1) sostiene che un nome, in molte lingue, può contenere un elemento che abbia come ruolo quello di indicare la definitezza o meno del SN. Questo elemento può essere un articolo definito (il, lo, la) o indefinito (un, uno, una) come in italiano, oppure un suffisso definito (-i, -u, -a) o un articolo indefinito (një) come in albanese. Si noti che gli articoli, definito e indefinito, formano un’opposizione semantica tra l’un l’altro. Quindi, come osserva Serianni (1989:161-162) la differenza tra i due tipi di articolo “non consiste propriamente nel fatto che il primo designa un nome in modo
specifico e individuale e il secondo in modo generico” ma piuttosto nell’opposizione “noto/nuovo” oltre che nell’opposizione “classe/membro”.

In seguito esamineremo in dettaglio l’uso dell’articolo definito e indefinito in italiano e in albanese:

(5) a. Ho preso in prestito il libro.
   b. Ho preso in prestito un libro.

Come si vede, gli esempi in (5a)-(5b) riguardano la differenza sostanziale che vi è tra le due frasi: nel primo caso si tratta di un libro determinato, pertanto l’uso dell’articolo determinativo presuppone che esso è identificabile dal contesto oppure è stato già menzionato in precedenza tra parlante e ascoltatore; nel secondo caso invece il parlante non si riferisce a un libro in particolare, chi lo ascolta sa che si tratta di un libro qualsiasi.

(6) a. Shkuam me pushime në shtëpinë pranë liqenit.
   b. Shkuam me pushime në një shtëpi pranë liqenit.

Si vede chiaro che, anche in albanese come in italiano, ci sono differenze fra l’articolo [+/-def.] così, in (6a) il sintagma në shtëpinë ‘nella casa’ viene usato con un significato specifico e individualizzato, mentre in (6b) il sintagma në një shtëpi ‘in una casa’ viene usato con un significato non-specifico e generico. La differenza fra le due frasi è chiara e tutto dipende dal elemento [+/-noto] all’ascoltatore e dal contesto in cui viene utilizzato.

Nella lingua italiana, l’espressione della [+/-def.] è veicolata dall’utilizzo di articoli definiti e indefiniti che secondo quanto conferma Renzi (2001:377-379) al livello semantico servono per differenziare tre tipi di sintagmi:

- **SN determinato**
  - (7) Lorenzo porta fuori il cane. [+ noto / + specifico]
  - (8) Domani arriva un nostro amico. [- noto / + specifico]
  - (9) Vado a cena con un amico. [- noto / - specifico]

L’articolo definito si usa quando il parlante assume che l’ascoltatore sia in grado di individuare il referente al quale il SN rimanda. L’individuazione del referente può avvenire utilizzando strategie diverse: attraverso il rinvio al contesto linguistico o al contesto extralinguistico. In italiano l’articolo definito viene usato come segue:

a) **uso anaforico**: si ha quando un SN viene ripetuto dopo una precedente menzione: Roberto ha acquistato un appartamento. L’appartamento è nel palazzo che stanno costruendo vicino a casa mia.

b) **uso cataforico**: la determinatezza dipende dal contesto extralinguistico, cioè dalla supposizione del parlante che l’ascoltatore condivida le sue conoscenze: Ho perso il maglione che mi avevi regalato.

c) **entità uniche**: si ha con i SN che designano un referente unico: Il sole era caldissimo; Il cielo era pieno di nubi.

d) **la classe**: si ha con nomi che designano l’intera classe dei referenti ed ha quindi un valore generico: L’uomo è dotato di ragione; Il leone è il re della foresta.

e) **nomi propri**: i nomi propri danno origine a SN intrinsecamente determinati. La presenza o meno dell’articolo con i nomi propri serve a opporre determinatezza a indeterminatezza: Milano l’Italia.

f) **con i possessivi**: l’articolo definito viene usato anche in un SN che contiene un possessivo, tranne nel caso dei nomi di parentela al singolare: Ho preso la tua borsa; *Il nostro padre è severo.

È da osservare che l’italiano utilizza il dimostrativo ogniqualvolta che assolve la stessa funzione dell’articolo definito, quando secondo Renzi (1991:337) condivide la proprietà di definitezza con cui si informa l’ascoltatore che il referente cui si allude è [+noto, +specifico]:

(10) a. Quel professore d’italiano spiega bene.
   b. Di chi è questa macchina?

L’articolo indefinito accompagna dei SN che non sono dati per identificati o per ben conosciuti (Renzi 2001:383). Kambarov (2008: 8-9) sottolinea che un nome con un articolo indefinito non si riferisce ad un particolare oggetto noto dal parlante e dall’ascoltatore. Va rilevato quindi, che l’articolo indefinito non assume che l’ascoltatore sia in grado di individuare il referente indicato dal SN, ma il parlante introduce nel discorso un referente non identificato.

Prendendo spunto da alcune considerazioni fatte da Renzi (2001:382) sui SN indeterminati possiamo fare la distinzione semantica dei due tipi di [-definitezza] specifica e non-specifica, perché si rivelano elementi importanti durante l’acquisizione dell’articolo italiano:

(11) a. Ho comprato una bicicletta che cercavo da tempo.
   b. Dall’altra parte della strada c’è un albergo.

L’articolo indefinito in entrambe le frasi non sono dati per identificati, però tra i due SN c’è una differenza: nel primo
caso il SN è [+specifico, -noto] chi parla sa a quale bicicletta si riferisce, cioè si tratta di una bicicletta specifica ma non nota, nel secondo caso, invece, il SN è [-specifico, -noto] chi parla fa riferimento a un albergo qualsiasi.

3.2 L’espressione di genere e numero

Come è stato osservato sopra, l’articolo è parte integrale di un SN che oltre ad esprimere la definitezza e [-def], concorda con esso in genere e numero. Nella lingua italiana la desinenza del nome è un forte indicatore, ovvero indizio, sia di numero sia di genere. L’acquisizione del genere e del numero in italiano è assai difficile e problematico in quei nomi che in base a certi criteri di assegnazione risultano ambigui e arbitrari. Studiando le desinenze dei nomi italiani, si può osservare che la relazione tra numero e genere non è completamente trasparente. Si noti che i nomi della prima e seconda classe come in albero e bambina con la desinenza in -o e in -a al singolare e in -i e in -e al plurale che sono univoci rispetto al genere, risultano meno problematici agli apprendenti in quanto sono le più frequenti e trasparenti.

Al contrario la terza classe come in ponte, limone, chiave, mare con la desinenza in -e al singolare e in -i al plurale pare più complessa, il che significa che partendo dalla vocale finale, è difficile prevedere il genere. Questi nomi appartengono sia al genere maschile sia al genere femminile. Ancora più difficile risulta la classe dei nomi che comprendono nomi di origine straniera come in leader/e, tram/m, sport/t, nomi con vocale finale accentata come in caucciù, caffè, verità/a, monosillabi re/a, gru/n, che rimangono invariabili sia al singolare che al plurale.

Per quanto riguarda i nomi maschili di origine greca che finiscono in -a al singolare e in -i al plurale come in problema, tema, diploma, fantasma, dei nomi femminili in -o al singolare e in -i al plurale come in mano, dei nomi con la stessa desinenza al singolare e al plurale come in moto/o, gorilla/a, crisii/e e dei nomi con forma maschile al singolare e femminile al plurale come in uovo/a, paio/a, miglio/a l’acquisizione si dimostra molto complicato, in cui gli apprendenti continuano a fare errori anche a livelli più avanzati.

4. La Ricerca

Nell’ambito dell’insegnamento dell’italiano LS in un corso di “Grammatica italiana” con studenti albanesi di L1 nella prima fase dell’acquisizione dell’italiano sono stati osservati alcuni errori relativi a uno scorretto uso degli articoli. L’obiettivo della ricerca è di evidenziare le fasi principali di acquisizione dell’articolo italiano e tentare di stabilire quale metodologia di insegnamento più adeguato sia per insegnare la categoria dell’articolo.

4.1 Partecipanti

Il numero totale dei partecipanti è stato 20 studenti albanesi che frequentavano il corso della Grammatica italiana. Alcuni dei partecipanti coinvolti alla ricerca avevano frequentato, prima della loro iscrizione all’Università, un corso di lingua italiana, altri invece l’hanno studiata nelle scuole medie superiori e pochissimi durante la loro residenza in Italia. Il gruppo dei partecipanti è stato in gran parte omogeneo per quanto riguarda l’età e il grado di istruzione.

4.2 Materiali


4.3 Risultati

Attività 1 – La produzione scritta

I dati relativi alla produzione scritta permettono di osservare imprecisioni al livello di accordo. Nei due test sono riportati problemi legati all’accordo dell’articolo con il SN. Nella prima produzione scritta dove l’argomento era scelto dagli studenti
abbiamo visto che la percentuale degli errori commessi era alta rispetto alla seconda produzione scritta in cui certe scelte sono state obbligate. Si può osservare dal grafico che è stato un miglioramento dalla prima produzione alla seconda. Questo a causa delle riflessioni fatte dopo la prima produzione, ma anche a causa delle parole chiave assegnate dal docente.

Graffico 1. I dati nelle due produzioni scritte

Come si può osservare nel graffico 1, le omissioni degli articoli diminuiscono nella seconda rilevazione dei dati, per quanto riguarda l’accordo all’interno del SN, osserviamo la presenza di numerose sostituzioni dell’articolo definito lo con il con il nome “studente”, l’articolo non viene omesso ma sostituito dall’articolo il: il studente invece di lo studente; i con gli: i amici invece di gli amici; i esercizi invece di gli esercizi; sovrastensioni dell’articolo un con uno o una: con il nome “studente” viene messo l’articolo un al posto di uno: un studente invece di uno studente, un professione invece di una professione; la tendenza di usare l’articolo definito sulla base di un’assonanza con la vocale finale del SN che segue: i lezioni, le esame, la diploma invece di le lezioni, l’esame, il diploma; la tendenza di usare l’articolo con i possessivi seguiti dai nomi di parentela: *il mio padre, *la sua sorella, *il mio marito.

Attività 2 – Inserimento dell’articolo nel contesto.

Tabella 1. L’accordo dell’articolo con la SN

<table>
<thead>
<tr>
<th>tipo esempio</th>
<th>genere numero</th>
<th>desinenza nominale</th>
<th>articolo</th>
<th>corretto (u)</th>
<th>corretto (a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>def amico</td>
<td>m/sg.</td>
<td>-o</td>
<td>1(lo)</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>def automobile</td>
<td>f/sg.</td>
<td>-e</td>
<td>1(la)</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>def frasi</td>
<td>f/pl.</td>
<td>-i</td>
<td>le</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>def mano</td>
<td>f/sg.</td>
<td>-o</td>
<td>la</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>def moglie</td>
<td>f/sg.</td>
<td>-e</td>
<td>la</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>def occhi</td>
<td>m/pl.</td>
<td>-i</td>
<td>gli</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>def panorama</td>
<td>m/sg.</td>
<td>-a</td>
<td>il</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>def situazione</td>
<td>f/sg.</td>
<td>-e</td>
<td>la</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>-def idea</td>
<td>f/sg.</td>
<td>-a</td>
<td>un</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>-def problema</td>
<td>m/sg.</td>
<td>-a</td>
<td>un</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>-def zio</td>
<td>m/sg.</td>
<td>-o</td>
<td>uno</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>-def televisione</td>
<td>f/sg.</td>
<td>-e</td>
<td>una</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>-def ora</td>
<td>f/sg.</td>
<td>-a</td>
<td>un’</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>-def notte</td>
<td>f/sg.</td>
<td>-e</td>
<td>una</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>-def albergo</td>
<td>m/sg.</td>
<td>-o</td>
<td>uno</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>-def spettacolo</td>
<td>m/sg.</td>
<td>-o</td>
<td>uno</td>
<td>15</td>
<td>13</td>
</tr>
</tbody>
</table>

5. Conclusioni

Nel presente lavoro si è messo in evidenza le difficoltà che uno studente albanofono può incontrare lungo il suo percorso di apprendimento dell’italiano come lingua straniera. Abbiamo osservato, inoltre, che la selezione dell’articolo è un compito molto difficile per un apprendente la cui L1 esprime la definitezza del SN con elementi diversi rispetto all’italiano. È stato notato che, gli apprendenti albanesi tendono ad omettere l’articolo in determinati contesti e incertezze al livello di accordo all’interno del SN con il genere e il numero. Inoltre, vediamo la tendenza di sostituire l’articolo definito con quello indefinito nel contesto linguistico e viceversa. Dunque, nella produzione scritta si vede una maggiore accuratezza nella scelta dell’articolo relative all’accordo e alla definitezza [-definitezza] che nell’inserimento dell’articolo definito o indefinito nel contesto dato.

Bibliografia


The Traditional Evolution of Style and Especially of Color of Bridal Dresses in Different Cultures during the Centuries

Arvanitidou Zoi

PhD Candidate in Folklore, University of the Aegean
Arvanitidou@aegean.gr

Gasouka Maria

Assistant Professor in Folklore and Gender, University of the Aegean
mgasouka@rhodes.aegean.gr

Abstract

The wedding is celebrated with the most formalized ceremonies. The bridal dress is a particularly important and symbolic object during modern wedding ceremonies that communicates so much about the customs of marriage, but also the personality, the femininity and the sexuality of the wearer as well as the social conventions. Many people consider the cultural traditions unchanged from generation to generation, but those concerning the wedding dress are not static, or unchanged. The styles and colors of the bridal dress have changed depending on the fashions of the era, the cultural influences and circumstances of the marriage. The “Traditional” white wedding dress as we know it today in Europe and North America is not very old, as it was worn just 150 years ago during the mid of 18th century. The first one was worn by Queen Victoria in 1940. Before the white gown, the bridal dress followed the concurrent silhouettes and colors of day dresses and the whites of the time were probably in cream or ivory shades. The brides of royal families wore heavy brocaded gowns and the red color was a very popular one in Western Europe. During the interwar years a gradual shift towards the style of the evening wear and the pure white bridal dress was established. After 1934, when the church had allowed the celebration of weddings during the afternoon, the opportunity for evening receptions was given, influencing the style and colors of wedding dresses. Hollywood movies also had a major impact in the formation of the style and the change of its color.

Keywords: Wedding dress, Culture, Colors, Identify, Femininity

1. Introduction

People celebrate the transition from one life stage to the next. The wedding is celebrated with the most formalized ceremonies. The bridal dress is a particularly important and symbolic object during modern wedding ceremonies that communicates so much about the customs of marriage, but also the personality, the femininity and the sexuality of the wearer as well as the social conventions. Many people consider the cultural traditions unchanged from generation to generation, but those concerning the wedding dress are not static, or unchanged. The styles and colors of the bridal dress have changed depending on the fashions of the era, the cultural influences and circumstances of the marriage. The “Traditional” white wedding dress as we know it today in Europe and North America is not very old, as it was worn just 150 years ago during the mid of 18th century. The first one was worn by Queen Victoria in 1940. Before the white gown, the bridal dress followed the concurrent silhouettes and colors of day dresses and the whites of the time were probably in cream or ivory shades. The brides of royal families wore heavy brocaded gowns and the red color was a very popular one in Western Europe. During the interwar years a gradual shift towards the style of the evening wear and the pure white bridal dress was established. After 1934, when the church had allowed the celebration of weddings during the afternoon, the opportunity for evening receptions was given, influencing the style and colors of wedding dresses. Hollywood movies also had a major impact in the formation of the style and the change of its color. A certain color has different meanings in different cultures. So, in Asian countries red is considered the color of happiness and is dominant in wedding dresses while white is the color of mourning for the followers of Confucianism. When Japan brides wore white kimono at their weddings, it symbolized the separation from their birth family. In other countries other colors are dominant like green in Hungary, which is excluded in Britain, particularly in Scotland testifying that everything is based on the cultural context.
2. Symbolic Meanings of Bridal Dress and Its Colors

The socially constructed ritual of marriage is charged with the prevailing cultural concepts and conventions and the bridal dress is a highly symbolic object on this show and on the presentation of the femininity and the sexuality of the bride. Marriage as a rite of passage marks the separation of the bride from her parental family and the formation of a new one and the validation (social approval) of the couple's sexual relationships on the condition that they will create descendants. The style and the color of the wedding dress are determined by the contextual factors of each wedding, the social conventions and the cultural context. It contains obvious and latent symbolisms which are communicated between the bride and the wedding attendees (Walsh, 2005).

The white color of the wedding dress, in the Western world, traditionally symbolizes purity and virginity. These concepts, which have their roots in the pre-Victorian era, even today are wrong, as they are no longer associated with the value of the bride as a woman. The style and color are chosen by each bride reflect her personality, her relationship with her body, her sexuality and her attitude towards marriage. The bride with her wedding dress shows her attitude towards tradition. If she chooses the white color, except from the implied mental purity she also declares that she agrees with the accepted traditional wedding wear, while if she chooses another color, she makes a strong statement about her personality, although sometimes it is expressed in a way that may not be acceptable from all the invitees. The coded messages contained in a wedding dress are communicated to all the wedding invitees in a similar way although the perception of some people of these messages may differ or the perceived meanings may differ from person to person.

The wedding dress symbolizes the basic or princely perfection. When a woman expresses the desire to feel like a princess on her wedding day, she wishes to acquire the enchanting beauty of a princess or a goddess. When she feels that day she is in a special and superior spiritual state, which leads to a transformation, her wedding dress is not just an artifact that contributes to the "perfect" look but it is an amulet that helps this transformation (Paul, 2000).

Many women reveal today that they are almost ashamed because they succumb to the standard model and in reality they do not want to wear a traditional white wedding dress. With this statement they reveal a latent internal conflict related to the connotations of the white color as a symbol of virginity as most of them are no longer virgins when they get married. Especially feminists feel that there is a conflict between tradition and their feminist beliefs (McBride-Mellinger, 1993). Nevertheless, there is a strong desire for a white wedding dress as it constitutes the archetypal symbol of marriage. Historically, the white bridal dress symbolizes the end of an individual woman's life and the beginning of her role as a dependent spouse. Nowadays it does not mark the death of individuality but of singlehood and points the start of a mature partnership. The bridal dress is a deep archetypal way of identifying the breakaway from the bride's previous life. Even the white gown might symbolize the innocence of childhood and the irresponsibility and carelessness that a woman relinquishes during her wedding day (Paul, 2000).

3. The Role of the Bride in the Creation of Her Wedding Dress

The bride is the main character of the wedding ceremony and assumes this role from the day that her wedding dress is created as she decides what to wear, constituting a means of negotiation and compromise with her immediate social environment, which is actively involved in the design of her wedding gown (Walsh, 2005).

The design of the bridal dress and the selection of its color is exclusively a female affair. The bride has the primary responsibility for this selection, but other female members of the family, like her mother, her mother in law, her sisters and sometimes her bridesmaids are also involved. Each of the women mentioned above (the social environment of the bride and the bride) have their own perception about the perfect wedding dress and when these perceptions differ powerful conflicts arise. The choice of the wedding dress' features allows the bride to present her personality within the limits and the conventions of marriage. There is quite a large freedom of choice in the field of bridal gowns which allows the individual expression within the strict protocol of the wedding ceremony and this is a unique female privilege. The bride is the center of everyone's attention and her dress is under criticism or praise, depending on how well she represented her personality and femininity according to the perception of the attendees (Walsh, 2005).

4. The Contemporary Evolution of the Style and the Color of the Wedding Dress

There are many "sayings" about the customs of marriage and perhaps the most notorious for the wedding dress is the one that it must contain: "something old, something new, something borrowed and something blue" (Walsh, 2005). Similarly the following poem advises brides for the appropriate colors of their bridal dresses and which they should avoid:
Married in blue, love ever true,
Married in white, you've chosen right,
Married in red, you'll wish yourself dead,
Married in black, you'll wish yourself back,
Married in gray, you'll go far away,
Married in brown, you'll live out of town,
Married in green, ashamed to be seen,
Married in pink, of you only he'll think,
Married in pearl, you'll live in a whirl,
Married in yellow, jealous of your fellow
(Emrich 1970:18)

Before the 1800s, brides wore black or dark wedding dress. Until 1840 the brides in Europe and North America wore wedding dresses in various colors like blue, yellow and "practical" colors like black, gray or brown. Before Queen Victoria, brides, in Western Europe, who were royal family members, wore red, heavily brocaded gowns (Otnes & Pleck, 2003). In the Victoria & Albert Museum there are two wedding dresses of the 18th century which seems that were they intended for the presentation of the bride after the wedding in the royal court. They are made of silk fabric, embroidered with silver and colored threads and as the light reflects on their surface, it creates impressive reflections. The King approved silver decorations on wedding dresses, but their high cost was something that only the very wealthy families could afford. The first one is from the marriage of the 5th Earl's of Devon daughter in May 1747. The second one is from the end of 1770 and it is made from pure, silk, white satin in evening gown style, suitable for a evening, private wedding ceremony with high profile guests. Researchers have yet to trace its origin but its quality and color have led them to these assumptions (Ehrman, 2011).

Ordinary mortal women, when they chose the "white" color, they did not choose pure white but cream or ivory, because it flattered their skin. As for the style of the wedding dress, it followed that of the daily clothing which had a high neck, closed neckline and long sleeves and that is because in Great Britain marriages took place in the early hours until 1886 (Monger, 2004). The marriage of Queen Victoria, in 1840 marked the beginning of "the tradition" of the white wedding dress. The shockingly simple white wedding dress was a marked deviation from the rule that wanted the royal wedding dresses decorated with precious stones. Similarly, the daughter of Princess Alice and the Princess of Wales got married in white wedding dresses in 1858 and 1863 respectively. Of course these royal weddings influenced the preferences of ordinary mortals (Olian, 1994).

The white wedding dress did not prevail immediately. The black silk taffeta bridal dress of Maggie Scott Wilson in 1881 is preserved as well as the brown silk dress of the Vaughan family from 1894. The brides of the upper social classes usually wore white wedding gowns, while those of the working class wore a "new" dress in various practical colors that could be also worn during other circumstances apart from the wedding day in contrast to the white dressing gown that was worn only once. (Historic Costume & Textiles Collection, 1998). The white wedding dress gave to the bourgeoisie an opportunity for conspicuous consumption as it showed that the bride's family was so rich, so that the bride could choose an expensive elaborate dress that would be worn only once, as it could be damaged in any other use (Ingrassia, 2007). When there was mourning, the bride wore a black, gray or purple wedding dress. After 1886 the British church allowed the marriages in the afternoon and many women choose to wear practical costumes. Subsequently the etiquette books turned this practice of the white wedding dress into tradition (Howard, 2008).

The rise of the standard of living during the 20th century imposed a modification of the tradition and the practice of the wedding dress to be worn only once, while during the 19th century it was very possible that the wedding dress would be worn more often (Howard, 2008). The historic and romantic years of Hollywood have raised shiny white evening dresses that influenced the designs of wedding dresses (Historic Costume & Textiles Collection, 1998), while after 1945 they helped to crystallize the "white wedding" and gave to it a form of regulatory nature (Martin, 2011). During the mid-war period, the style and decoration of the wedding dresses gradually followed the style of the evening wear, and the daily dressing became more practical, informal and androgynous. The shades of white and cream dominated the 1920s, the pale gold and pink and the decorations with metal threads and lace were fashionable. During the uncertain years of recession after 1930, the classic white satin returned, but after 1935 the pastel colors reappeared (Ehrman, 2011).

After 1940, the pure white bridal dress was permanently established and prevailed to be worn exclusively during the wedding day and it was especially made for the wedding ceremony. The Second World War brought about some changes in the style of the wedding dress. Brides, by necessity, as the wedding was planned in a very short time, which depended on the leave of absence of the groom from the army, practically wore suits or short, daily dresses. During this period there was also plenty of silk parachute cloth, which served as the main material for the wedding dresses. Κατά την
dékastea tou 1970 υπήρξε μία χαλάρωση της τυπικότητας και του τελετουργικού και παρουσιάστηκαν μη τυπικές μορφές νυφικών, όπως απλές εργατικές ρόμπες του κινήματος "πίσω στη φύση" και καφτάνια με During this period there was also plenty of silk parachute cloth, which was served as a main material for the wedding dresses. During the 1970s there was a relaxation of the formality of the wedding ritual and atypical wedding dresses were presented such as simple robes and caftans with hoods (Historic Costume & Textiles Collection, 1998). The “white” wedding dress got a strong boost in 1981 after the wedding of Prince Charles with Lady Dianna Spencer. She wore a white bridal dress from taffeta with a tail length of 25 feet and one in six people worldwide watched their marriage on TV. Dianna's wedding dress is considered the epitome of the traditional white wedding dress.

4.1 Other Colors of Wedding Dress in Western Civilization

In 2010 the Australian Michelle Murray wrote the play "The Black Wedding Dress". During her research for this project she found out that the white wedding dress was not affordable for most of the women of the Australian mainland until recently. The dark dresses were preferred because they could be worn again as "good" dresses, while black was the ordinary color of the wedding dress for young women who got married to widowers. In Hahndorf Academy in South Australia, Murray found out a black, skintight dress, attached with a white veil, which represents the German Lutheran marriage tradition. Its symbolism was to "prepare" the bride for her wedding deprivation. The title of the project "The Black Wedding Dress" is a reversal of the idealized female travel and is a mythical story of survival and adaptation to difficult conditions: The protagonist, a young woman from the Victorian era, gets pregnant by her Aboriginal lover and escapes from a violent marriage and following him in the desert, she says: "I am a white woman who got married to a black man, in a black wedding dress. The white wedding dress, which came one day after the wedding, could not tell my story, as a black one can". The writer herself got married in a very dark green dress, so dark that it looked black (Murray, 2011).

Another color that makes a strong declaration of independence is red. There are two examples of known women who got married in a red dress. Monica Maurice, an independent, unconventional woman, the first woman - member of the association of mining electrical engineers, in her wedding ceremony in June 1938, wore a ruby red, silk dress. Even the economist Rachel Ginsburg, who got married in a synagogue at London in January 1949, chose a red woolen suit in the "New Look" style, which was launched by Christian Dior in 1947. Her mother found it quite bold, but her father and her future husband agreed with her choice. These two examples provide a strong contrast of the popular image of young brides in virginal white popularized by the media and the films of Hollywood. Such vivid colors make a bold statement about the personality of the bride (Ehman, 2011).

5. The Colors of Wedding Dress in Non-Western Cultures

For many non-Western cultures, red is the traditional color of the wedding dresses. They are worn by Hindu and Muslim brides, as well as Chinese and Vietnamese for whom this is the color of good luck. It is used in many Asian countries as well as in Indonesia, where unlike the West, the traditional white represents mourning and death. The traditional Korean wedding dress imitated the costume of princesses and consisted of a red skirt and yellow jacket, over long pants. Above them, brides wore a red robe with wide sleeves with stripes in various colors. Since the 1980s the western bridal styles have prevailed, but nowadays brides use both styles (Historic Costume & Textiles Collection, 1998). In Japan, before the Second World War, the usual wedding dress was a black long-sleeved kimono. Since 1960, it was replaced by a white uchikake, elaborately decorated, that was worn over a plain white kimono which symbolized the mourning for her separation from the paternal family. Since 1980 the white western style wedding dress prevailed in these countries also (Suga, 2003).

The traditional Palestinian dress imitated a royal dress (thob malekeh) but it was replaced by Western-style wedding dresses, from the 1900 in urban ares and from the 1930 in rural ones. Today, a modern version of the traditional Palestinian wedding dress is worn at some weddings as a confirmation of the bride's cultural identity. In many other countries, the renewed interest in national identity, popularized the traditional wedding costumes. Even many African Americans incorporate elements from their cultures from West Africa in their wedding ceremonies as authentic traditional clothing and accessories, or cloth of kente or asooke, with which they manufacture western style wedding dresses (Seng & Wass, 1995).

The wedding dresses in rural areas were not made from precious materials such as silk, but their decor was very elaborate and so that was the declaration of wealth of the family of the bride. Often the embroidery and decoration was done by the bride herself and they decorated the dress with precious metals and gold coins (Seng & Wass, 1995). The wedding ceremonies, in some cultures, last several days and people in them make several costume changes which
represent the changes in the social status of the bride, but also they reveal the influences of other cultures through trade, migration or colonization. These ceremonies are unique survivals of the traditional costume as most countries have incorporated the "tradition" of the white wedding dress sometime during the 20th century. There are many cases of synthesis between western and local traditional elements in wedding dresses, either in style, fabrics, or accessories (Historic Costume & Textiles Collection, 1998).

A certain color has different meanings in different cultures. The cultural context of each color is very important. Apart from the traditional concepts the colors symbolize the communication carried between cultures and international marketing. So in Russia the wedding color is the yellow, as it is in South Korea where the yellow symbolizes the joy and happiness and it is used in the garments of Engagement. In India, the bridal bindi is red, because this color symbolizes fertility (De Bortoli & Maroto, 2001).

5.1 The Symbolism of Green Color in Wedding Dress

In Hungary the color green is associated with positive emotions such as hope and expectation and the song that is sung at Hungarian weddings applauds the color green of the wedding dress: "The color green is the hope for success" (Honko, Timonen, & Branch, 1993). On the contrary green is the color of misfortune in Britain and Ireland and it is shunned by most people at weddings and especially in Scotland, where they avoid even to serve green vegetables in their wedding meals. There are the Scottish stereotyped expressions "Green is not worn at weddings" και ""Buy a green dress and your next will be black for mourning... Never, never wear green for your wedding". But this very strong connection between green and unhappiness in marriage, obviously did not exist in the 17th century, when the bride who married Charles I wore a green wedding dress. The explanation for the prevalence of this idea is maybe located in the belief that "witches wear green aprons" or that green symbolizes the loss of virginity or pregnancy (Hutchings, 1997).

6. Conclusions

Today, 200 years since the media and entertainment began to promote the white wedding dresses, most women prefer to accept and continue a tradition that celebrates the romantic love and the fairytale beauty of the bride, although it has its roots in the materialistic and empirical world of advertising. There is of course skepticism, the independence of women has increased, the moral attitudes are changing, but the preference in a traditional white wedding dress has increased.

The white wedding dress is a relatively recent tradition in the West and its deviations from the rule are few and powerful declarative. But and within the narrow confines of the typical "white wedding", there is room for the bride to show her personality and showcase her femininity. The white wedding dress prevailed almost throughout the world and especially where there is a strong influence from Europeans and North Americans. There are attempts to revive traditional styles of wedding dresses but usually in these cases there is a mixture of local traditional with western elements.

References


Similes in Thomas Hardy's Tess of the D'Urbervilles and their Translation into Albanian

Leonard Rapi

Department of Foreign Languages, Faculty of Social Sciences and Education
University of Gjirokastër, “Eqrem Çabej” Albania
nardirapi@yahoo.com

Harallamb Miçoni

Faculty of Social Sciences and Education, Department of Foreign Languages
University of Gjirokastër, “Eqrem Çabej” Albania
miconisllambi@yahoo.gr

Abstract

This paper aims to investigate similes in Thomas Hardy's novel Tess of the d'Urbervilles and their translation into Albanian. Similes will first be analyzed in terms of their structural make up. The next step will be the analysis of their semantic content and the stylistic functions they fulfill in the original text followed by the way they have been recreated in the text in Albanian. The overall aim of the paper is to shed some light on the way these rhetorical tropes are dealt with in translation.

Keywords: similes, comparison markers, semantic content, stylistic aspects, translation strategies

1. Introduction

This paper investigates similes in Tess of the d'Urbervilles, a novel by the 19th century British author Thomas Hardy and their translation into Albanian. By simile we mean the word or phrase that compares something to something else, using words like or as, for example, a face like a mask (OALD, 2008). In this category we include mainly ad hoc expressions created by authors for the artistic needs of their literary works. However, we do not exclude the similes which, through frequent use, have become part of the language and as such appear as special entries in dictionaries.

Similes in the source text are first analyzed in terms of their structural make up. What is intended here is a brief presentation and categorization of the similes according to their comparison marker. Next their semantic – stylistic features are examined. Finally, similes in the source text are compared and contrasted with their respective translations in the target text whereby we try to identify similarities and/or differences between them as well as features of the translator's style in dealing with the translation of similes from English into Albanian.

2. Theoretical Discussion

2.1 Similes and their function

Definitions of similes converge in that they are generally seen as associations between entities belonging to different conceptual domains. For instance, Pierini (2007) defines similes as the statement of similarity that exists between two entities in at least one aspect. For Harris (2010) similes are comparisons between two different things that resemble each other in at least one way. Similes are structurally organized in three components. The first 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.

According to Fromilhague (1995 cited in Pierini 2007), similes serve a dual purpose. Apart from being concise and efficient means of communication, they are also employed cognitively to perceive things in new, unexpected ways depending on the type of discourse and text in which they occur. In scientific discourse, for example, they are used to exemplify and clarify. In argumentation similes can clarify and explain. They can also be found in school texts with the aim of facilitating learning by explaining difficult, abstract concepts through concrete, easy to grasp concepts. Similes abound in literary texts where they are widely employed as creative ways of seeing things in new, unusual ways.

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2.2 Issues of translation

Despite the fact that similes are one of the most frequently occurring rhetorical means, often surpassing even metaphors or idiomatic expressions, when it comes to their translation, they are still one of the least researched items. Because they have traditionally been considered as a weaker form of metaphor, the translation strategies that are usually employed for the translation of metaphor are also applied to the translation of similes. The case in point is Pierini (2007, 31) who borrows Newmark’s (1981) scheme which he sets out for metaphor translation.

S1: literal translation (retention of the same vehicle)
S2: replacement of the vehicle with a different vehicle
S3: reduction of the simile, if idiomatic, to its sense
S4: retention of the same vehicle plus explicitation of similarity feature(s)
S5: replacement of the vehicle with a gloss
S6: omission of the simile

While we do not object to this point, we hold the view that while basically a semantic rhetorical trope, the syntactic aspect is of special importance in similes. For this reason, we agree with Tsõmbarevitš (2011, 17), who states that in the process of simile translation, it is necessary to keep an eye on the structural elements of the simile and that the translator should try to strike the right balance between the semantic content and syntactic form because it is only by transferring the simile's three constituents that the simile will be preserved both semantically and syntactically. This is also the premise that will guide our research process.

3. Methodology

Our method of study is an empirical, inductive one. The data come from Thomas Hardy’s novel Tess of the d’Urbervilles and its translation into Albanian Tesi i d’Erbervileve. The first step to the investigation of similes was the identification of the similes in the source text and their mapping on to their translations in the target text. Next, the similes were examined in terms of their comparison markers and their semantic content. Finally, they were compared and contrasted with their translations with the view to discovering possible patterns of translations.

4. Analysis of the Results

4.1 Similes according to their comparison marker

The comparison marker is the linguistic means which not only signals similes, but also establishes the relationship between their constituents. According to the comparison marker, similes in Tess of the d’Urbervilles fall into five types:

1. Similes with like. These constitute the largest group with 86 instances.
   e.g., 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 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 (p.63), like a Chinaman’s queue (p.66)

2. Similes with as. There are 24 instances.
   e.g., 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)

3. Similes with as...as with 27 instances. These similes have the following structure:
   1. as + adjective/adverb + noun/noun phrase
   2. – + adjective/adverb + noun/noun phrase
   e.g., as sumple 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)

4. Similes with as if/though. There are 16 instances.
   e.g., 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-rode (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 (p.414)

5. **Noun-like** similes. These similes are placed before nouns and function as adjectives. 8 instances have been counted.

e.g., lath-like stripling (p.4), cliff-like dwellings (p.47), business-like tones (p.112), the wave-like curl of her lashes (p.130), moon-like eyes (f.135), dream-like fixity (p.154), a pumpkin-like moon (p.182), tower-like pillar (p.409)

4.2 **Semantic features of similes**

In order to shed light on some of the semantic-stylistic features of similes, they were analyzed in terms of the lexical fields to which their descriptive component belongs. The lexical field with the largest number of instances is that consisting of lexical items denoting animals, birds or insects. For instance:

- like a raging tiger (p.25), like those of a wild animal, like a slimy snake (p.66), like the love making of a grasshopper (p.89), like a long dog (f.113), like a fascinated bird (p.125), stealthily as a cat (p.126), like pigeons (p.146), as if it had been a snake’s (p.173), warm as a sunned cat (p.174), like the skin of a bird (p.200), waiting like wolves (p.200), like a bird in a springe (p.201), as a bled calf (p.347), as the voice of the cuckoo (p.372)

What can be noticed is that the descriptive components denote species that are commonly found in rural settings like those depicted by Hardy. The figures of the animals often carry specific symbolism and are employed to express a large variety of notions. For example, comparison to birds, symbols of fragility and delicacy, is meant to further emphasize these qualities in Tess or other female characters. In popular culture, the wolf is often associated with qualities like aggressiveness or ferociously. In the specific context of the novel it symbolizes Tess’s bitter past, which is said to be in constant attack in order to dominate her fragile spiritual state. The comparison to the cat, stealthy as a cat, is built on the cat’s physical quality of elasticity that allows it to enter places unnoticed. A newly born calf in as a bled calf conveys the idea of powerlessness. In general, the lexical items used as descriptive elements are used for what they are usually perceived in the British culture. An exception to this would be the symbol of the snake. There are two instances of similes with the word snake as descriptor. In contrast to its usually negative image, the emotional charge is neutral in like a slimy snake, where the emphasis is on its physical ability to crawl, whereas in as if it had been a snake’s it is positive as it refers to Tess’s mouth.

Another lexical field is that consisting of lexical items that denote plants.

- like a geranium bloom (p.33) as the skin of mushrooms (p.79) as the sap in the twigs (p.102), as dazzling as that of cultivated flowers (p.126), like a plant (p.174), as a new-gathered mushroom (p.180), as that wild convolvolus (f.181), a pumpkin-like moon (p.182), like a lotus-headed column (p.244), like a full-blown jonquil (p.361), like a half-opened flower (p.405)

These similes build on various physical peculiarities of plants. Firstly, it is the colour. The d’Urbervilles villa built of red bricks is said to look like a geranium bloom in strong contrast to the surrounding dark background. Jupiter, the star in the sky, is as bright as a full-blown jonquil. The exuberant vegetation is as colorful as a cultivated garden. The texture is another feature used to compare humans to plants. The outer layer of a mushroom is used on at least two occasions to describe Tess’s skin to emphasize its softness. The shape of the flowers or plants is also employed with a view to depicting various things or objects. For instance, the smoke coming out of the chimney is likened to a lotus, a special kind of lily, or the moon acquires the form of a pumpkin. Apart from the simile with the snake which we mentioned above, Tess’s mouth when she sleeps is also likened to a half-opened flower conveying an idea of beauty combined with freshness. In general these similes are qualitative. Although they are fewer in number, there are also similes that are built quantitatively. A case in point is I am sure Tess has as many experiences as that wild convolvolus. It is uttered by Angel Claire and is meant to refer to his belief in the girl’s purity of character due to her lack of life experience.

Biblical elements constitute a rich lexical layer in the novel. They occur in Hardy’s authorial comments as well as in the language of the characters. Getting to know Angel Claire, Tess grows acutely aware of her own intellectual deficiencies and in a moment of self-pity she says “I’m like the poor Queen of Sheba who lived in the Bible”. In the Old Testament the queen Sheba turns to King Solomon for spiritual enrichment. The simile expresses her state of inferiority as she perceives it. Another example of a biblical reference is the simile; in front of it the long red elevator, like a Jacob’s ladder (p.345). It has to do with another biblical character, King Jacob, who dreams of a ladder rising from earth to heaven with angels climbing up and down it. Apart from the religious connotations the object carries, this ladder has often been used as a symbol of something that stretches indefinitely. In the context of the novel it is used as a description of an elevator, a piece of equipment for moving things up and down. Because of its length, it creates an impression of a Jacob’s ladder. It is one of several cases where technological innovations are represented by Hardy through expressions
conveying irony, dislike and lack of trust, which might suggest his aversion to technological progress. All too often parallels are drawn between characters in the novel and real, historical characters or mythological objects and figures.

...that was only because, like Peter the Great, in a shipwright’s yard, he was studying what he wanted to know. (p.128)

The simile in this case is built on the comparison between Angel Clare and Peter the Great, the Czar of Russia of the end of the 17th and the beginning of the 18th century. According to historical data, Peter the Great was known for his interest in developments of technological-scientific nature. He even supervised the construction of his naval fleet which played a decisive role in the battle against the Ottoman Empire. This is the fact that Hardy refers to when Angel Clare is likened to Peter the Great because, just like him, Clare was in the Talbothays farm to study things with a view to becoming a farmer.

Another instance is the following simile:

…the irregular chalk table-land or plateau bosomed with semi-globular tumuli – as if Cybele the Many-breasted were supinely extended there…(p.290)

Cybele, a mythical figure considered as the goddess of fertility, has often been represented as a woman with multiple breasts. The simile in the novel is based on the shapes of the relief consisting of hills which bring Cybele’s figure to mind.

Some similes contain descriptive components expressed by lexical items belonging to the lexical field of war. Like other expressive means, they are employed for various artistic purposes. For instance, the simile, like an arrow describes the speed at which the mail-cart moves. Its collision with the Derbyfield’s cart turns out fatal for the horse. Angel Clare is often represented as a man of principle, someone who uses discretion and does not allow sentiments to shadow his judgment. However, at a certain moment, his feelings for Tess prevail and all his moral scruples are undone just like a defeated battalion. Another detail is that of the glove Tess uses to hit Alec d’Urberville, for which it is said that it was heavy like a warrior’s.

There is yet another lexical layer including lexical items that express psychological, mystical, even supernatural phenomena. The dream, as a psychological phenomenon, is used several times as a descriptive element in similes. These similes are present each time the characters experience specific states where words, actions or behaviour are not logically motivated but could be attributed to something unexplainable. The following are some examples:

She obeyed like one in a dream (p.37), “I will – I will,” he said, like a man awakening from a luring dream. (p.335), …and smiled at her disquiet as at a foolish nightmare (p.214), Tess resumed her position by the buzzing drum as one in a dream…(p.344), She seemed to feel like a fugitive in a dream, who tries to move away, but cannot. (p.394),

Other paranormal phenomena like ghosts and visions are also present. He was arriving like a ghost…(p.268), …each damsel was sitting up in her bed awaiting Tess, the whole like a row of ghosts. (p.203), …he had disappeared like a shape in a vision (p.282)

According to Hardy, the past exerts strong pressure on the present. It seems as if the events in people’s lives are predetermined by something mysterious beyond people’s control to which they are forced to bow unconditionally. Similes are a typical linguistic expression of this fatalistic philosophy.

...holding only strictly necessary intercourse with the natives, as if some ancient doom compelled him to wander here against his will…(p.337)

4.3 Translation of similes into Albanian

4.3.1 Translation of similes with like

As pointed out above, similes with like constitute the largest group with 86 instances. Different patterns of translation have been found with regard to the semantic content of the descriptive component. Firstly, there are those that have been translated with their direct Albanian equivalent.

1. …of this tree that looked like a raging tiger springing from a lair…(f.25) - ...ja kjo pemë i ngjante një tigri të tërbarë që vërvidet nga strofka…(f.39)
2. …speeding along these lanes like an arrow…(p.28) - ...kishte kaluar si shigjetë nëpër këto rrugë…(p.43)
3. like a sword, ... (p.28) - si ndonjë shpatë (p.43)
4. 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 mbi statujën e vet…(p.81)

5. I’m like the poor Queen of Sheba who lived in the Bible. (p.129) - Unë jam si ajo mbretëresha e shkretë Saba e bibliës! (p.170)

It should be noted that the above and other instances that fall into this category could be considered as literal translations since there is an almost one-to-one correspondence between the elements constituting the English expression and those of the Albanian expression. The similes translated in this way form the majority of the similes with like.

A pattern close to the above is the one in which the English expression and the Albanian expression are quite similar in terms of their semantic content but differ in that the Albanian translation contains one or more additional lexical items which are not present in the English original. The instances which are the closest to literal translations are those featuring the Albanian indefinite pronoun ndonjë (some). For instance:

1. like a map beneath him. (p.6) - si ndonjë hartë gjegrafike (p.12) [like some geographical map]
2. like a sword (p.28) - si ndonjë shpatë (p.43) [like some sword]
3. like a geranium bloom against the subdued colours around…(p.33) - si ndonjë elbarozë e kuqe mbi sfondin e ngjyrave të errëta. (p.51) [like some geranium…]
4. like a slimy snake (p.66) - si ndonjë gjarpirë zvarritës (p.92) [like some crawling snake]

The Albanian indefinite pronoun ndonjë (some) translates the English indefinite pronoun a. In these cases, the Albanian translator has had two alternatives. One is that with no determiner at all. Because Albanian nouns are marked for (in)definiteness, the translator could have used the noun only leaving out any determiner. The noun itself with its inflection would have been grammatically acceptable. The second is the translation with the Albanian indefinite article ndonjë (a/an). However, the translator has opted for the use of ndonjë, which does not change anything in meaning but adds to the degree of indefiniteness. The Albanian translator seems to be quite consistent in this tendency; we have counted at least 11 cases of similes translated with ndonjë.

Another aspect of difference is that of the translation of the comparison marker like with the aid of verbal expressions such as ngjason, (resemble), duket si (look like):

1. eyes like those of a wild animal. (p.52) - sytë e saj të mëdhënji, që dukeshin si sytë e ndonjë egërsire. (p.74) [her large eyes, which looked like the eyes of a beast]
2. pain that was like the bitterness of dissolution (p.175) - Me një brengë që i ngjasonte hidhërimit të vdekjes (p.228) [with a pain that resembled dissolution]
3. Jupiter hung like a full-blown jonquil, …(p.361) - ylli i Jupiterit, që ngjante me ndonjë narcis të verdhë…(p.441) [Jupiter, the star, which resembled a yellow jonquil]

Again the difference is stylistic more than semantic because, as Galperin (1981,168) puts it, similes with like are more straightforward, whereas similes with seem and as if suggest a somewhat more remote resemblance.

The rest of the translations display varying degrees of difference, which, nevertheless, lies mainly in the syntactic aspect of the expression. For instance, various lexical items are added to the Albanian expressions which do not figure in the original expressions:

1. like breezes (p.126) - si një puhizë e lehtë, (p.166) [like a light breeze]
2. like Peter the Great, in a shipwright’s yard, …(p.128) - …si dikur Pjetri i Madh në kantierin detar…[like Peter the Great once …]
3. She knew they were waiting like wolves…(p.200) - Ajo e dinte që … ato fantazma po e përgjonin si ujqër të uritur…(f.258) […]were eavesdropping on her like hungry wolves]

On some occasions similes have been expanded into whole clauses of manner-comparison:

1. …like a painter from his easel…(p.46) - …siç bën piktori kur sprapset nga kambaleci…(p.66) […]as a painter does when he steps back from the easel…]
2. …she seemed to flinch under it like a plant in too burning a sun. (p.174) - …dhe mblidhej sa një grushë, siç mbledheth bima nën rezet përcëllouese të dieillit. (p.227) […]as the plant flinches in the scorching rays of the sun]
3. Her feelings almost filled her eyes like a babble of waves, …(p.200) - Dukek sikur ajo i dëgjonte me vesh ndjenjat e saj, siç dëgjohet gurgullima e ëmbël e valëve…(p.257) […]as the sweet gurgle of the waves is heard…]
4.3.2 Translation of similes with as

There are 27 instances of similes with the comparison marker as. On 5 occasions the original similes have been recreated with their correspondents in the Albanian language. Equivalence lies not only in the comparison marker, but in the other constituents as well. Here are three of them:

1. as the tide sways the helpless weed (p.196) - ashtu sëc tërheq rrëkeja leshterikët e pajurishëm, (p. 254)  
2. Nightfall, which in the frost of winter comes as a fiend and in the warmth of summer as a lover (p.361) - Në dimrin e ftohët nata vien si armik, në verën e ngrohtë vien si dashnor (p.442)  
3. as the voice of the cuckoo in the third week of the same. (p.372) - sa zëri i qyqes në javën e tretë të po atij muaji. (p.455)  

On 8 other occasions the similes have been translated not as they appear in the original but rather as whole clauses of manner-comparison with the respective Albanian linguistic means:

1. ...some spirit within her rose automatically as the sap in the twigs. (p.102) - ...shpirti i sij çofej peshë, sikundër çofet peshë ëngu i pemëve. (p.135) [her spirit rose just as the sap in the trees rises]  
2. ...began to differentiate themselves as in a chemical process. (p.121) - ...filluan të diferencoheshin, thua se po ndodhnte ndonjë proces kimik. (p.159) [began to differentiate as if a chemical process was happening]  
3. ...and smiled at her disquiet as at a foolish nightmare? (p.214) - ...siç mund të qeshë njeriu me një makth që nuk ka asnjë bazë? (p.276) [as a man can laugh at a nightmare that has no basis]  
4. walking very slowly, without converse, one behind the other, as in a funeral procession, (p.240) - ...ecnin shumë ngadalë, pa folur fare dhe njëri prapa çetrit, sikur po shkonin prapa një qivuri,...(p.304) [...walking very slowly, without talking and one after the other, as if they were walking after a coffin]  

We have found three instances in which the simile has not been linguistic. This means that the simile has been omitted and has been replaced with a clause with no comparison markers.

1. The snow had followed the birds from the polar basin as a white pillar of a cloud, (p.298) - kishte filluar të binte dëborë: ajë binte në formën e një reje të bardhë pluhuri...(p.370) [snow had began to fall: it fell in the form of a white cloud of dust]  
2. ...spread into the chilly air as the one soothing thing within the dusky horizon...(p.323) - ...dhe në errësinë e ftohët, ku nuk depërtonte asgjë, ato zëra tingëllonin në një mënyrë disi qetësuese. (p.403) [...sounded somewhat soothing]  

Finally, there are 2 instances in which the meaning has been changed to such a degree that it could be said that they constitute modifications.

1. ...he had come as to a place from which as from a screened alcove he could calmly view the absorbing world without...(p.156) - ...ai kishte pandehur se së këtejmi do të mund të sodiste i qetë (si prej ndonjë skute të mbuluar me perde) botën e jashtrue...(p.208) [as from a corner covered with a curtain]  
2. ...its more prominent buildings showing as in an isometric drawing. (p.413) - ...me ndërtesa si të pikturave kubiste, ...(f.504) [with buildings like those of the cubist pictures]  

4.3.3 Translation of similes with as ... as

This type of simile is specific as it is built on three elements. The first is the entity that is being described. The second is an element naming a certain quality which establishes the relationship between the first and the third. The second element is usually an adjective, adverb or other qualitative or quantitative phrase on the basis of which the two entities are compared to each other. The first component does not pose any difficulty in translation. Almost all of the similes within this category have been translated into Albanian with their equivalents. There is only one case that constitutes a shift in the semantic meaning of the original word.

...this feminine tissue (p.74) – shpirti i bukur i kësaj femre (p.102) [the beautiful spirit of this female]  

Shifts in the semantic meaning have been found in the translations of the describing components of some of these similes. We shall examine a few of them to illustrate this point.

The stables ...were as dignified as Chapels-of-Ease, (p.34) – Stallat ...ngrihesin madhështore si kisha të vogla (p.51) [The stables ...rose magnificent like small churches]  

According to the editor’s notes, Chapels-of-Ease were small churches built in remote places to help people carry out their religious rituals conveniently without having to visit the main church of the area. It is obvious that even though the Albanian translation takes up the notion that it is a small church we are dealing with, it misses out on its main semantic feature, which is the social role it plays. It should be said that this is a case of cultural asymmetry. Due to the
lack of the same notion in the target culture and as a result of a proper word for it, the translator has to make do with what is available to recreate the meaning of the original as best he/she can.

…but he is rotten as touch-wood by now. (p.136) - ...tani ka rënë shumë, është katandisur si ndonjë trung i kalbur. (p. 179) [...has been reduced to a rotten log]

This is, in our opinion, a case of ambiguity. The explanation in the editor’s notes for this expression is dead. The Albanian translation does not seem to suggest this. It rather emphasizes the state of inability of the person this simile refers to due to old age or sickness.

However, the most striking difference is again syntactic rather than semantic. A common syntactic feature of these similes in the source text is that they function as attributive complements. This means that there is usually a copular verb, be, look, seem that links the descriptor or vehicle to the topic of the simile. This is not the case in the Albanian translation which occasionally employs other means of expression.

1. …her skin is as sumple as a duchess’s. (p.22) - ...e ka cipën të hollë e delikate si ndonjë dukeshë. (p.36) [she has a fine and delicate skin like some duchess]

2. …her arm was as cold and damp to his mouth as a new-gathered mushroom…(p.180) - ...krahu i Tesit iu duk i ftohtë dhe i lagësht si ndonjë kërpuhdhë e freskët... (p.233) [Tess’s arm seemed to him cold and damp like some fresh mushroom]

5. Discussion

Some conclusions could be drawn on the basis of our analysis of the data. Firstly, similes in Hardy’s novel Tess of the d’Urbervilles do not present significant difficulty in translation, at least if compared with metaphorical or idiomatic expressions. This is due mainly to the nature of the similes in this novel. As we have pointed out in the section on the semantic features of similes, most of them are built with the aid of universal concepts, which are present in the target culture, which seems to facilitate their translation into the source language. This is in line with van den Broeck’s claim about metaphors (1981) that their internationalization will usually lead to a high degree of translatability. This seems to apply to similes too.

The Albanian translations differ from the original expressions not so much in their semantic meaning as in the way they are structured syntactically. Due to their level of semantic simplicity and explicitness, the similes lend themselves well to being translated with their direct equivalents in the target language, Albanian. However, there are cases where shifts are discernible especially in the syntactic aspect. These consist of:

(i) Translation with different comparison markers.

(ii) Addition of one or more lexical items which are not present in the source text and which are not absolutely necessary for the translated text.

(iii) Translation as expressions fulfilling syntactic functions in the clauses where they appear which are different from those the original similes fulfill in the source text.

The consistency of occurrence of the above phenomenon suggests that the translator is mainly concerned with acceptability and naturalness of expression. Even though he stays close semantically to the source text, he allows himself the freedom to work with the phrase and adjust it in order to come up with the variant that will be read most naturally by the Albanian reader.

6. Conclusions

In this paper we focused on the similes in Thomas Hardy’s Tess of the d’Urbervilles and their translation into Albanian. Our first concern was the creation of a representative research corpus. Because similes are almost always signalled by comparison markers such as like/as/as if/as though/ as...as, their identification and documentation become relatively easy especially if computer programs designed for textual analysis are used. Doing so, we found no less than 160 similes as they appear in the original text. Our main aim was to compare and contrast them with their Albanian translations in order to see what patterns of translation there were and how they were dealt with in this process. The comparison and contrast focused on the similes’ semantic and stylistic features related to them. We found that as far as the semantic content is concerned, there are no very great differences between the similes in the source text and their translations. The translator has opted mostly for the obvious options meaning that they have been translated with their direct equivalents in Albanian. This is, we believe, because the similes in Hardy’s novel are built on relatively simple and universal notions which are easy to grasp and are present in the Albanian culture. On the other hand, we find that differences lie mostly in the syntactic aspect. The translator consistently manipulates the syntactic structure of the translated expressions first of all
for variety and secondly for naturalness of expression. For instance, he often inserts words which do not appear in the original. This does not however affect the semantic content of the expression, which remains basically the same. It rather leads to added stylistic effect of the simile. Quite often the translator favours an explicit version of the simile. A third tendency is that of changing the syntactic function of the similes. For example a simile functioning as an attributive complement in the source text is translated as a manner-comparison clause in the target text or vice versa.

References

From April 10, 2010 to Date: Nicha Hiranburana Thuvatham’s Struggle for Justice through Media for her Late Husband

Pokkrong Boon-Long

MA Program in Women, Gender and Sexuality Studies, College of Interdisciplinary Studies, Thammasat University, Bangkok, Thailand

Abstract

On November 1, 2013, around 4 o’clock in the morning, PM Yingluck Shinawatra’s government attempted to force the Thai Parliament to pass an amnesty bill to whitewash the act of criminals, rioters and others who committed unlawful acts while gathering in political protest over the period from 2004 until August 8, 2013. This attempt had terrible consequences for the justice issues affecting those who were killed in those incidents, including General Romklao (Christopher) Thuvatham, who was fatally shot while performing his duty, unarmed, at Khok Wua Intersection in Bangkok on April 10, 2010. Consequently, such an operation by the PM and her government pushed Nicha Hiranburana Thuvatham, General Romklao’s wife, on presenting her grievances via the media, to plead for justice for her late husband. This paper aims to analyze Nicha’s strategies in her combined roles as wife, citizen and government officer in struggles with Thai government over the issue of justice. The analysis was made using Nicha’s public speeches selected from the three media: her address to the forum of the People’s Democratic Reform Committee televised on BlueskyTV on November 24, 2013; an interview with Pak-Soi-Roi-Neung, a radio program aired on January 20, 2014; and a letter Nicha wrote to the wife of Suthin Tarathin, the renowned social activist assassinated while participating in a protest for advance voting for the national election on January 26, 2014. Also considered were some parts of Nicha’s narrative in the book named In the Memory of Love which she published for the first anniversary of her husband’s death.

Keywords: Grief, Ideology, Loss, Media, Nicha Hiranburana Thuvatham, Woman in Thai Political Movement

1. Introduction

Since April 10, 2010, when disciplinary Colonel Romklao (Christopher) Thuvatham was fatally shot in the hazardous riot at Khok Wua Intersection on Rajadamnern Avenue in Bangkok while performing his duty, unarmed, for Thai Army and the government, the investigation into the case has made little progress. The riot took place at the site where the group of people calling themselves “Red-Shirts” gathered to protest PM Abhisit Vejjajiva on his political performance. PM Abhisit, who concentrated very much on pursuing the killing of civilians by government officers, ordered soldiers to perform their duties at the site unarmed. Shamefully, to date, the real killer of Colonel (posthumously promoted to General) Romklao has not been brought to justice. Only mentioned as a suspect at the time was “the guy in a black shirt.”

At that time, Nicha Hiranburana Thuvatham, the wife of General Romklao, has tried hard to plead for justice from PM Abhisit’s government for her late husband, and has struggled for years with the issue since then through the period of PM Yingluck Shinawatra’s government, which began their administration in August 2011, and made the hasty attempt, on November 1, 2013, around 4 o’clock in the morning, to force the Thai Parliament to pass an amnesty bill to whitewash the act of criminals, rioters and others who committed unlawful acts while gathering in political protest over the period from 2004 until August 8, 2013. The period of time covered by the amnesty in the act drafted by PM Yingluck’s government included the coup d’état of September 19, 2006, against the government of PM Thaksin Shinawatra, the elder brother of PM Yingluck who was sentenced to prison for committing a corrupt act against the Kingdom of Thailand and who fled justice and remains a fugitive outside the country. Thaksin had received support from a great number of people in Thailand, including many in the “Red-Shirt” group, which positioned themselves on the opposite side of the “Yellow-Shirt” group due to their different perspectives on politics. From the time of their first protest gatherings publicized worldwide on media, the “Yellow-Shirts” were labelled as a non-violent movement while the “Red-Shirt’s” image was tarnished by violence and destruction (Nostitz, 2011: 11-35), largely evident in their setting fire to several large shopping centres and one of the oldest cinemas in downtown Bangkok on May 19, 2010. It went without saying that one of the persons who profited from the suspicious amnesty bill proposed by PM Yingluck was her elder brother, the ex-prime minister of Thailand who remained a fugitive from justice of crimes against the state of Thailand (McCargo, 2009; Surin, 2007).

Evidently, General Romklao was a victim who would have failed to receive justice by the amnesty bill, and this strongly motivated Nicha to resist the government’s efforts once the news of its dubious attempts to pass the act were...
disclosed to the public. Nicha has pleaded for justice on behalf of General Romklao and herself directly to PM Yingluck’s government, and to social organizations involved, such as Office of the National Human Rights Commission of Thailand, but investigations into the case remained stalled. As a form of amends for Nicha’s loss, the Yingluck government promoted her to a high-level government position that was permanent rather than the temporary appointment made during the set by a political incident. From the position of Director of the Central Administration, Office of the Permanent Secretary, Ministry of Science and Technology, she was elevated to the position of Advisor to Prime Minister, the Department of Permanent Senior Official on Social Issues in the work group of Strategy and Machination at the Secretariat of the Prime Minister in the Office of the Prime Minister, which was her former position before being transferred to Ministry of Science and Technology. Nicha considered such efforts by the government to placate her could never compensate for the injustice she and her husband had received and the hasty attempt of the government to pass the amnesty bill on November 1, 2013 certainly encouraged Nicha to shout out louder for justice. Appearing often in the media during that critical period of time, Nicha, as a senior officer in the governmental organization seemed to have no fear of being dismissed from her position. On the contrary, she used her status to fortify her mission through the entire range of media, and by taking part in the political movement supported by millions at home and abroad, seeking the elimination of corruption and corrupt politicians, and reform in Thai society. The underhanded attempt to pass amnesty bill shrouded ambitious efforts by government members to garner profits from corrupt practices and rob the country (DP Secretariat of the Prime Minister in the Office of the Prime Minister, which was her former position before being transferred to Ministry of Science and Technology. Nicha considered such efforts by the government to placate her could never compensate for the injustice she and her husband had received and the hasty attempt of the government to pass

2. A Critical Struggle for Justice in Thailand before Nicha’s Case

The mysterious disappearance of lawyer Somchai Neelapaijit since March 12, 2004, without trace, clearly reflects a failure in the operation of the law in Thailand. The article, The Disappearance of Lawyer Somchai Neelapaijit (Nakarin, 2011), raised a presumption on one of the most critical reasons for the lawyer’s “being disappeared,” a phrase coined by his wife, Angkhana Neelapaijit. It relates to the legal appeal which revealed the illegal mistreatment by a group of governmental officers of a group of crime suspects in several public security cases. These officers, presumably, of the police, violently abused their legal powers, as mentioned in the article, by having a third person urinate over the suspects’ faces, and having the suspects tortured by electrical charges to their bodies and genitals, to force them to make confessions. Consequently, according to judicial documents, lawyer Somchai, who was handling the suspects’ cases, pleaded in court, for a judicial order to have his clients transferred to penal rather than police custody. The following day, Somchai disappeared. This incident took place during the term of Thaksin Shinawatra’s government.

For a great number of Thai citizens, lawyer Somchai’s case is a tragedy of justice. This case has essentially manifested Angkhana Neelapaijit’s courage and strong determination in the face of fruitless search for her missing husband over the past decade. Angkhana, a common Islamic civilian, has struggled to marshal action from the police to fully investigate lawyer Somchai’s mysterious disappearance, and, has frequently resorted to pleas for government intervention beginning with that under the authority of PM Thaksin which paid scant attention to the case from the start. Moreover, police investigation into the case and prime suspects since the early stages was riddled with flaws (Nakarin, 2011). In 2005, the case was transferred to the Department of Special Investigation (DSI), but the investigation continued to make little progress. To date, no remains have been found of lawyer Somchai, who, believed by many people, would be killed.

Angkhana’s loss is a key human rights issue. Her husband’s case has been one of concern for a number of noteworthy international organizations such as the United Nations (UN), and Organization of Islamic Cooperation (OIC). Even though the Thai government under PM Yingluck formally signed the United Nations’ International Convention for the Protection of All Persons from Enforced Disappearance, on January 9, 2012 (“Thailand signs the International Convention on the Protection of All Persons from Enforced Disappearance,” 2012) to reinforce its human rights credentials with respect to disappearances, and even though Angkhana and her family were offered 7.5 million baht in compensation, Angkhana was not satisfied with this response. Her position on the stated issue was partly declared in an open letter written on March 10, 2013, addressed to PM Yingluck as chairman of Special Investigation Committee call on the DSI to fully investigate her husband’s disappearance. Angkhana’s declaration contained the following point:

“...anyway, on providing a treat to the bereaved, only money cannot completely erase the victims’ memories of severe wounds. I strongly believe that only the chance to get to the truth, and only justice can bring their own dignities back to them, and that should lead all to the real forgiving and lasting harmony.

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I write this letter to Your Excellence, who has taken the position of the country’s top executive and has commanded DSI, to inform you of the incapability and the nonchalance of the government and DSI on conducting the practical investigation into lawyer Somchai Neelapaijit case. 

“From the bottom of Angkhana’s heart to ‘Poo [the PM Yingluck’s nickname], the Rotten Rice’ on lawyer Somchai’s disappearance case and DSI,” (2013)

Similarly, General Romklao’s case is another way to which PM Yingluck’s government paid improper attention. Their hasty efforts to pass the amnesty bill in the early morning of November 1, 2013 with its stated aim clearly reflected their negligence and failure to act responsibly in the interests of justice for all, including General Romklao; whereas, had the bill been passed it would have been Thaksin Shinawatra, PM Yingluck’s fugitive brother, who, would have stood to benefit most (Thompson, 2014). The corrupt act of PM Yingluck’s government pushed Nicha to join millions of them to create one of the most important political movements in Thai political history, in a call for reform and, in her case, justice for her husband savagely Gunned down in the heart of Bangkok.

This paper aims to analyze Nicha’s strategies in her struggle with PM Yingluck’s government over the issue of justice for her late husband and herself. The analysis is made using Nicha’s public speeches selected from three media: her address to the forum of the People’s Democratic Reform Committee televised on BlueskyTV on November 24, 2013 (LiveTV0012Th, 2013; “Nicha urges government officers to take responsibilities for their duties and suggests ‘Poo’ who has never bereaved her own husband to take back her words on forgiving the convict, 2013); an interview with Pak-Soi-Roi-Neung (2014), a radio program aired on January 20, 2014; and a letter Nicha wrote to the wife of Suthin Tarathin (“Nicha feels sympathy with the bereaved and writes a letter to encourage Suthin’s wife to stand firm for ‘Look-Kaew,’ “ 2014), the renowned social activist assassinated while participating in a protest for advance voting for the national election on January 26, 2014. Some parts of Nicha’s narrative in the book named In the Memory of Love (Nicha, 2011), which she published for the first anniversary of her husband’s death, were also considered. The great inspiration for the author of this paper, one of countless Thai citizens who signed a petition opposing the amnesty bill, came in the form of a booklet entitled Luang-Poo-Fark-Wai (Prarajawarakhun, n.d.) provided to those people who took part in Buddhist chanting at the New Year Festival of 2011 at Temple of the Emerald Buddha, Bangkok. The booklet, which was specially published for General Romklao’s royal cremation ceremony, reminded me of his heroism. In addition, I personally experienced elements of the chaotic riot on April 10, 2010, as a pedestrian nearby where the incidents took place and witnessed the sound of gun fire in the vicinity. Traffic in the neighborhood near the site was blocked in all directions for a distance of 5-10 kilometers. The incident forced all pedestrians to flee for their lives. I came to realize that what partly saved me on that day, was the sacrifice of soldiers, including General Romklao, who put their lives at risk to control the situation. Essentially, what has driven me to develop this paper is my personal and academic interest in the field of women, gender and sexuality studies, and the social role and endeavours of such a woman in contemporary Thai society as Nicha Hiranburana Thuvatham.

3. Nicha’s Strategies in Struggles with Thai Government over the Issue of Justice for her Late Husband

In the selected media, Nicha’s speeches and writings call for justice for her late husband and, it can clearly be seen that she took part in political activities together with the mass of protesters against the Yingluck government. Her first media event was a speech aimed directly at protesters at the PDRC forum. This was followed by an interview given for a radio program about attending the cremation of Prakong Chujan, a forty-six-year-old PDRC protestor from Phuket Province, who died after receiving a blow to the head at a PDRC parade, not far from the National Stadium, on Bantardthong Road. In the interview, Nicha shared her experience of bereavement along with Prakong’s wife. Among the selected media in this context is the letter which Nicha, as widow to an unarmed husband who was fatally shot, wrote to Yao, the wife of Suthin Tharatin, social activist and chief developer guard of the Army of People to Wipe Out Thaksin Regime, who also died of a gunshot wound while leading a protest for advance voting for the national election on January 26, 2014, around Sri-ieam Temple in Bang Na District. The letter aimed to encourage Yao to stand firm for the sake of her young daughter and shared her grief with other bereaved members of the community, which, in this context, was a community of people who held the same political views, and shared their grief and frustration with one another.

Nicha’s grief was a sentiment, which, according to John Bowlby (1973, cited in Walsh, 2012: 66), is “....the reaction of the bereaved to the loss of a significant other.” General Romklao passed away in the chaotic riot which can be considered a traumatic event which caused a traumatic loss (Travers, Ali, & Kolkiewicz, 2013: 223-4; Walsh, 2012: 118) for Nicha. In a certain way, the PDRC forum and the masses which took part in the political movement are, in this context, akin to bereavement counseling which offered Nicha an opportunity to share her experience of bereavement, including intimate expressions, among members in the same community, especially of grief (Hall, 2014: 12; Walsh, 2012: 105)
Romklao and herself were fundamentally guided by grief, and the opportunities that arose from the political movements against the corrupt practices of government. In this context, Nicha, as a woman, employed strategies available in everyday life to fight in an arena which was conditioned under the established power relationship (Jurree, 2008: 32; Suteera, & Maytinee, 2008: 57) by challenging and condemning the Yingluck government which performed the corrupt acts. At the same time, Nicha created an alliance with the masses who suffered equally from corruption and a government, which paid a little attention to the problems and harm caused by their corrupt acts, and selfishly took advantages of the public for their own benefit, as later clearly evidenced by the ruinous losses attributed to the rice mortgage scheme. The masses also lost group members from violent attacks against which the government completely failed to take protective action or initiate legal investigation. Nicha, as a citizen under submission to a corrupt government, shared the common and universal grief of the masses. To solidify these strategies, Nicha demanded justice for her husband and herself by presenting her loss and grief from the standpoint of a wife, government officer and citizen of the Kingdom of Thailand. The essential phrase, “Deep from the heart which bereaved the same,” ("Nicha feels sympathy with the bereaved and writes a letter to encourage Suthin’s wife to stand firm for ‘Look-Kaew,’ " 2014) in the letter Nicha wrote to Yao, Suthin’s wife, significantly reflects Nicha’s status as an intimate and sincere member of this mass community. Besides, that phrase seems to indicate a sharing and healing process as part of the grief relief that Nicha and Yao underwent in their bereavement. Naturally, the grief, which Nicha experienced, and which was collectively shared served to further raise the heroic profile of General Romklao as a brave and disciplined senior commander of the Royal Thai Army.

Nicha’s strategies to establish justice for her late beloved husband via the media highlighted the value of courage in the fight to regain peace and Dharmic principles, and corruption free pride in national dignity. Her speeches and writings selected for study place prime importance on bravery and sacrifice by which the masses pursued their mission to topple a government which had ruled the country illegitimately. She praises the masses for carrying out their quest according to the Buddhist principles of ahimsa (non-violence). In the book, entitled In the Memory of Love (2011) published to commemorate the first anniversary of her beloved husband’s death, she stressed his bravery and great sacrifice as a soldier who held high respect for his commanders and provided boundless care to his subordinates.

Widow Nicha comforted and encouraged the PDRC supporters to stand united against the "dark hazard," a reference to ruthless acts of violence masterminded by corrupt politicians and perpetuated by thugs. Overcoming fear, according to Nicha, signaled victory of sorts for the masses and herself. Nicha confidentially stressed that a government was only able to gain the respect and confidence of the faith from people by governing the nation with ethics and morals, especially honesty. In addition, Nicha saluted Prakong, on Pak-Soi-Roi-Neung, and Suthin, in her letter to his wife, as the kingdom’s heroes who truly loved their motherland and sacrificed their lives for their beloved families and the nation. At PDRC fora, Nicha, by referencing the sacrifices of her beloved husband and the loss of Prakong’s family, also solemnly advised the crowds to wisely manage the anger they felt in loss and frustration. Nicha considered such advice provided a more practical and powerful way to fight the criminals and corruptors than wielding guns or other lethal weapons. This approach won the hearts and minds of her audience and uplifted their spirits. She strongly believed that this method could lead the beloved souls of the deceased such as her husband and Prakong, to rest in peace in Buddhist tranquility.

Moreover, at PDRC fora, Nicha, who declared her status as a government officer and a Thai citizen who could not let the kingdom fall into ruins before her eyes, urged supporters to their standing as citizens lucky enough to live in the kingdom that had protected generations of ancestors, and been governed by a succession of morally upstanding rulers, for a very long time. She hoped that this realization could be harnessed as a force to resist the corrupt government and its minion ruler. Nicha essentially demonstrated her determination to underscore the virtue of their mission by emphasizing that General Romklao’s death came while performing his duty as a Thai government officer. Importantly, she asked all Thai government officers to preserve their professional dignity and the state’s independence by not cooperating with or submitting to the demands of corrupt politicians.

In many ways, Nicha’s grief-sharing with close family members as well as the public of large stands in stark contrast to common beliefs about grief such as those Katherine Walsh (2012: 100) refers to: "time heals all wounds," and "people find it too painful to talk about their loss." From April 10, 2010 to the present, more than four years, Nicha’s speeches and writings have explicitly merged with the deeply delicate feelings of loss and abandonment with her unquenchable thirst for solace and closure. Evidently Nicha’s grief fuelled fortitude dramatically following to the government high-handed shenanigans over the scandalous amnesty bill. Such an attempt is certainly like an act to kill General Romklao brutally once again. Nicha suffered so much that it forced her scream out to all who would listen, especially those of PDRC who had made it blatantly clear via all media that they sought the immediate relinquishing of power of the “Shinawatra regime”. On the PDRC stage, Nicha’s physical manners and gestures displayed calmness and serenity and her eyes, in close up, shone clear but with a hint of profound suffering. Ever willing to share her experience
of grief, Nicha’s words were delivered in a cool and controlled voice but are obviously masking the disgust she felt in effort to pass the loathsome amnesty bill. It hinted at a great sadness and strongly reflected Nicha’s true condition. This was never more obvious than in her recollections of General Romklao’s heroic performance of duty, during a speech at the Constitution Monument on Rajadamnern Road, not far from the spot where he was fatally shot.

4. Conclusion

Nicha Hiranburana Thuvatham presented her grievances via the media in a plea for justice on behalf of her late husband, General Romklao Thuvatham. From selected media extracts containing Nicha’s speeches and writings on the issue of her husband’s murder and the devastating effect it had on her, it goes without saying that her primary strategies in the struggle over the issue were fundamentally guided by grief and the opportunities posed by the political movement that was mobilized in opposition to PM Yingluck Shinawatra’s government. Nicha’s emotional condition was compounded when the government sought to pass the amnesty bill in the early morning of November 1, 2013 and her sentiments were in many ways shared with the masses protest in those unscruplous political machinations, especially the People’s Democratic Reform Committee (PDRC), rallied against the short-sighted and corrupt policies of PM Yingluck’s government.

The strategies employed by Nicha impacted on and inspired the ideological pursuit of justice, peace through Dharmic principles, non –corruption, and patriotism among those who gathered to oust the corrupt Shinawatra regime. Nicha’s mission in this context can be considered a part of her mourning for her husband and, essentially, a cathartic exercise in her search for solace. The ideologies Nicha created via the media reflect the power of the mass media in society. Mass media in this context provides a practical channel for an individual to take a role in political movement in society which essentially connects the world by internet. People are kept informed of the government's performance via such media. In addition, Nicha’s act in this context mirrors the role of educated middle-class woman in the contemporary Thai political movement, and it partly reveals the huge community who share the pain of injustice caused by corrupt government. Importantly, the case of Nicha and General Romklao reflects the absolute failure of the justice system in Thailand to remain free and independent of political interference.

5. Acknowledgements

The author of this article gratefully thanks Ajarn Krittaya Akanisdha and Asst. Prof. Chutima Pragatwuttisarn, Ph.D. for their very kind help with English usage and vocabulary.

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Nicha urges government officers to take responsibilities for their duties and suggests ‘Poo’ who has never been bereaved of her own husband to take back her words on forgiving the convict. (2013). ASTV Manager Online. Retrieved November 24, 2013 from
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How Parental Encouragement and Evaluation for the English Teacher Reflect Pupils Attitudes to Learn the English Language

Valbona Softa, MS.c., PhD Candidate
University of Tirana, Faculty of Social Sciences, Department of Pedagogy and Psychology, Tiranë, Albania
valbonasofta@gmail.com

Abstract
This study aimed at identifying the factor of pupils' evaluation for parents and teachers while studying the English language as a major priority in Albanian schools. In order to discover the attitudes and the evaluation for the English teacher the ATMB test (Attitude and Motivation Test Battery) was used in a sample of 200 pupils of secondary school in Tirana. The test was administered for two of its scales, the parental encouragement and English teacher evaluation. The data was gathered and calculated afterwards on the SPSS 18. This study has taken out results based on quantitative research thus conveying statistical values of the respective answers from the respondents. The answers varied from the absolute disagreement to the utmost agreement of statements for each scale. The selected scales had a total score of 70 each. It resulted from the measurement for the scale of English teacher evaluation a score of 60 out of which stands for slightly higher than moderate degree of evaluation for the teacher and a score of 56 for the parental support to learning the language. In other terms this study concludes that pupils in secondary cycle of studies highly evaluated the teacher of English language and they were only moderately encouraged by their parents to learn the language.

Keywords: English language learning, secondary school, evaluation for the teacher of English, parental encouragement to learn English, internationally recognized English tests

1. General Overview
Educational reforms in Albania have significantly affected the curricula in undergraduate school system. Major national strategies instead promote the values and importance of the application of the English language in Albanian schools, as a necessity for integration and cultural development of pupils. National Education Strategy, 2005-2015 writes in a special division: "Treatment with the advantage of the English language. Among other things, the Albanian state began addressing the priority of English, so mastering this language better. For this purpose it was decided that the teaching of English language start since primary third grade, (MASH, 2005, Case Approval Program English language, Primary Cycle, CF, p.3), and English test should be obligatory taken at Matura with a high coefficient of points for university admission. Also there is extended the market of publishing in English language, and English departments were established in universities (MASH, SCAP, 2007, p.10). Pace of these changes orients to a new approach to find analog programs and school systems in Europe. It is worth mentioning Bologna Declaration on Higher Education or the introduction of new ICT full program.

English in primary school, third grade, which is worth in the introduction:
" The integration of our country into the family of European -Atlantic structures, preparation of citizens of a united Europe, necessarily requires an understanding and mastery of effective foreign language, which should begin to learn as a new age. Primary school level where the jump is the basis for everything that society holds as valuable to learn, there is space and learning a foreign language English. Sensitization to small children learning English is a positive contribution to the overall formation of the student, his identity, he extends to the ability to distinguish the difference between cultures" (MASH, 2005, Case Approval Program English Language, Primary Cycle, CF P.3)

2. Problem of Research
The school programs requires that young children start learning English since the pre-school system and then follow during the elementary school up to high school when they take Matura exam and English test is an optional test, with a very high coefficient for university admission 1.3 -1.6) (MASH, 2010, Udhëzues për zhvillimin e Kurrikulës së rë të Gjimnazit, f.11)

Due to ongoing reforms in education system in Albania mainly related to English language taught in Albanian
schools, in terms of curricula, program, tests taken, teachers training, certification of English language knowledge with international standards and imposing the latter a must for the issuing of post university degrees, the continuous efforts to make the English test an obligatory test for the A levels, this study aims to find out the pupils evaluation for teachers of English class and the encouragement this group age going to the secondary gets from their parents.

3. Research Questions

- At what degree are students in Albania encouraged by their parents to learn the English language?
- At what extent do students in secondary schools evaluate their English teacher?

4. Literature Review

The English language is now a must for student academic achievement, like the university degrees for different high education programs, which obliges them to take an international exam to certify the knowledge in English language. The affective role into language learning has been of great importance in the recent researches. The studies with pupils of high schools in the late 90’s revealed that there exists an intense correlation between the affective filter and achievement in language learning (Gardner, Tremblay and Masgoret, 1997: 344)

The big challenge in an era of educational developments is to preserve the balance between the new and the old, to surpass gap between them and the new approach to environmental flows where they will be applied. In university education is handled with care by educational policy-making institutions such as the Institute of Curriculum Development (ICD) or Education Regional Directories (DARS) for designing programs and curricula. There has been significant sensitization training for working groups that deal with curricula and school programs.

In the case of English language programs for pre-university cycle curriculum statistically there have been significant differences both in content and in form. The aim is to adapt educational strategies in place, such as sector but central, and what is most important for English language programs, their design based languages to European standards. Specifically, English language programs in Albanian schools match closely with the European Framework of Reference for Languages and Foreign Language Portfolio. New educational programs is also provided preparatory aspect of teachers, who must have a certain level of not only education but also vocational, cultural, aiming: "Increasing accountability of teachers for the recognition and implementation of education legislation and in particular the latest innovations to educational reform; Increasing skills and professional competence of the teaching staff; a direct impact on enhancing the effectiveness of the learning process towards a successful teaching. Increasing the accountability of teachers for the necessity of knowing the basic concepts and scientific cases and their implementation in practice, in accordance with the specifications of the age of the students and the class where they teach. Practical implementation through concrete demonstration of skills acquired, and in particular by assessing achievement through testing "(IED, 2011, program of professional development for getting the qualification rates for English, p.2)

Harter in (1981) surveyed over 3000 pupils in Connecticut, New York, Colorado, and California with a five scale test measuring : challenge, curiosity , professionalism, an criteria which he defined as a “ tendency to challenging tasks rather than easy ones, curiosity and interest against the teacher approval, the independent attempts for professionalism against the teacher dependency, independent judgment against the teacher belief, and outer criteria to inner criteria for success or failure” p. 300. He found that student’s responses for the scale of challenge, curiosity and professionalism changed dependently to the age difference.

Masgoret et.al. (2001) in the test applied to measure some factors of language learning were not found ‘distinct indicators for the grouping which reflected integration, students attitudes, motivation or anxiety for the language” (p. 291). Nikolov (1999) in his study Pecs, in Hungary reported that the group age 11- 14 stated that they studied mainly for utilitarian reasons compared to the answers of little children. Longman would state in the book ‘Practice of English teaching’ that ‘there are two types of motivation, intrinsic and extrinsic motivation to learn’.

5. Methodology

This study tried to research the attitudes of 200 pupils to the language learning in a non public secondary school in the capital city of Albania, Tirana. This place selected for the study to the migration reasons occurring in the past decade when most of the population moved to the capital. This brought the increase of population and a greater concentration of young ages in the pre university system, but not only. The study also focused on the degree of evaluation the pupils had for the teacher of English language. To complete the research the AMTB (attitude motivation test battery) was used in
two scales adopted for the Albanian territory. The test was translated in the Albanian language by a two experienced translators and was reviewed by a peer group, consisting of pedagogy and psychology test raters from the University of Tirana. After it was proved reliable with a coefficient of 0.7 in a sample of 100 pupils, it was later used for the whole sample, taken at convenience reasons. The test completion was monitored by two teachers from another secondary school so that the pupils were not affected; they were previously trained to fulfill the requirements of the test manual for effective test use.

6. Procedures

The study is fully based on quantitative method of research, relying on statistical data procession and analysis on SPSS 18. The test was given for completion to 6 groups of students of tenth, eleventh, twelfth grade. Each of the groups was composed of 35 pupils each. It was applied in 210 students and it took two months to administer. This was a sample with probability, taken from the names record list at school database. The scope of the study was introduced to the students for ethical reasons and the students were free to participate or not in it. The pupils were willing to complete the test for the scales of teacher evaluation and attitudes to the language learning. After the test completion, the data was taken and answers of the respondents were carefully processed in the statistical program for two weeks.

7. Data Analysis and Results for the Scale ‘Evaluation of the Teacher of English’

The overall score for each scale was 70 as it was instructed in the test manual. So the pupil’s responses varied in values from the lowest degree with a null value (0) to the most extreme value (70). In order to find out the respective values for the answers, the frequency values were taken, and descriptive statistics for the mean values, and the modes for the most frequent answers. The alternatives of choice started with a strong disagreement coded Absolutely Disagree to absolutely agree, in a range of 6 degrees.

For the evaluation of the teacher results this data where the answers are mostly gathered around code 5, moderately agree.

The mean value after calculation results 5.1 and it corresponds to the score 60 in this scale.

Table 5. Data for the Evaluation of the teacher of English

<table>
<thead>
<tr>
<th>Alternatives of respondents</th>
<th>Number of students</th>
<th>frequency %</th>
<th>Mean value</th>
<th>Score of the whole scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slightly agree (4)</td>
<td>75</td>
<td>25.8</td>
<td>5.1</td>
<td>60</td>
</tr>
<tr>
<td>Moderately Agree (5)</td>
<td>135</td>
<td>74.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following graph shows the statements of the scale and their respective values gathered from the answers of respondents for each item. The values are compared to the maximum score of the scale (70). These values stand for the intensity of their feelings.

Figure 1: Evaluation for teacher of English
8. Data Analysis and Results for the Parental Encouragement

The alternatives of choice started with a slightly disagreement coded (3) Slightly Disagree to moderately agree (5), in a range of 3 degrees.

For the parental encouragement results this data where the answers are mostly gathered around code 5, moderately agree. This means that most of the pupils 179 of them have answered that they moderately agree with the statement that they are moderately encouraged by the parents to learn the language. The mean value after calculation results 4.73 and it corresponds to the score 56 in this scale.

Table 2. Data for the frequencies of the scale ‘Parental encouragement’

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Number of students</th>
<th>Frequency in %</th>
<th>Mean value</th>
<th>Score of the whole scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slightly disagree (3)</td>
<td>22</td>
<td>3.6</td>
<td>4.73</td>
<td>56</td>
</tr>
<tr>
<td>Slightly agree (4)</td>
<td>39</td>
<td>11.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderately agree (5)</td>
<td>179</td>
<td>84.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The statements and the respective values for each of the item in this scale are revealed in the graph below, showing the intensity of the pupils’ feelings toward their parents and their support for learning the language. The individual values are compared to the top value of the scale (70). See figure 2.

9. Conclusions

This study found that pupils in non public secondary school in Albania were moderately encouraged by their parents to learn the English language and they evaluated their teacher of English in a highly moderate degree. The average score after the data processing for the parents’ encouragement to learn the language was 56 out of 70. This concludes that parents support and encourage their children at a moderate degree to learn English language. The two highest values for this scale are for the items about the encouragement to study more the language and parents believing that it English language would help their children for a better future (65). The lowest consideration resulted for parents being only little interested to know about the activities their children did in the English class. In relation to the degree of evaluation for the teacher of English class the respondents revealed a better consideration compared to the parents support by evaluating more their teacher of English at a moderately high degree, score 60 out of 70. They showed that they were considerably inspired by the teacher and looked forward to going to the English class. However, they little believed that teacher of English was the best one. These results conclude that English language is very important in the curricula of the secondary schools and pupils have a high interest in learning the language. They expect a better support from their parents to learn English language and their parents should encourage them more. The teachers of English are also crucial to language learning mainly due to the new programs offered by the Ministry of Education and the continuous changes in the Albanian educational system. It results from the study that the teaching behavior of the teacher has changed progressively and positively, considering that it is highly evaluated by the target group in this study. Furthermore, the teachers are more aware of the importance of their class in the Albanian school system. It seems that the pupils attending secondary schools have a higher awareness of the importance of the English language, since these expectations of the people concerned, like parents and teachers, are quite high.
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When we look at how people usually talk about translation in everyday life, we see that the process of translating has been described in many ways with metaphors such as: building bridges, ferrying or carrying across, transmission, transference, etc. From one hand, most, if not all, of these popular metaphors assume the non-existence of the translator (Hermans 2002: 10). For example, for a phrase “to speak through an interpreter” as in: Barack Obama and Iranian president Hassan Rouhani spoke through an interpreter, as is common practice for high-level diplomatic calls, one might ask what does it actually mean to speak through an interpreter, is it as if one were talking through a microphone or a telephone handset? A statement like this is eliding interpreter’s intervention as if he were speaking through a disembodied individual. Similar situation can be found in expressions like I have read Dante which actually means that someone read a translation of Dante. Where's the translator there? From the other hand, these metaphors also point out to a pivotal function of a translation of bringing two languages, cultures, and even whole eras together. This, in turn, creates a specific type of contact situation where the contact between two languages takes place through translation and this will be the focus of our attention in the following paper.

It is a well-known fact that language contact is a source of language variation and change. Language contact through translation (LCTT) is a specific source of contact-induced language change, or translation-induced language change. Here the source language (SL) can have an influence on the target language (TL) both in terms of vocabulary or structures which are taken over in the process of translation. Sometimes these innovations remain limited to the translated texts, and in other instances they integrate into the TL, at least as a part of a specific genre (e.g. political discourse). However, this area has long been neglected in contact linguistics as a type of language contact, probably because of the supremacy which was assigned to the contact through spoken or direct interaction (Kranich, Becher, Hoder 2011: 11).

Insights gained from both the studies of language contact and translation can shed the light on this complex phenomenon in language change. The studies of language contact point out to several linguistic, social, political and historical facts that could have an impact on the outcome of a particular LCTT. Among these are the following facts: lexical borrowing is more prominent than structural borrowing, structural borrowing is limited to syntactic borrowing, all linguistic domains (except phonology) can be affected in LCTT, etc.

Translation studies show that translations, even of the same source text (ST) can vary significantly based on the dominant theoretical orientation that a translator has. By and large, these orientations depend on the type of ST (most likely, translators will not have the same approach when translating an advertisement, medical or technical text, and poetry, for instance), the target audience, etc. In some cases a translator might be oriented towards achieving formal equivalence, i.e. translation equivalence at the level of the language system, in others towards achieving functional/communicative equivalence, i.e. the TL naturalness of a translated text which is designed to lead to equivalent effect or response with the readers. In most of the cases, different parts of the same text are translated differently by using either the first or the second approach, but, still, there is one that is predominant and the choice of which will necessarily have an impact on the potential of translation-induced language change.

Some scholars have hypothesized that translated texts are characterized by some common, or universal, features. Baker (1996) lists four of them:

1. **Explicitation**: an overall tendency to spell things out rather than leave them implicit in translation
2. **Simplification**: the tendency to simplify the language used in translation
3. **Normalization**: a tendency to exaggerate features of the TL
4. **Levelling out**: the tendency to avoid stylistically marked ways of expression

Although it is still not clear whether these could be called translation universals or not, the fact remains that these features might also have influence on the outcomes of the LCTT. Kranich et al. (2011: 18) have suggested a model for

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classifying the LCTT by using two main types of variables. On one hand, the factors concerning the socio-political background and the typological characteristics of the languages involved. On the other hand, they classified the changes that can be observed. Here are the classificatory principles:

_Potentially relevant socio-political, cultural and linguistic factors in LCTT_

1. Orientation of the translator
2. Intensity of contact
3. Length of contact
4. Sociopolitical dominance relations
5. Prestige of SL
6. Attitude towards the SL
7. Degree of standardization of the TL
8. Degree of establishment of the genre in the TL
9. Typological proximity
10. Potential of establishing functional equivalence between particular linguistic items

_Outcome of LCTT_

1. Lexical
2. Morphological
3. Syntactic
4. Pragmatic/stylistic

In the LCTT context, we will have a closer look at a text that is considered to be one of the greatest literary influences on shaping the contours of the English language – the Bible. The most evident influence is manifested in the area of the idioms. It has been continued to be present even today. Albert Stanburrough Cook, professor of English language and literature at Yale University thus wrote in the 1920s: “No other book has so penetrated and permeated the hearts and speech of the English race as has the Bible. What Homer was to the Greeks, and the Koran to the Arabs, that – or something not unlike it – the Bible has become to the English.”(McGrath 2001: 253) Many families could afford only one book – the Bible. Many learned its passages by heart and found that their written and spoken English was shaped by the language and imagery of the Holy Scriptures. Without the English Bible, there would have been no Handel’s _Messiah_, _Paradise Lost_, _Pilgrim’s Progress_ and countless other works that were inspired by the language and imagery of the Bible.

Three of the most influential English Bible versions that appeared during some of the most crucial moments in the history of the English language were are the Wycliffite Bible (1382; 1388), William Tyndale’s translation (1526) and the King James Version (1611). Let’s consider their theoretical orientations in translating and the LCTT outcomes.

John Wycliffe (c. 1330-84), a philosopher, theologian and church reformer sponsored the first complete translation of the Bible into English. Wycliffe’s method was to rely greatly on glossing the Latin text, seeking, where possible, to preserve the original style. The result was the growth of the Latinate lexical content. Thus, Wycliffe and his associates are credited with “more than a thousand Latin words not previously found in English.” (Hughes 2000: 143) Almost every extract shows the influence of Latin vocabulary which was either directly imported or through French as illustrated below:

1. And it was don in tho daies, a maundement wente out fro the emperour August, that al the world schulde be discryued.
2. This firste discryuyng was maad of Cyryn, iustice of Sirie.
3. And alle men wen ten to make professioun, ech in to his owne citee.
4. And Joseph wente vp fro Galilee, fro the citee Nazareth, in to Judee, in to a citee of Dauid, that is clepid Bethleem, for that he was of the hous and of the meyne of Dauid,
5. that he schulde knouleche with Marie, his wijf, that was weddid to hym, and was greet with child.

[...]

12. ye schulen fynde a yong child wiappid in clothis, and leid in a cratche.
13. And sudenli ther was maad with the aungel a multitude of heuenli knyythod, heriynge God,
14. and seiynge, Glorie be in the hiyeste thingis to God, and in erthe pees be to men of good wille.

(From Luke 2:1-14, the italized words are of Latin origin)²


² Adapted from: Crystal 1997: 48
“puberty”, “schism”, “to tramp”, “unfaithful”, “zeal”. (Bragg 2003: 86) It is obvious that the Wycliffite Bible not only enriched the English lexicon but also introduced new words for some new or current issues that later broadened their semantic field. Such was the case with “humanity”, “pollute”, “schism”, “Philistine” which, starting from Wycliffe onwards, have been used in a variety of different ways. The Lollards, followers of John Wycliffe, spread this translation widely, thus increasing its status as a standard.

One factor of growing importance that shaped the development of English was the printed material. Having learned the skills of printing in mainland Europe, England’s first printer, William Caxton (1422 – 91), returned to England, and set up his printing shop at Westminster. Not long after that, printing houses sprang up throughout the 1460s to meet the new demand for printed books. The potential of the printing press for shaping the living languages is well-known. Fixed forms of spelling were beginning to emerge and certain lexical patterns were becoming accepted as normative.

The first printed English translation of the New Testament, however, was not printed in England but in Germany and it was the translation of William Tyndale (c. 1494 – 1536), a Protestant reformer, scholar and a strong proponent of the view that people should be able to read the Bible in their own tongue. The copies of his translation, due to the hostile opposition, were smuggled and soon began to circulate throughout England.

Tyndale’s New Testament was the first English vernacular text to be printed and the basis for the most subsequent versions. The rhythmical beauty, simplicity of phrase and clarity of the translation have penetrated “deep into the bedrock of English today wherever it is spoken.” (Bragg 2003: 109) Tyndale’s words and phrases influenced “between sixty and eighty per cent of the King James Bible of 1611 and in that second life his words and phrases circled the globe.” (Some of the words and phrases that are still in use today are “scapegoat”, “let there be light”, “my brother’s keeper”, “fight the good fight”, “flowing with milk and honey”, “the apple of his eye”, “a man after his own heart”, “the spirit is willing but the flesh is weak”, “signs of the times”, “ye of little faith”, “eat, drink and be merry”, “broken-hearted”, “a prophet has no honour in his own country”, “a stranger in a strange land”, “a law unto themselves”, “let my people go”, “fisherman”, “Jehovah”, “ladybird”, “Passover”, “sea-shore”, “stumbling-block”, “taskmaster”, “viper”, “zealous”. He also widened the semantic field of some words such as “beautiful” that previously referred only to human beauty. Words that were employed by Tyndale have been used by a number of writers in the UK, the USA, Australia, Canada, Africa, on the Indian subcontinent; writers that absorbed Tyndale’s rhythms and that have been enriched by the “vocabulary for thought” that Tyndale’s language provided. (Bragg 2003: 109-110)

Tyndale felt that “Hebrew syntax had an affinity with English form” and said that “[t]he matter of speaking is both one; so that in a thousand places thou needest not but to translate it into the English, word for word”. The syntactical rapport between the two languages can be seen in word order and in the rise of the noun + of + noun construction typical of English biblical prose. Hence, “instead of ‘Moses’ book”, we have ‘the book of Moses’; instead of ‘a strong man’, ‘a man of strength”’. (Bobrick 2001:117) There were also influences on the superlative forms. Hence, instead of “the holiest place” or “the most holy”, we have “the holy of holies” for the innermost part of the tabernacle and later Solomon’s temple, and instead of “the best song”, we have “the song of songs” as the name for the poetic book of the Hebrew Scriptures which in Hebrew is named after the two opening words Shir hash·Shi·rim.

With this translation, the original Hebrew text of the Pentateuch was in English for the first time. Thus, instead of “Fiat lux, et facta est lux, Tyndale gave ‘Let there be light, and there was light’”. (Daniell 2003: 148) He was also the first to translate God’s personal name, Jehovah, into English from its original sources. 3

It is generally claimed that Tyndale’s contribution to the English language is significant since he “translated into a register just above common speech, allied in its clarity to proverbs”, a language that “speaks directly to the heart” aiming to achieve accuracy and clarity. (Daniell 2003: 158)

Tyndale’s translation is praised for its “rhythmical beauty of his prose, skillful use of synonyms for freshness, variety, and point, and ‘magical simplicity of phrase’” all of which left the imprints on all later versions, down to the present day. His diction is said to have become “the consecrated dialect of English speech”. One of the distinguishing features of his translation is that he rendered some ecclesiastical terms such as “priest”, “Church”, “penance” and “charity” into easily understandable, more accurate and closer to the original sense “elder”, “congregation”, “repentance” and “love”. Furthermore, many of the phrases that have gone into common use such as, “the powers that be”, “the signs of the times”, “knock and it shall be opened unto you”, were coined by Tyndale. At a time when most scholars communicated in Latin, he insisted on being understood by ordinary people and preferred a simple Saxon syntax of subject-verb-object. He gave the Bible-reading nation an “English plain style” serving, thus, as a basis for the great Elizabethan writers. 4

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3 It is a transliteration of Hebrew נְעַם, a vocalization of the sacred Tetragrammaton יהוה, the name that, according to the Bible, God revealed to his people.

4 There seems to be some truth in the remark “without Tyndale, no Shakespeare.”
The King James Bible, along with the works of William Shakespeare, is frequently singled out as one of the essential influences on the development of the modern English language. They both date from the late English Renaissance, when English was coming into its own as a language. The King James Version (KJV) is characterized by the beauty and elegance of expression and thus modeled both written and spoken eloquence of English. The achievement of poetic and prosaic elegance was the result of the principle of the translators not to render some Hebrew or Greek words by exactly the same English terms throughout the text. They felt free to use a range of English words and phrases that they judged appropriate which was “a clear sign of a growing sense of confidence in English as a living language”. (McGrath 2001: 255) This principle that on one hand allowed the achievement of wider lexical range and richness of the text that would otherwise have been possible and led to a lack of strict accuracy on the other, was stated in the preface of the work:

“We have not tied ourselves to an uniformity of phrasing or an identity of words, as some peradventure would wish that we have done...But that we should express the same notion in the same particular word, as for example, if we translate the Hebrew or Greek word once by “purpose”, never to call it “intent”...we thought to savour more of curiosity than wisdom.”

The growing acceptance of the KJV in shaping private and public religious discourse inevitably had its impact on the language as a whole that itself was in a state of flux. Many Hebraic, Greek and Latin words and phrases have been naturalized in English through the regular use in biblical context during the private and public reading. These phrases have become so common in everyday English use that many speakers are unaware of their biblical origin.

Some of the Hebraic idioms that have crept into regular English usage include: “to lick the dust”, “to fall flat on his face”, “a man after his own heart”, “to pour out one’s heart”, “the land of the living”, “under the sun”, “our grapes”, “from time to time”, “pride goes before a fall”, “the skin of my teeth”, “to stand in awe”, “to go from strength to strength”, “like a lamb to the slaughter”, etc. There are also some standard English phrases that minor modifications of Hebraic originals in the KJV: “rise and shine” (a variant on “arise, shine” from Isaiah 60:1), “to see the writing on the wall” (from Daniel 5:5), “a drop in a bucket” (a variant on “a drop of a bucket” from Isaiah 40:15). (McGrath 2001: 263)

Some of the phrases that originate from Greek which were absorbed in English are: “the salt of the earth”, “a thorn in the flesh”, “the powers that be”, “and it came to pass”, “cast your pearls before swine”, “in sheep’s clothing”, “new wine in old bottles”, “if the blind lead the blind”, “all things to all men”, etc.

The early modern English era was marked by the lexical debate known as “the Inkhorn controversy”. The debate emerged over how new words should be coined. Should they be formed from existing English roots or the classical languages that were used as a source for new words? This lexical anxiety can be seen in the biblical translations of the early modern period. One extreme can be seen in the attempt to avoid as many classical terms as possible and replace them with Anglo-Saxon equivalents like: “frosent” for “apostle”, “hundreder” for “centurion”, “mooned” for “lunatic”, “byword” for “parable”, etc. The other extreme was to retain as much as possible of the traditional Latin vocabulary of the medieval church resulting in a translation that did not read as natural English. For instance, the Douai-Rheims translation (1582-1610) of a phrase in Philippians 2:8 reads as follows: “He exinanited himself” can be contrasted with the perfectly clear English of the KJV: “He humbled himself”. It has been estimated that approximately “93 percent of the words used in the KJV (including the repetitions of the same words) are native English rather than Latinisms or other linguistic imports”. (McGrath 2001: 262) Furthermore, Latinisms and Hellenisms used in the translation don’t stand out as crude neologisms because they have been absorbed into the language.

Another impact that the KJV had on the English language was the adoption and the prolongation of the use of some archaic forms that were already dying out in the everyday English speech at the beginning of the seventeenth century. For instance, one of the distinctive features of the KJV is the use of the pronouns “thou”, “thee”, “thine” and “thine” which were the singular forms of the Middle English pronouns: “Ye”, “You”, “Your”.

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5 ‘The man that hadde an enk-horn in his rigge (belt)’

This is from Wycliffe’s translation of the Bible, it is a very early use of Ink Horn, used to describe the container used to hold ink in. The term was then taken and adapted by those against the ‘ornate’ French words found in more and more English writings. These words became known as ‘ink-horn’ terms as they used up or wasted lots of ink and made English words sound more sophisticated and dignified.
In the early stages of the Middle English period, “thou” was used to address another person. However, under the influence of French during the Middle Ages, the situation became more complex since the English pronoun “you” came to have the same association as the French “vous”. Consequently, the singular forms (thou, thee, thy) were used for addressing children, people of inferior social status or generally within a family, while the plural forms (ye, you, your) were adopted as a mark of respect when addressing superiors. Hence, by the sixteenth century, the use of the singular forms to address a single individual was falling out of use in English, except in family relations and when addressing inferiors.

Nevertheless, the KJV retained the archaic use and, thus, uses “thou” to refer to God, Jesus, the devil and a human being which can be seen from the following passages:

And Joseph said unto him, This is the interpretation of it: the three branches are three days, Yet within three days shall Pharaoh lift up thine head, and restore thee unto thy place, and thou shalt deliver Pharaoh’s cup into his hand, after the former manner when thou wast his Butler.

But think on me, when it shall be well with thee, and shew kindness, I pray thee, unto me, and make mention of me unto Pharaoh, and bring me out of this house. ”

(Genesis 40:12-14, italics, P.B.)

And the devil, taking him up into an high mountain, shewed unto him all the kingdoms of the world in a moment of time. And the devil said unto him, All this power will I give thee, and the glory of them: for that is delivered unto me; and shall be thine. And Jesus answered and said unto him, Get thee behind me, Satan: for it is written, Thou shalt worship the Lord thy God, and him only shalt thou serve.”

(Luke 4:5-8, italics, P.B.)

And after five days Ananias the high priest descended with the elders, and with a certain orator named Tertullus, who informed the governor against Paul. And when he was called forth, Tertullus began to accuse him, saying, Seeing that by thee we enjoy great quietness, and that very worthy deeds are done unto this nation by thy providence, We accept it always, and in all places, most noble Felix, with all thankfulness. Notwithstanding, that I be not further tedious unto thee, I pray thee that thou wouldest hear us of thy clemency a few words.”

(Acts 24:1-4, italics, P.B.)

The question that arises is why did the translators of the KJV retain these archaic terms that were falling out of use? The answer lies in the instructions that were given to the translators not to depart to any significant extent from the text of the Bishop’s Bible (1568) which itself was only a revision of the Great Bible (1539) and this one a revision of Matthew’s Bible (1537) and finally, this one a revision of Tyndale’s translation (1525) that was incorporated in the KJV. These instructions caused the continuity of the same language forms over a period in which the English language underwent changes.

The rules provided for the translations more or less bound them to use the language of 1525 in their translation. Such is the case with older Middle English verbal endings that are found in both translations. The Middle English verbal endings were in use in the sixteenth century but they were beginning to be changed. Perhaps, the most indicative example is the one of the second and third person singular forms of the present tense:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Modern English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thou</td>
<td>sayest</td>
<td>hast</td>
</tr>
<tr>
<td>He</td>
<td>sayeth</td>
<td>hath</td>
</tr>
</tbody>
</table>

The widespread use of “you” during the sixteenth century meant that the second person singular form of the verb ceased to be chiefly used which caused the following shifts in conversational English:
Table 1.3.

The third person singular also underwent the changes. Generally, the ending “-eth” was replaced with “-s”. However, there is evidence suggesting that the older ending was pronounced as if it were “-s”.6

This use of newer forms may clearly be seen as an established one in the following passage from Shakespeare's *The Merchant of Venice* (1596-98):

> How sweet the moonlight sleeps upon this bank!  
> Here will we sit and let the sounds of music  
> Creep in our ears: soft stillness and the night  
> Become the touches of sweet harmony.  
> Sit, Jessica. Look how the floor of heaven  
> Is thick inlaid with patines of bright gold:  
> There's not the smallest orb which thou behold'st  
> But in his motion like an angel sings,  
> Still quiring to the young-eyed cherubins;  
> Such harmony is in immortal souls;  
> But whilst this muddy vesture of decay  
> Doth grossly close it in, we cannot hear it.  
> (Act 5, Scene 1)7

The older verbal endings were in general use in Tyndale’s time, but by 1611 they were archaic. Still, the KJV translators used the same older Middle English verbal endings which perpetuated the use of the obsolete forms.

Being a revision and not a fresh translation, the King James Bible “was born archaic: it was intended as a step back. The Bishop’s Bible of 1568 was not only itself out of date: it was reworking of the second Great Bible, of 1540.” (Daniell 2003: 441) This being the case, it perpetuated some archaic forms in the language. There were several reasons for this:

first, it was intended to reset the standard of the solid middle-of-the-road Anglican establishment, historically built since King Henry handed down the Verbum Dei. Second, Latinity, rather than contemporary English, was thought to bring with it the great weight of the authority of the past, of what was understood as fifteen hundred years of solid Christian faith, as well as generations of Latin education: and there were those who refer to the Bible’s “original text” meaning the Latin Vulgate. There is a third, more fundamental point. The world is divided into those who think that sacred Scripture should always be elevated above the common run – is not, indeed sacred without some air of religiosity, of being remote from real life, with a whiff of the antiquarian, and on the other side those who say [...] that if the Greek is ordinary Greek, then ordinary English words are essential. (Daniell 2003: 442)

Generally, the public and private reading of the Bible for centuries has had an enormous influence on the development of the language on the level of the lexicon, grammar and preservation of many forms and constructions which were falling out of use elsewhere. Different translations of the time show great variation at the theological and stylistic level but also in typography, presentation and editorial work. Their significance, from the perspective of historical linguistics is immeasurable, since, as David Crystal noted, its “range and frequency of editions provides an unparalleled opportunity to view the development of the language at that time”. Furthermore, these different translations of the same core text can throw light on changes in orthography, grammar and vocabulary across the centuries as well as on the translation norm.

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The above discussion has shown that translation induced language change can be a significant source for language change and variation. It is an area of contact linguistics and translation studies that should not be neglected. Furthermore, when it comes to the English translations of the Bible, it is clear that theoretical orientation of translators influenced significantly on the potential of change in LCTT situations which can be seen most clearly at the level of

6 Richard Hodges in his Special Help to Orthography, published in 1643, states that although it was not unusual to see written forms of verbs ending in “-eth” like “leadeth” in everyday speech it was customary to say “leads”, the implications of which are remarkable. For a further discussion see: Alister McGrath, op.cit., p.273.

lexicon, but as well at the syntactic one. It left deep imprints on shaping the contours of the English language that can be seen even today. It is enough only to google some of the biblical phrases and find numerous examples of its everyday use in genres such as politics, sport reporting, advertisements, etc.

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The Influence of the Teacher’s Civic Background and of the Teaching Quality on the Level of the Students’ Civic Participation

Ph.D. Lindita Lutaj

University “Aleksandër Moisiu”, Durrës;
Faculty of Education, Department of Pedagogy, Albania
Email: l.lutaj@yahoo.com

Abstract

One of the main objectives of the Strategic Framework for European Collaboration in the field of education and training until 2020 is the promotion of the active civility via education. The scope of this study is reaching some objective conclusions with regard to the existent flaws and the students’ civic background as well as the influence of this background on the active participation level for civic behaviour. It is also intended to study the connection between the civic and cultivated behaviour of the teachers, the teaching quality and the civic participation of the students. In this study, the measurement of the teachers’ civic background and the teaching quality was carried out through the Likert scale. In order to measure the civic behaviours, questions with a scenario were applied, as the behaviours are better measured through the scenarios rather than the scales. The questionnaires were carried out in Durres and Elbasan among 414 students in the classes 6-9 and 34 teachers of the civility education. The statistical package of the social sciences (SPSS, 20) was applied for data analysis. In the civic background of the teachers, several factors resulted to be very essential. Some of these factors were: the civic engagement and values, where Chronbach’s Alfa resulted to be 0,73. Meanwhile, in the teaching quality level other factors resulted to be crucial, such as: the quality of the class, the teaching methodology, the assessment methods, where Chronbach’s Alfa resulted to be 0,67.

Keywords: civic background, teaching quality, active participation, contribution.

1. Summary

The education of the right for civility has become recently the topic of the day in several countries, as a new century is approaching and an urgent consideration is given to the better preparation of the youngsters in order to cope with the challenges and the uncertainties of life, which is changing significantly (Ichilov, 1998). The Democratic Civic Education is an indicator of the education quality development of a country; it is a strong support for the social development and the adherence in the European Union (Gora etc., 2007, p.14). The basic concepts of the civic education in democracy and the curriculum material, which is focused on them, with the values it contains, are a good prospect for the development of the skills, resourcefulness and of the civic habits and manners. All these factors constitute an important element of the content of the general curricula and one of its main objectives to structure the active civic behaviour with the predisposition to participate in the social life (Tamo, 2002, p. 48). The reform in the field of the civic background intends to bring qualitative and stable changes to involve this change in its width and depth. The education for democratic civility should encourage and should be encouraged by a democratic learning environment in the school by interactive methods of participation and decision-making. The demand to change something in the teaching process of the subject of civic education is evident and becomes even more urgent because the status of this subject is becoming more special compared to the other subjects.

1. The status of the subject of civic education is conditioned by the mission the school has in the democratic society which intends to achieve the socialization and the humanization of the individual, his civic formation. 2. It is conditioned by the current demands and the prospective the Albanian society has. The latter aspires for a consolidated democracy and for a rule of law (Sinani, 1997, p.4). The main purpose of education for the democratic civility is to develop, strengthen and protect the democratic culture of the rights and responsibilities, as the foundation of the voluntary effective and stable activity of the citizens. Therefore, it is closely connected to the recognition and the engagement towards the common democratic values and towards the institutions and the procedures which guarantee their further protection and development. Furthermore, it intends to offer continuous chances to win, enforce and spread the appropriate information, values, expressions and practices in all the formal and informal education environments; Birzea’s reports, 1996, (Birzea, 1996) Veldhius, 1997 (Veldhius, 1997) and Audigier, 1999 (Audiger, 1999). In his study on the civic rights, Hahn (1998) found out that there are some significant changes among the countries with regard to the pedagogical traditions and
cultural norms. He explains why the civility methods and programmes cannot be transported in a ready-made way from one country to another and to expect to be successful. The research indicates that the culture of the schools and of the classrooms is very low to adapt to the change (Fullan, 1991). The researchers have found that the civic recognition, the civic attitude and the civic skills are better acquired via the programs of the civic education, which adopts a more active methodology to instruct the participants (Whittley 2005). The active civility constitutes in itself a complexity of concepts, or fundamental values, which are common for all the modern democracies. The appropriate understanding of these concepts, values and of their relations in the conditions of rapid changes, as well as the dangers they contain, is the preliminary condition for an effective and responsible participation of the citizens in the process of democratic developments. If we want to have active civility, we have to face our rights and duties in the society, which originate from some rules and laws settled by our society, therefore we are asked to respect them. Civility is not something that happens itself. It can be developed only when a considerable number of people have the desire and the will to serve as decent citizens of the community. Civic education is crucial because every society needs people who can contribute effectively in different ways for a healthier community, for a better environment and for a stable development. The success of the education for an active and democratic civility depends significantly on the profession of teaching, where the teacher should support and encourage the students to become active citizens, as well as informed and responsible citizens to take responsibilities. “If you neglect the civic learning, it is the same as if you neglect an essential pillar of the American democracy. Our engagements for equality, the democratic accountability, the public discussion and a political culture based on the common values, all depend on the broad civic knowledge, the skills and the inclinations.” (Report, Guardian of Democracy, 2003, p.15).

The year 2005 was declared by the Council of Europe as the European Year of Civility. Active civility is intended to be created through education, encouraging the development of initiatives and partnerships, as it needs the support of those individuals who cover the education for democratic civility, especially the support of the staff of the teachers, of the administrators of the schools and of the universities, of the compilers of the texts, of several operating organisations, etc.

The scope of this study is to reach objective conclusions with regard to the highlighting of the problems schools have, the deficiencies in education and the civic education of the students, the influence of this education on the level of active participation in civic actions. Above all special attention should be paid to the connection that exists between the civic background of the teachers, the teaching quality on one hand and the civic participation of the students on the other, to increase the quality of their work with regard to education and background for active civility of the future generations. It also intends to highlight the opportunities to improve the work in the future regarding the level of the students’ active participation in the school and in the community.

“The key to be responsible in a modern society is to accept responsibilities for your own life; this is a virtue of the independence and autonomy. The independence of the judgement is as necessary as the independence of the action. The individual should be free to create the opinions himself”. (Civic Education in Europe, 2000).

2. Materials and Method

This study analyzes the relation that exists between the quality of formation for civility in the school and the level of the students’ civic participation. These indexes were measured in this study:

- The index of the teachers’ civic background.
- The index of the teaching quality in the subject of civic education.
- The index of the students’ civic participation.

Likert’s scale was used for the measurement of the civic background and teaching, with five divisions (I totally agree (5), I agree (4), I am undecided (3), I do not agree (2) and I do not agree at all (1)); as the scales are mainly used to measure the attitudes and the opinions. The questions with a scenario were used to measure the index of the civic behaviours, because the behaviours are better measured via the scenarios rather than the scales. The researchers who have used this method comment that in contrast to the common format of the questions involved in questionnaires, drafted in a foreign language of little interest, the cases under study are more effective measuring instruments to stimulate meaningful and believable answers (Seguin and Ambrosio, 2002; Barter & Renold, 1999, 2002; Wason, Polonsky, & Hyman, 2002; Neale, 1999). This happens because if they offer a similar context to the daily life of the answer-givers, they increase the probability that the answers might predict their real behaviour. During the exploration of the delicate topics, the answer to a hypothetical situation is less “threatening” than the direct questions for the experiences, beliefs or the personal attitudes (Lee), 1993. Being administrated as supplements of the standard questions in the questionnaires, the cases under studies preserve the contextual validity of the instrument because the participants are asked to interpret and/or classify a situation or a concept in the study context (Martin, 2004). The concept of this
study about the civic behaviours consists on several important indicators of civility, such as how much the students are informed about what is happening, how much they discuss with the others before they make a decision, the common decision-making, the action in collaboration with the others about several problems and the support of the community initiatives. 34 teachers, who teach Civic Education in the 6-9 classes, were included in this study; 9 of them in the district of Elbasan and 25 others in the district of Durres. The questionnaires were spread to 414 pupils; 299 pupils in the district of Durres and 115 pupils in the district of Elbasan.

3. Results and Discussion

34 teachers, who teach the subject of Civic Education in the 6-9 classes of the secondary education in the district of Durres and Elbasan, were involved in this study. None of them was graduated in the branch of Civic Education. They were graduated respectively: 17.6% history-geography-education; 26.5% history-geography; 8.8% history; 2.9% geography, 20.6% language-literature; 5.9% mathematics; 5.9% biology-chemistry; 5.9% elementary school teaching and 5.9% musical education. The graphic presentation is given below:
of the methods by the teacher during the class and the evaluation of the students, where Chronbach’s Alfa resulted to be 0.67. The results are presented in the following table:

Table 6: Presentation of the scales credibility and their factors

<table>
<thead>
<tr>
<th>Scale</th>
<th>Factor</th>
<th>No. of confirmations</th>
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6. Conclusions and Recommendations

This study intended to collect the teachers’ and pupils’ perceptions on the active civility. The results showed that it is time for a qualitative viewpoint of the civic education, in order to make it possible for people to participate actively in the solution of the problems. Common strategies are required for this issue to have successful practices, because our schools lack the qualitative steps regarding the education of the pupils to be active citizens of the future. This issue has been caused by the lack of collaboration among all the actors, the lack of the professionals graduated in the branch of civic education, the lack of civic education in the other branches, the lack of the trainings and of the experiences in this field, etc. However good a school might be, it cannot grow and develop qualitatively if it remains enclosed within its own walls. It should settle contacts with other schools, other education institutions, with the local authority, with other groups of interest, as well as with NGOs to improve the quality of the work in the future. The teacher’s position is very essential. He should not get the ruling position, but he should create an environment where the pupils will feel well. In order for the teacher to be successful, he should use extra materials, should increase the request for the participation of the students in the class, should have organisational skills in and outside the classroom, should create a productive dialogue, should increase the interpersonal competences and collaborate with all the actors. The collaboration, the participation, the dialogue and the respect are words and attitudes which inspire the activities and the atmosphere of the life in the school. Civic education in school becomes possible via the creation of a positive atmosphere in the school, which stimulates self confidence, self appreciation and the reciprocal respect. As the role and the responsibilities increase, the teachers think about the ways that might contribute to improve the level of the students’ active participation. The teachers should explore different working methods to increase the students’ participation level in the school and in the community. The success does not depend only on the competences of the teachers themselves, but even on the students.

During this study, it was noticed that there is a relation between the teachers’ civic background and the teaching quality on one hand, and the students’ level of participation in the civic activities on the other one. Furthermore, this relation influences on the increase of the students’ participation level in the civic activities. It was also noticed that the civic background of the teachers is more connected with the civic behaviours rather than the teaching quality. Females show higher levels of civic engagement, therefore they are more active than the boys. The pupils of the sixth classes report for more relations than the pupils of the other classes included in the study.

The teachers should continue their qualifications to improve their professional status in order to answer effectively to the students’ need for civic engagements. Systematic programs of monitoring and consultancy at the school or regional level might be designed to assist the teachers to identify the students’ difficulties as they face their responsibilities and performing their role in the school and in the community. The research shows that the students who attend courses of education for civility/civic education know more about the (formal and informal) political life, therefore they have more opportunities for participation in the future (Hahn, 1998; Niemi and Junn, 1998)

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The Practice of the Communicative Learning in the Albanian 9- Classes Educational System. New Techniques that Require Not Only Spread but Also Specialized Teachers

Linda Ciftja

1. Introduction

The urge to develop the subject of this article has been the desire for a scientific research upon the methodologies that perform the communicative learning today in the 9-classes educational system and their application in our schools. The educational process is a lively phenomenon. It has evolved through years everywhere in the world thanks to multiple fruitful educational policies. The same has happened even in our country. The practices have shown us that nowadays in Albania and many European countries the communicative learning is the most successful one.

1.1 What does communicative learning mean?

The communicative learning is defined as an active involvement of the student during the process of the lesson. This kind of learning is about the student being not only a simple reproducer of the school material (information) but also doubting, examining, creating, choosing, interpreting, debating facts, data or ideas. The learning in this case is performed in an interaction that aims the student's involvement and all inclusion during the lesson.

The terminology "communicative learning" is understood by using the intuition more than being defined with other ultimate terminologies, but however it has been part of the lesson and especially essential part of the foreign languages classes in which unlike other subjects has been implemented in the best part of the class, for a specific part of the foreign language is the practice of speaking and its perfection through ways of communication as a specific aim (orally and in written form).

In model classes based on the traditional model, the best part of the lesson is accumulated by the student through listening to what the teacher explains. But isn't it necessary for the student to exchange ideas, to ask, research, think (even out loud), to conclude, to feel free (through speaking, writing, colors, etc) apart from listening only?

According to the Swiss psychologist Zhan Piazhe a person learns by understanding the world around, by making the concepts work. During this process the person changes the old concepts so in this case he expands his ability to better understand the future. Piazhe's ideas were about the fact that as the student might have unclear concepts or even incorrect ones the teacher should start the teaching by pointing out these existing concepts which are clear to them. Then he can perform his lesson through questions and make the students clear the aim of the lesson. These ideas were selected in that way that they could be more fruitful and practical for the teaching process. They aimed the urge for the student's involvement. So they motivated the student in question making. Firstly these questions are made to get the information they did not understand. Then the teacher teaches the student how to make the questions (how to formulate it), how to research, how to examine an information etc.

In this way the student naturally steps toward the active-communicative learning without any artificially forced involvement. In fact all of these make the student perfect the skills to learn, educate the ability to reflect and to concretely implement the theoretical instructions. This makes the student go away from a routine class and approach toward a free-and-easy and more fruitful class, where a communicative relationship is always found.

It should be reminded that the communicative learning, just like an active learning, does not underestimate the old method of learning but elaborates it by aiming to avoid those steps in which nothing is practiced, nothing could be build by the student, where you find elements that lead toward a passive profile of the student, the profile of simply a listener and applicant.

2. The Priorities Toward Communicative Learning Based on the Class Monitoring

The practices of the teaching process have confirmed that the communicative teaching is the most complete and successful process nowadays. The studies confirm that in modeled classes to this kind of learning not
only reproduces information but also analyses what it teaches. So the student is actively involved during the entire process and even outside of this process.

- The student and the teacher through this kind of learning go far away from the routine of the monotonous preset models. Every class is something new that cannot precisely be foreseen because many times the student himself and the results of their work interact or change planned rubrics about the process of the lesson. The lesson performed based on the communicative model is not easily forgotten, firstly, for the important fact that the student is the center of the process, the action, the thinking, the word, the collective task and of the independent individual research modeled according to their skills.

- In traditional classes the teacher verbalizes the information through the process of note taking of those displayed (written, demonstrated) on the board or through speaking. It is proved that the student can remember only 10% of the content of such lesson.

- In the active communicative learning the student results to be more independent and that every student according to their skill is able to work, to find himself and positively get evaluated. At the same time he can evaluate and judge his friends' works.

- Nowadays the most successful classes are exactly those that stimulate the student to think by themselves and get involved in the critical thinking which apart from the other things makes possible for the student to have a long term memory of the information.

- The teacher who applies methods of a communicative learning makes an effort to create an environment in which the student could be able to learn and reconstruct the new information and new main knowledge and tries to put them into practice (it should be pointed out that the student is supposed to be an intelligent participant in the creation of the new knowledge that might require the student to work in an independent manner with the vocabulary apart of all the other tasks)

- The teacher can apply the explanation of new concepts, principals and methods, visual aids, demonstrations, etc, easily integrated in the class presentations (the tasks they fulfill under his instructions)

- This kind of teaching process can develop the ability to use the given knowledge only by the teacher and also very successfully in the organizing of small groups.

- Many reports state that the communicative learning is a long term learning, not easily forgotten, for he is part of many activities that include starting from the discussion, research, argumentative writing, fast and free writing up to the discovery of unspotted talents at the student. It has been proved that in classes the student is able to remember 50% of the content of the lesson and he is more interested toward a self education, which means that he learns how to monitor and discuss his own lesson. In a certain way the student becomes 'a sponge' that continuously soaks knowledge and expands skills.

- Unlike the traditional model, in which the student was an object where you would deposit concepts and information, in the learning that has the communication as an essential element of the obvious active participation, apart all other steps the student is rewarded even for skills like: good short term memory and good reading skills, too. The studies confirm that in model classes according to this kind of structure, the teaching results to be more fruitful and complete which means that the student can think out loud of what he is learning about.

- The active-communicative teaching requires the student to find the possibility to actively get involved in conversations even during the listening phase, the writing and reading process to come up to their reflection upon a content, an idea, a matter or a worry toward a certain subject that is spotted for a considerable level of difficulty.

- The students part of an active-communicative learning are in fact much more than simply a listener even when they are listening to some new information, because their attention is found in a higher level. At the same time, through the listening technique, they try to elaborate also foresee actions upon what they listen and present and protect them through speaking and writing techniques. They can be defined as constantly engaged in the activity even when they are in the listening process.

- It is proved that the students as a participant in the active learning of the communicative kind are also more attentive than the students who are passive receivers of the information. This is due to the student’s active mind which foresees ‘to break’ the monotony that comes due to the regular flow of the process. He is constantly in activity (even when he reads, writes and discuses).

- He foresees activities afterwards, so he focuses with much more desire on what he is listening to and which he foresees it as a temporary activity or process.

- The active student of this kind is he who worries if he could choose which the correct part of the information he
is introducing is. He is preoccupied about his choice. He tries to reflect and judge upon it even when this information is totally part of the new subject.

- The active student of this kind is constantly preoccupied about the time. He is the center of multiple activities that require his participation, involvement that gets motivated by the teacher. Time for the completeness of all the activities is never enough for the student who is constantly busy with activities. He often leaves aside unfinished activities because of the lack of time. To him there is always a limited time. This in fact makes him to think even when the time is off. His mind is always totally involved in the learning, projects for the presentation of his works and always in search (even irresponsible ones) of the correct forms of communication that urge him to try to perfect the communication by correctly mastering the substantial terminology.

3. What Does Not the Communicative Learning Help?

- One of the very present barriers found in the classes according to the active schemes just like that of the communicative kind is that there is a lot of material to be covered by the teacher and the student too. Apparently with less new material and much more time for reinforcement (in simple manners or even the most complicated ones) would lead toward the strengthening of a greater desire to teach the students.

- There are methods which even though practiced with great values in one direction, risk not being successful in another aspect. For instance the method of thinking out loud although urging the students to not fear and freely express their arguments to the others, risks to waste a considerable time for extra long reasoning with no result for the student and far worse when they are totally wrong or in complete deviation from what is required, a result this as a misunderstanding of the requirement.

- This kind of learning does not properly help the student who does not master enough the educational language (educational speech). The educational speech describes concepts which cannot be easily demonstrated through illustrations. It is often used to describe abstract, unperceiving ideas like: the reasons of a hypothesis, interpretation of a character’s actions, etc.

- The quality of the students’ involvement in the class beyond simple verbal techniques in the ninth class is worse in comparison to the preceding classes, because this class coincides to the first year of our past high school educational system. The process of the inclusion of class nine in the program once issued for the pre-university educational system is a premature one. Our teachers of the nine class system, for different subjects which unfortunately are more difficult in this class (literature, chemistry, biology, physics), go through many difficulties when using these programs and this affects directly the student. They are in need of an intensive supervision and training, a certificate provision, etc. On the other hand this does not enable the students, who have difficulties, to better understand the content and have clear ideas about the concepts that are used.

The learning objectives start from the lower level to that of a higher standard. Based on this fact we have the rating of the levels of the processes which cannot be accomplished by every student because they are related even to the skills and expressions they possess. They introduce a pecking order. Following this order we have the process of remembering (this belongs to the lowest level of the learning) then we have the understanding, the practice, the analyzing, the evaluation and to the highest level that exits the creation. Perhaps not all the steps are covered by the students of one class in some certain lessons according to the communicative learning because some of them like: thinking out loud or speaking through gestures would require students who are not lower to the base level. Perhaps to them would be more helpful the application of the methods that are supported by multiple intelligences, that offer the students support, outlines, understanding and the necessary effort to get to higher levels of understanding and more complex levels of thinking and expressing ideas.

4. Which are the Techniques of the Communicative Learning that are Usually Used in our 9 Class Educational System in the City? (Some Theoretical Schemes)

As it is already known in the traditional frame of the learning the teacher is the center of the class. He is the one who leads the class through activities from which the most focused ones are those that deal with the reinforcement of the lesson. This is accomplished through the special review of the information received by trying to stick to the maximum correctness as it is taught by the teacher including even the way of presenting it. Think of one, two, twenty students who repeat exactly the same information given by the teacher. They would resemble a tap that is on and off by the controlling cock.

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What would happen to the children who would exactly reproduce what has been taught by their parents once and with the same eagerness require the reproduction of this information by their children and then these children ask the same to their children?

They would be part of a vicious circle, closed toward development; grandchildren and grandparents carrier of the same knowledge that does not know development. This tendency of the application of the traditional method is a barrier to the development of the variety of thinking, other manners of thinking, other manners of seeing, other manners of acting. Many teachers partisans to the traditional learning, even nowadays think that techniques like gestures, songs, games are useless activities and sometimes ridiculous that loose the importance and of the learning process. The students who have difficulties learning or those defined as ‘low progressed’ are always hiding behind the others. Even though they are under their friend’s supervision when it is time to be an active part in the lesson they hide out.

All of the above make the traditional method an old manner of learning and not giving results, but on the other hand having in mind that in Albania there are still rural areas where the lesson is taught in collective classes makes you doubt either applying modern learning methods or not. We would even say that apart from the traditional method no other method can be applied in these cases.

There are enough theoretical materials nowadays which treat theoretical schemes of the development of many methods among which the active communicative learning would be developed. They aim, as mentioned before, to have a student centered class. It is the student who is aimed to have the lesson, he is the one who would develop and sometimes create the activities, he is the one who would build up reasoning bridges, who would create relationships, would get oriented to sum up, to foresee, to discuss, to ask logical questions and at last to order and analyze all those that could be assigned as possible in application and appear as successful. Many of them require special conditions or specific subjects in which they can be applied. For the effective selection it is up to the teacher to decide.

-Every method is applied in three phases during the class: that of the prediction, when the student is focused on the subject required to have new ideas, knowledge construction, when the student reviews his predictions and disciplines his own opinion and the last one that of the reinforcement, when the student has understood the ideas and still has something to do. These steps are part of all methods. It should be kept in mind that all methods should be practiced in that way that they would be acquired to be well used. The teacher must have clear ideas about the position of each phase and to what he is going to achieve with the application of the activities. The success starts from the correct plan of the lesson.

4.1 Lesson plan

A notebook where the student writes down his reactions toward the things he learns about. The emphasis is mainly on personal reactions and thoughts related to the text rather than the notes about the text.

4.2 The two part lesson plan

It is used as a reaction in written form toward a read passage. The sheet of the notebook is divided in two columns, one used to write down the statements from the text and the other for the reader’s comment about that statement.

4.3 The three part lesson plan

It’s a technique that makes the student reflect on the experiences he had in the activity of the experienced learning which is a method to connect the experiences of the readings with the discussions in the class.

4.4 The specification paper

The list of all the steps included in writing an essay

4.5 Semantic map

This is the graphical organization of the ideas according to the hierarchy.

4.6 The characters’ map
This is a graphic where relationships among characters are shown. It is used as a reinforcement activity where the student takes notes in order to find diversity and connection among characters.

4.7 Common research

This is a method that is used to have discussions about a critical thinking, an independent judgement, from which the student comes up to conclusions.

4.8 Pencils in the middle

This is a technique that helps the student to equally share the time in order to collaborate with each other in a group.

4.9 Reading/Pair summary

This is a collaborative activity, where a pair of students reads a text and asks each other questions about it.

4.10 Reading and questions

This is a mutual activity where the students read a text, ask questions about the text and answer these questions.

4.11 Move/Stop/Create in pair

This is a collaborative activity where the student moves around the class and stops where the teacher asks him to, creates a pair with the nearest friend and discusses about a subject.

4.12 Mutual teaching

It is a reading and discussing activity where the members of a group rarely play the role of the teacher

4.13 Save the last word for me

It is a discussion technique in which the students in turns lead the discussion

4.14 Brainstorming

It is a quick thinking technique, not a critical one. It is used to draw out as many ideas as possible and discuss them.

4.15 Quick writing

It is a quick reaction in written form toward a question or a requirement from the teacher.

4.16 The table of questions

This is where the students write down the questions to ask about the things they want to learn.

4.17 Active learning

It is the opposite of learning by heart. It is a kind of learning used to ask questions and research and a sort of internal learning.

4.18 Group Learning

It means the work in a group that makes the student responsible for the other's learning process. This kind of learning involves collaboration in learning.
4.19 **Oriented reading activity**

It is lead by the teacher the reading in silence by the students through questions.

4.20 **Free writing**

Unstructured writing, focused on a subject and completed in a specific time, that aims to clarify the students what they have in mind and not to create declarations to be read by the others.

4.21 **The value line**

This is a collaborative activity where the students are put in an imaginary line according to their attitude: pro or against.

4.22 **Evaluation**

This is an activity covered in order to see what the students are learning and how they are learning it. The evaluation can be of different kinds like: informative, summarizing, or could be focused only on the content.

4.23 **Share a problem**

This is where the student must collaborate and prepare the questions about a material and then share them with another student from the other group.

4.24 **Unspotted talents**

This technique is applied by handing out pieces of papers and by asking the students to write down about something they like but the others have no idea. Meanwhile the students go round the class and try to find the student with the talent.

4.25 **The spider web**

This technique promotes unity. It is a good way to collaborate but including the attentive listening also.

4.26 **Comparative technique**

The comparative technique included in the learning process mainly aims the comparison and the communication of different types upon it. What we compare in school are: objects, phenomena, events, processes, etc.

4.27 **Venn's diagram**

The so called Venn's diagram is in fact a simple graphic (usually configured in two circles that are intercepted, in two squares which are intercepted, in two flags or in clouds that are placed above and make a neutral area which means that apart from the different features there are also common features. A wider way of comparison which would enable the communication that would include the entire class would be the structuring of the so called “mobile diagram” in the class.

4.28 **The technique “What do we know?, What do we want to know?, What did we learn?”**

This technique is also built upon communicative collaboration, usually in pairs or in groups of three students. They consult with each other and draw a list of outlines for the things they know about the subject or the assigned topic for discussion.

4.29 **Specialized roles in discussion**

The roles are selected in order to put emphasis to different aspects of the understanding. This technique enables the
students to intentionally learn these roles through active practices. The method also teaches the student to be active in
discussion, to take responsibilities for the other students’ learning process and to put into practice the meaning of the
subject.

4.30 The tree of mind

This is also a successful technique which could be used and can function even while discussing the homework. It
consists in the summary made to the received knowledge and it has the unique value of reinforcement.

5. Skillful Teachers for an Effective Active Teaching

- Techniques that should be used more often in our schools nowadays
- The effective usage of the educational language
- The teacher’s role is to know how to make the process of learning easier to every student. This means that
firstly he should know how to create an appropriate atmosphere where every student feels good. A
comfortable environment makes the process of learning be desirable and easy. On the other hand, every
teacher can successfully develop a communicative learning. To achieve this well prepared and passionate
teachers are required.

First of all the teacher must have the proper experience in his profession, apart the methodological and scientific
knowledge he has. He should be commander of a wide and great variety of expressions for the thinking process, many of
which have been accumulated due to the habit of reading many books, rich linguistic experiences, intellectual
environment where he grew up or even because of the best professors who taught him. For this type of teacher the
process of thinking unlike that of the student’s is automatic. It should be kept in mind that this automatic way of thinking
would not be a barrier to the fully understand the difficulties that the students have with the expressions of the process of
thinking.

- The teacher, part of the active-communicative process of the learning, is avoided from the center left to the
student. He does not speak the whole time but knows how to be a good listener, so he has the listening skill of
what the student communicates.

In fact isn’t it the listening process one of the feelings that makes the student happier?

He wants to be in the center of the attention. But this feeling which is defined as one of the most used ones is also
one of the feelings less understood. We state this because listening to someone very carefully requires the ability of
putting aside the notions learned before and being preoccupied to follow the flow of somebody’s conversation that in fact
if we are talking about the student it could be incorrect.

- Trying to involve a whole class in the active-communicative learning is not that easy if we keep in mind the
different types of students and their skills or desires for different steps of the phases through the learning
process is accomplished. When a teacher listens he has to select some signals in the class about the students
who appear as impatient, who have no desire to wait, as from the lack of desire to listen in order to do
something else, as in their impatience for being represented in an unfinished work which they eagerly wait to
introduce and that do not manifest the same devotion to listen and follow the others while speaking.

These students often stimulate anxiety toward the teacher for the success of the lesson. The teacher should try to understand the students, though no-one has the ability to know all the details upon any child. The teacher should be sensitive toward every child’s reality. At least he should have information about the kind of socio-economic culture the student comes from and especially the influences that are upon the student.

- The teacher should be vigilant and sensible but at the same time a teacher should also know how to identify
strategies that would accomplish what is approved as acceptable a good number of students and on the other
hand to create a respectful environment where everyone is listened from the others.

- Noticing the new models of the types of the learning process that represent students is also a very important
aspect for the teacher. In fact the teacher during his work through years has the tendency to sharpen the
vigilance to notice the mistakes. It is in fact in the nature of the profession to find everywhere mistakes.
Anywhere he looks he finds mistakes. Following this method means speeding to do or perfect something. This
kind of teacher has been inherited from one generation to another. It is not easy for the teacher to see and not
find any mistake but in many cases it would be more effective not finding elements to correct even though it is
not easy. But it would be more successful a learning process in which the vigilance to correct and what
captures the student follow the same line and tries to acknowledge in details features of his character, “his

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weak points” that could be used for a better learning process.

- The teacher, who part of the active learning, successfully uses the stimulation. He continually practices expressions which include an urging vocabulary. An expression mostly used would be: try to imagine if..., try to think of another choice, etc, etc.

- The good teacher makes the communication a natural phenomenon even when he raises his voice in every activity performed on the board by trying to involve even those students that aren't attentive. At this point he realizes who has understood him and who is still unclear about the concepts explained. On the other hand he urges the student to think out loud by avoiding the stress of making a mistake with an expression or an activity. When it is necessary the teacher stops the written activity by asking the students to give a feedback of what they are doing and ask on or two students to say a few words. In this way the lesson becomes more natural, does not stimulate anxiety and the learning process is performed naturally.

6. Which Would be Some Signs that Would Put the Teacher in the Role of an Actor Who Puts in Life a Very Detailed Plan that Enriches the Student with Information and Skill?

- One sign is doing some Math with no material (for example a multiplication or a division, an addition, etc). Another is the imitation of some movements like: that of the wind, of the sun shine, of the storm, of a crashing, of a whirl, of an earthquake, etc. A good teacher who applies the communicative learning helps the student to make automatic the usage of the expressions of the educational thinking and not simply teach them how to use these expressions when asked during classes or when specific questions are asked. A good teacher aims to make the student automatically master these expressions and when this happens the student’s brain will be free to perform other processes by starting from the reconstruction of details up to the reconstruction of special concepts and abstract idea within the content of the subject.

A successful teacher is one who organizes the learning process as an intermediation between a task and a game which you need to accomplish properly. It is wonderful when the teacher creates and uses signs and specific movements which the student is accustomed to. They are of that kind that could be understood even by an occasional attendant (listener) but that could even not be understood all of them or at least not all of them have the same meaning as to the students that are already familiarized to them.

- To nod in order to give the idea that he is waiting to listen to a convincing argument
- To put his index finger toward the head in order to give the idea that he is waiting for the students to correctly interpret
- To make the gesture as having a phone to listen to by closing the three middle fingers and the thumb and the little one are opened in order to represent the telephone wires etc, to give the idea of different physical features
- To pretend like he is gathering imaginary ideas by warning the student about the process of the synthesis.
- To introduce through movements the sign of comparison between two circles formed by closing the thumb and the index finger together in each hand.
- To form the shape of the K letter in order to give the idea that it is now the moment to be classified.
- The communication among the students through groups (pairs or even bigger ones)
- The arm stretching as if putting into the balance of the scale in order to show appreciation
- The arm movement in the air firstly opened and then closed in a fist to practically show the application of the theoretical concept etc, etc

In a way all of these make what we call educational language that not only gives amusing features of the learning process but also takes away the anxiety that very often the word has, it creates a comfortable atmosphere and at the same time reinforces the expressions of the thinking process. On the other hand this is a way of getting away from the traditional forms with which the student and the teacher himself is bored.

7. The Scheme of an Active-Communicative Class Designed by Successful Teachers

The scheme of an active-communicative class would be composed of a teacher and students that stimulate the active thinking and learning. In this kind of class the discussions among the students and teachers are a lot. Often discussions are raised because of a student’s or a teacher’s question. The order, the type and the structure of the questions are important for the following discussions. They support higher complex levels in the critical thinking of the students. The
questions are organized in a certain order when the ones of a lower order require detailed true answers (names, dates, places) and questions that treat more complicated questions like the relationships among the concepts or consequence of an event or a situation. The environment in the class depends in the collaboration (interaction) among the teacher and the students. Everybody's attitude is within a specific code. In these classes the teacher has always the role of inviting and motivating the students in discussions, in collaboration, in attendance. Through the assigned methods and professional attitudes he invites them to be part in the learning by assigning every student the place and role. So students and teachers are part of the collaboration. This kind of learning makes the student learn actively even in big classes.

Part of an active class is the understanding and collaboration.

The teachers make aware and lead the students toward a critical thinking. They show them the strategies of a critical thinking. They tell them which are some of the ways of critical thinking and they do so not by giving the idea that everything that comes out of their mouth is indisputable but by treating ideas in a hypothetical manner, conditioned and by motivating the respect of different points of view in a class. Students learn from each other through discussions. They not only master each other’s ideas but also the way of thinking. On the other hand the teacher might doubt multiple ideas of the students and he also has to motivate the students to do the same with each other.

In the classes where the methods of an active-communicative learning are used exists an opening researching atmosphere. The teacher educates the usage of high standard questions from the students. So, not simply: “What?”, “Where?”, “When?”, but “Why?”, “What if?”, “Why not?”, etc when they analyze problems and take decisions. During the activities the students have specific roles with which they practice different types of thinking, they predict, gather information, ask questions about expected results. The teachers give the students more advice and instructions than critics and evaluations. The students are supported, but only as much as needed. The teachers pay attention to how the students operate, research, analyze, draw conclusions and how they express them properly. They try to examine the students of how to make it better and enrich their knowledge. The learning environment is opened, supporting and with no stress. The student does not hesitate to use another method, to implement a new idea, to individually think differently. The teacher tries to convince the student that even the unsuccessful attempt have value. They make them more willing and test their knowledge.

- The class management enables the student to alternate the individual work with that in a group. He does not hesitate to speak to his classmate, to compare his work with that of the others’ and work together with the others to do a work or to brainstorm ideas, to consult with the others.
- The students’ place can be changed any time it is needed. It depends from the method and the aim of the class, or the activity/activities being performed. For example we would put the students in placing schemes according to the aim and the way of how the class is organized:

```
  X  X
  X  X
  X  T
    X/Tx
  X  X
  X  X
```

This kind of student placing (X) would be effective for a discussion net. It would make the student to maximally be attentive and have full view of each other in order to follow the discussion. The teacher (T) can stand in the middle and give each student the right to discuss or can stand in the circle and be part of the discussion too.
This placement is typical of a learning process when the students' interaction is not planned. The process consists in the listening of the teacher's word.

Scheme C

This kind of placement enables the collaborating work in small groups. Even though the teacher in the scheme is found in the front he is not immobile. He moves and monitors the group work and their results, he instructs the students, looks after the work performance.

8. Conclusions

1. The communicative teaching is nowadays the most successful learning model in our country. It is well known in our schools in the village and in the city though it is not practiced with the same performance and intensity.

2. In the university, the branches in which the students are prepared to become future teachers (according to the exact profile), it is required more methodological knowledge toward the learning process and the inspiration of a new learning process in the class. While they are getting so much scientific information, the future teachers have great difficulties in the sharing of the concepts according to modern methodologies. They often risk building a monotonous learning model where the credit simply goes to the sharing of the scientific concepts correctly.

3. The compilation of an educational language in which the teacher and the student are partners perfects the professionalism and the seriousness of the environment where you learn.

4. It is time for the lesson to be more a part of the student’s pleasure rather than a rigid obligation, or a life difficulty. To make this happen it is required for “the game” to get a considerable place in the classes of our 9-classes system. The concept “Game” should not be perceived only as an amusing line, a simple passing of time but as a great, varied lesson full of activities where everybody can be an active and successful part and a class free of anxiety about good results. Not all of them are so good, but everybody can do something well and
build a successful future; not everybody is Einstein but it is known that even Einstein did not do so well at school despite his irreplaceable role in the science of Math. Successful teachers! Let us try to give our students the possibility to find themselves in what they do best.

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Sarva Shiksha Abhiyan, Tamil Nadu in Partnership with, Active learning methodology, The School, Krishnamurti Foundation India, Chennai
Poe’s Typical Short Story Strategies

Saša Simović, PhD

University of Montenegro, Faculty of Philosophy – Nikšić
Email: sasasimovic@t-com.me

Abstract

Edgar Allan Poe, a great mind of the Romantic era, experimented with the genre of the short story as no other American writer before him had. He claimed that the short story should be read over a period of time ranging from half an hour to an hour or two in order to keep the unity or totality of effect unspoiled. Poe’s typical stories, especially those written in the Gothic vein, present an allegory of a dream experience unveiled in the narrator’s disturbed mind with a hypersensitive, “bi-part soul” hero or heroine who is afflicted with a mysterious disease and eventually dies. However, a typical Poean short story also implies recognizable techniques such as the use of a comical or satirical mode, a copulative ending to the story, repetition of a key word at its beginning and masterful use of audio-visual effects. This paper will try to point out some of the most notable narrative strategies in Poe’s most famous short stories.

Keywords: short story, unity of effect, narrative technique, copulative ending, polysyndeton

1. Edgar Allan Poe and the Short Story

Edgar Allan Poe experimented with the genre of the short story as no other American writer before him had. He created a variety of the short stories – extravaganzas, Gothic stories, stories of sensation, stories of ratiocination, post-mortem reveries, and hoaxes. He thought that the short story should be read over a period of time ranging from half an hour to an hour or two in order to keep the unity or totality of effect unspoiled. In his April review of Hawthorne’s *Twice-Told Tales* (1842) published in *Graham’s Magazine* Poe claimed that he had always regarded “the Tale […] as affording the best prose opportunity for display of the highest talent” (p. 568). Poe claimed that the short story has certain advantages which can not be recognized in the novel and, when compared to an essay, it presents a far finer literary field which has even certain elements of superiority over the poem. In his review of Hawthorne’s *Twice-Told Tales* published in the same magazine a month later, in May 1842, he stated that the short story affords “unquestionably the fairest field for the exercise of the loftiest talent, which can be afforded by the wide domains of mere prose” (p. 571). It is here that he claimed that the short story, next to a poem, is a piece of writing that best fulfills the demands of high genius. Since this short prose requires “from a half-hour to one or two hours in its perusal” it means that “the soul of the reader is at the writer’s control” (p. 572). Therefore, Poe insists that the ordinary novel is objectionable because of its length. Pauses in reading would destroy the true unity of effect because “[w]orldly interests intervening during the pauses of perusal, modify, annul, or counteract, in a greater or less degree, the impressions of the book” (p. 572).

Poe insists that a good writer conceives a unique or single effect, invents incidents and then “combines such events as may best aid him in establishing this preconceived effect” (p. 572). He claims that the writer should not write a single word which does not imply the tendency, direct or indirect, of pre-established design. Undue brevity is as exceptionable in the short story as in the poem, claims Poe, but undue length is even more to be avoided (p. 572).

In June 1836 Poe published in *Southern Literary Messenger* his review of Charles Dickens’ *Watkins Tottle, and other Sketches* in which he states that the novel requires “what is denominated a sustained effort” and this “has but a collateral relation to talent” (p. 205). He emphasizes the fact that the unity of effect is essential in the brief article which is not the case with the novel. The effect of the short story in Poe’s vision according to Charles E. May “is synonymous with its overall pattern or design, which is also synonymous with its theme or idea” (p. 15). Eugene Current–García singled out three central ideas of Poe’s short story theory: “1) […] the most effective poem or story is one that can be read at a single sitting; 2) the short prose narrative […] offers the greatest opportunity next to the poem for the exercise of artistic genius, provided the writer deliberately subordinates everything in his story — characters, incidents, style, and tone — to the development of a single, preconceived effect; 3) the prose tale may be made the vehicle for a greater variety of these effects than even the short poem” (p. 69).

According to Poe, the creation of the story is the process of planning and making construction in which every component brick has its unique and appropriate position. All components are of equal significance and contribute to the
author’s plan to achieve the unity or totality of effect. Current-García claims that in the very process of Poe’s story creation form, technique as well as content present something more than comes to light. Edgar Allan Poe has always been considered a great literary artist who tried to define the basic postulates of the short story and the way they function. Poe’s vision of the short story was that in this piece of writing “as not in the novel, the reader could be placed under the spell of an unbroken enchantment” (Silverman, 1993). He insisted that the short story was to be considered as the supreme form of fiction. According to Silverman, the compactness of the Poean short story “made possible both high excitement in the reader and maximum artistic control by the writer” (9). It is widely known that Poe emphasized the pattern, proportion, structure and composition of the short story. Therefore, Charles E. May states that the meaning of the work for him was its technique, “so much so that in many of his stories he thematizes aesthetic and literary theory issues, making the creation and explication of unity the central thematic ‘truth’ of the work” (p. 13).

2. Poe’s Typical Short Story Strategies

Gothic stories with elements of the marvelous and supernatural were extremely popular particularly due to influential British magazines which were easily available in antebellum America. Poe significantly experimented with this type of short story creating a world of ghostly castles and ancient houses, usually narrated by a narrator who is heavily influenced by the events he recounts. Everything alludes to an enigmatic and mysterious world in which the key motif proves to be the motif of rotting, decay and disintegration, both in a literal and metaphorical sense. The typical Poean Gothic method implies creation of characters who do not manage to escape the claws of death and whose life is endangered by darkness and chaos, the progression of the outside world which inevitably ends in destruction. The main characters in a typical Poean Gothic story are the offspring, usually the last in the line, of an aristocratic family, but with no precise sense of identity, usually secluded from the realm of reality and the terrestrial. The setting and the time perspective are vague and obscure. The narrator of “Berenice” states:

“My baptismal name is Egæus, that of my family I will not mention. Yet there are no towers in the land more time-honoured than my gloomy, grey, hereditary halls. Our line has been called a race of visionaries; and in many striking particulars – […] there is more than sufficient evidence to warrant the belief” (Poe in Quinn and O’Neill, 1989).

In a similar manner, the narrator of “The Black Cat”, revealing no details of his origin, family traits or his wedlock claims:

“From my infancy I was noted for the docility and humanity of my disposition. My tenderness of heart was even so conspicuous as to make the jest of my companions. […] I married early, and was happy to find in my wife a disposition not uncongenial with my own.” (Poe in Quinn and O’Neill, 1989)

Edgar Allan Poe wrote a special subtype of the Gothic story called the story of sensation in which, as Kenneth Silverman put it, “the victim minutely records his sensations while trapped in some harrowing predicament, as in ‘The Pit and the Pendulum’” (p. 7).

Almost in all of his stories Poe exploits the theme of the death of a young, beautiful woman – the theme masterfully developed in his poetry. The narrator of “The Oblong Box” recounts his travel to New York during which he meets Cornilius Wyatt. The unusual “luggage” of a young painter does not conceal a copy of Leonardo’s Last Supper, as was assumed by the narrator, but the dead body of his beautiful wife. The aforementioned theme was developed in many Poean stories such as “Ligeia”, “The Oval Portrait”, “Morella” or “Berenice”. The main protagonist after experiencing a great loss and being bereft frequently does not manage to cope with his past. Many protagonists consider remarriage as betrayal of the dead spouse. A perfect example of the great affection to the late beloved is recognized in Cornilius Wyatt who, during a terrible night at sea, tied himself with a rope to the oblong box which contained the body of his wife and therefore chose eternity in the vast bosom of the ocean.

It is not hard to observe that images of drowning and swallowing are exploited in many ways. Silverman states that “[a]s the words ‘swallowed’ and ‘jaws’ suggest, these images of engulfment are part of a still larger network of images having to do with biting, devouring, and similar oral mutilation” (p. 20). In “The Devil in the Belfry” the image of the devil who comes to “the finest place in the world”, the Dutch borough of Vondervotteimittiss, at five to twelve and who approves that “no good can come from over the hills”, is given in detail:

“His countenance was of a dark snuff-color, and he had a long hooked nose, pea eyes, a wide mouth, and an excellent set of teeth, which later he seemed anxious of displaying, as he was grinning from ear to ear. […] There he sat in the belfry upon the belfry-man, who was lying flat upon his back. In his teeth the villain held the bell-rope, which he kept
jerking about with his head, raising such a clatter that my ears ring again even to think of it” (Poe in Quinn and O’Neill, 1989).

The narrator of “Berenice” is obsessed with her teeth. That is why he claims “The teeth! – the teeth! – they were here, and there, and everywhere, and visibly and palpably before me; long, narrow, and excessively white, with the pale lips wreathing about them, as in the very moment of their first terrible development” (Poe in Quinn and O’Neill, 1989). The narrator of “The Pit and the Pendulum” states the following: “the tall candles sank into nothingness! their flames went out utterly; the blackness of darkness supervened; all sensations appeared swallowed up in a mad rushing descent as of the soul into Hades” (Poe in Quinn and O’Neill, 1989).

One of Poe’s crucial narrative strategies is the repetition of the keyword at the beginning of the story in order to emphasize a certain intention or idea and to achieve word-play. Kenneth Silverman points out that in the story “Hop-Frog” Poe used the word “joke” with its variants eight times. However, this narrative technique was exploited in many other of Poe’s stories.

In the story “The Business Man” the word “method” as well as its variants is used five times.

“I am a business man. I am a methodical man. Method is the thing, after all. But there are no people I more heartily despise than your eccentric fools who prate about method without understanding it; attending strictly to its letter, and violating its spirit. These fellows are doing the most out-of-the-way things in what they call an orderly manner. Now here, I conceive, is a positive paradox. True method appertains to the ordinary and the obvious alone, and cannot be applied to the outré. What definite idea can a body attach to such expressions as ‘methodological Jack o’ Dandy,’ or ‘a systematical Will o’ the Wisp?’” (Poe in Quinn and O’Neill, 1989; italics S. Simović)

The verb “to see” in its simple past form (“saw”) is repeated seven times in “The Pit and the Pendulum”. Such repetition contributes significantly to the specific presentation of the protagonist’s perception.

“Yet, for a while, I saw – but with how terrible an exaggeration! I saw the lips of the black-robed judges. They appeared to me white – whiter than the sheet upon which I trace these words – and thin even to grotesqueness; thin with the intensity of their expression of firmness – of immovable resolution – of stern contempt of human torture. I saw that the decrees of what to me was Fate were still issuing from those lips. I saw them writhe with a deadly locution. I saw them fashion the syllables of my name; and I shuddered because no sound succeeded. I saw, too, for a few moments of delirious horror, the soft and nearly imperceptible waving of the sable draperies which enwrapped the walls of the apartment. […] [A]ll at once, there came a most deadly nausea over my spirit, and I felt every fibre in my frame thrill as if I had touched the wire of a galvanic battery, while the angel forms became meaningless spectres, with heads of flame, and I saw that from them there would be no help” (Poe in Quinn and O’Neill, 1989; italics S. Simović).

In the story “Diddling Considered as One of the Exact Sciences” the adjective “great” is used four times in the first passage of the story while the word “diddling”, with its variants, is exploited five times in the second passage and repeated constantly in the text.

“He has been much admired by Mr. John Neal, and was a great man in a small way. The other gave name to the most important of the Exact Sciences, and was a great man in a great way – I may say, indeed, in the very greatest of ways.

*Diddling* – or the abstract idea conveyed by the verb to *diddle* – is sufficiently well understood. Yet the fact, the deed, the thing *diddling*, is somewhat difficult to define. We may get, however, at a tolerably distinct conception of the matter in hand, by defining – not the thing, *diddling*, in itself – but man, as an animal that *diddles*.” (Poe in Quinn and O’Neill, 1989; italics S. Simović)

In “The Island of the Fay” Poe masterfully exploits the aforementioned technique by repetition of the word “music” both in English and French reinforced by repetition of the word “talent”, in its singular and plural forms (p. 354).

Edgar Allan Poe’s narrative manner implied copulative ending of the story exploited with the masterful use of the rhetorical figure polysyndeton or frequent use of conjunctions, mostly with no grammatical necessity. Thus he devised a trick of composing the final sentence or two as a series of ‘and’ clauses, arranged to emphasize each element, as at the end of ‘The Masque of the Red Death” (Silverman, 1993). The prime aim of this technique, according to modern criticism, is to make readers focus on every detail of the sentence, especially its rhythm. A specific and thoroughly exploited use of polysyndeton is evident in “The Oval Portrait” in which out of thirteen sentences which constitute the last paragraph six of them begin with the conjunction “and” with its inevitable internal repetition and a series of “and” clauses.

“And evil was the hour when she saw, and loved, and wedded the painter. […] And he was a passionate, and wild, and moody man, who became lost in reveries; so that he would not see that the light which fell so ghastly in that lone turret withered the health and the spirits of his bride, who pined visibly to all but him. […] And in sooth some who beheld the portrait spoke of its resemblance in low words, as of a mighty marvel, and a proof not less of the power of the painter than of his deep love for her whom he depicted so surpassingly well. […] And he would not see that the tints which he
spread upon the canvas were drawn from the cheeks of her who sate beside him. And when many weeks had passed, and but little remained to do, save one brush upon the mouth and one tint upon the eye, the spirit of the lady again flickered up as the flame within the socket of the lamp. And then the brush was given, and then the tint was placed; and, for one moment, the painter stood entranced before the work which he had wrought; but in the next, while he yet gazed, he grew tremulous and very pallid, and aghast, and crying with a loud voice, "This is indeed Life itself" (Poe in Quinn and O'Neill, 1989; italics S. Simović).

This method is used many times in Poe's short stories. For example, it is used in the second part of the last paragraph of "Silence: A Fable".

"And as the Demon made an end of his story, he fell back within the cavity of the tomb and laughed. And I could not laugh with the Demon, and he cursed me because I could not laugh. And the lynx which dwelleth forever in the tomb, came out therefrom, and lay down at the feet of the Demon, and looked at him steadily in the face." (Poe in Quinn and O'Neill, 1989; italics S. Simović)

Poe begins with "and" seven of the nine last sentences of "Shadow – A Parable". The rhythm is masterfully exploited and the repetition of the aforementioned conjunction at the beginning of the sentences is reinforced by a series of "and" clauses in order to describe the shadow with its dwelling near the Catacombs of Ptolemais.

"And lo! from among those sable draperies where sounds of the song departed, there came forth a dark and undefined shadow – a shadow such as the moon, when low in heaven, might fashion from the figure of a man: but it was the shadow neither of man nor of God, nor of any familiar thing. And quivering awhile among the draperies of the room, it at length rested in full view upon the surface of the door of brass. [...] And the shadow rested upon the brazen doorway, and under the arch of the entablature of the door, and moved not, nor spoke any word, but there became stationary and remained. And the door whereupon the shadow rested was, if I remember aright, over against the feet of the young Zoilus enshrouded. [...] And at length I, Oinos, speaking some low words, demanded of the shadow its dwelling and its appellation. And the shadow answered, 'I am SHADOW, and my dwelling is near to the Catacombs of Ptolemais, and hard by those dim plains of Heluscion which border upon the foul Charonian canal.' And then did we, the seven, start from our seats in horror, and stand trembling, and shuddering, and aghast, for the tones in the voice of the shadow were not the tones of any one being, but of a multitude of beings, and, varying in their cadences from syllable to syllable fell dusky upon our ears in the well-remembered and familiar accents of many thousand departed friends." (Poe in Quinn and O'Neill, 1989; italics S. Simović)

A similar situation can be discovered in "The Island of the Fay" where we can identify a variant of Poe's word-play ("and"/"and again").

"And again the boat appeared and the Fay, but about the attitude of the latter there was more of care and uncertainty and less of elastic joy. She floated again from out the light and into the gloom [...] and again her shadow fell from her into the unseen water, and became absorbed into its blackness. And again and again she made the circuit of the island [...] and at each issuing into the light there was more sorrow about her person, while it grew feebler and fainter and more indistinct, and at each passage into the gloom there fell from her a darker shade, which became whelmed in a shadow more black" (Poe in Quinn and O'Neill, 1989; italics S. Simović).

At the end of the story "Literary Life of Thingum Bob, Esq." Poe intentionally repeats various types of words (verbs, pronouns, prepositions, conjunctions) in order to achieve a totality of effect and make the text tissue even more demanding and interesting for a further "exploration". Word-play and masterful use of rhythm are essential at the end of the text.


However, Poe used this technique of "piling" conjunctions and starting a series of sentences with "and" even in the middle of his text. A noteworthy example may be found in his short story "Eleonora" in which we can identify a series of six sentences beginning with the conjunction "and", the six sentences "break" and again a series of four sentences with "and" at the beginning with occasional internal repetition.

"And, then and there, I threw myself hurriedly at the feet of Eleonora, and offered up a vow, to herself and to Heaven, that I would never bind myself in marriage to any daughter of Earth – that I would in no manner prove recreant to her dear memory, or to the memory of the devout affection with which she had blessed me. And I called the Mighty Ruler of the Universe to witness the pious solemnity of my vow. And the curse which I invoked of Him and of her, a saint in Heluscion should I prove traitor to that promise, involved a penalty the exceeding great horror of which will not permit
me to make record of it here. And the bright eyes of Eleonora grew brighter at my words; and she sighed as if as a deadly burden had been taken from her breast; and she trembled and very bitterly wept; but she made acceptance of the vow, (for what was she but a child?) and it made easy to her the bed of her death. And she said to me, not many days afterward, tranquilly dying, that, because of what I had done for the comfort of her spirit she would watch over me in that spirit when departed, and, if so it were permitted her return to me visibly in the watches of the night, [...] And, with these words upon her lips, she yielded up her innocent life, putting an end to the first epoch of my own. [...] And Life departed from our paths; for the tall flamingo flaunted no longer his scarlet plumage before us, but flew sadly from the vale into the hills, with all the gay glowing birds that had arrived in his company. And the golden and silver fish swam down through the gorge at the lower end of our domain and bedecked the sweet river never again. And the lulling melody that had been softer than the wind-harp of ÆOLUS, and more divine than all save the voice of Eleonora, it died little by little away, in murmurs growing lower and lower, until the stream returned, at length, utterly, into the solemnity of its original silence. And then, lastly, the voluminous cloud uprose, and, abandoning the tops of the mountains to the dimness of old, fell back into the regions of Hesper, and took away all its manifold golden and gorgeous glories from the Valley of the Many-Colored Grass" (Poe in Quinn and O'Neill, 1989; italics S. Simović).

Edgar Allan Poe has always been considered to be a master of the short story. His literary expression has been recognizable in American and world literature. This Bostonian, yet a representative of Richmond and Southern gentility, has been considered one of the most controversial figures of American Romanticism. As an editor of numerous magazines which circulated through American market in the first half of the nineteenth century Poe had an opportunity to become acquainted with current literary trends and readers' preferences. He created his literary theory in large extent owing to his work in magazines, therefore he was familiar with the ideas of German Transcendentalism, English Romanticism, British aesthetics based on Locke, contemporary events which marked American literary scene. All of his essays, reviews of European and American writers, "Marginalia", "Pinakidia", "The Literati of New York City" were published in periodicals. Poe did not succeed to formulate and systematize the poetics of his critical thought during his lifetime. The statements of his literary theory were scattered throughout numerous reviews and essays. "The tomahawk man" reflected on creativity and originality, demanded high standards of criticism, insisted on competence and dignity of the profession, always pointing out the necessity of "an honest and a fearless opinion".

Edgar Allan Poe has been considered to be a founder of the detective story, the author who contributed to the development of the Gothic story and one of the first writers who introduced elements of science fiction into his works. He developed critical theories and standards which implied literary excellence. Poe insisted on professional literary criticism, dreamt about "launching" an elite literary magazine and cultivating readers' taste. His contribution to the development of the short story as a genre is enormous, which is confirmed by the number of stories he published during his short life as well as reviews, essays and articles in which he discussed the most important issues concerning the theory of the short story.

References


Repetition in Pirandello’s Prose and Translation into Albanian Language

Prof. As. Dr. Mirela Papa
Docente di Traduzione e Interpretariato, Università di Tirana
papamirela@yahoo.com

Dr. Alva Dani
Docente di Letteratura Italiana, Università di Scutari
alvadani2001@yahoo.it

Abstract

Based on an analysis of Pirandello’s prose, it is noticed that the language used by him is a common one, an anti-literary one, anti-academic and its basis is the spoken language. Pirandello uses the spoken language as means to achieve his aims in order to create a realistic and drilling language. Pirandello is interested in these aspects of everyday spoken Italian that best express the inner world of his characters, who turn into spokespersons of his ideas. Among the characteristics of spoken language is the repetition, which constitutes one of the most common figures of speech applied by Pirandello. Text Linguistics studies regard this figure of speech as one of the syntactic and semantic relations on which depends the cohesion of the discourse. The effects presumed via word repetition, consciously and in a well-processed manner, or even unconsciously constitute the object of psychological and linguistic analysis. The goals of Pirandello applying repetition are many. In this paper there are exactly the repetitions used by Pirandello that will serve for the analysis, The strategies followed by translators aiming at translating this figure into Albanian language texts will be the object of analysis. Whether or not this unique feature is preserved for the Albanian reader is to be reviewed.

Keywords: figures of speech, literature, prose, repetition, translation.

1. Introduzione Allo Studio

Lo scrittore italiano Luigi Pirandello ha un suo stile particolare nella scrittura. Quando scrive lo fa con la spontaneità di una parlata tra amici. Il suo modo di scrittura si avvicina di più alla lingua parlata. Gli interessano soprattutto quegli aspetti dell’italiano familiare parlato che esprimono meglio il mondo interiore dei suoi personaggi. Tra le caratteristiche della lingua parlata è anche la ripetizione, una figura del discorso molto usata da Pirandello. In questo studio si prenderanno in analisi le ripetizioni che usa Pirandello nelle sue novelle e si vedrà se i traduttori albanesi hanno riportato o meno nei testi tradotti questa caratteristica del linguaggio di Pirandello.

2. Caratteristiche della Lingua delle Novelle di Pirandello

e cercherà di fare uso di tutti gli strati della lingua senza rifiutare le parole per la loro provenienza. Il suo è il lessico appartenente alla lingua comune impiegata dagli italiani dell’epoca.

3. Le Ripetizioni


Vediamo alcuni esempi di ripetizioni in alcune delle novelle di Pirandello:

3.1 Ripetizioni di verbi

- E quel boja di vetturino intanto aveva il coraggio di dire che bisognava saperla guidare, lasciarla andare col suo verso, perché ombrava, ombrava e, a frustarla, ritta gli si levava come una lepre, certe volte, quella bestiaccia lì. (Le sorprese della scienza)
- ... sempre e da per tutto, non aveva fatto altro che leggere, leggere, leggere. (Mondo di carta)
- Era abituata a volare, lei, a correre, a correre, in treno, in automobile, in ferrovia, in bicicletta, su i piroscafi. Correre, vivere! (Mondo di carta)

Nella maggior parte degli esempi sopra riportati si nota che le ripetizioni dei verbi vengono date anche nelle novelle tradotte. I traduttori hanno compreso questa figura retorica usata da Pirandello e hanno avuto la saggezza di trasmetterla anche nella lingua albanese rispettando così una caratteristica del linguaggio dell’autore. Fanno eccezione gli ultimi due esempi in cui le ripetizioni non vengono riportate nella lingua albanese.

In alcuni esempi si crea la figura dell'epanalessi oppure la geminazione che consiste nel raddoppiare (geminare) un’espressione, ripetendola all’inizio, alla metà, o alla fine di un segmento testuale (Garavelli B.M., 1989: 191).
con un’aria da Carlomagno mi mostrò quattro lunghe andane di botti.... E sorrisi anche quando, più morto che vivo, rientrai nella villa... E sorrisi anche al suocero, mio ammiratore... (Le sorprese della scienza)

- I buzëqesha. Më dha një shpjegim të ri dhe më të plotë së madhe që kishte bërë në ato vende? I buzëqesha.... Ashtu? Vërtet? Sa gjë e mirë! I buzëqesha... Ashtu? Vërtet? Sa gjë e mirë! E i buzëqesha edhe kur më pas, sikur tê qe Karli i Madh, më tregoi posthë në qilar katër radhë të gjata me fuçi... Dhe buzëqesha edhe kur, i rraskapitur dhe i dërrmuar, u ktheva në vilë... Dhe i buzëqesha edhe të vjehrrit, adhuruesit tim...
  
  
(Befasitë e shkencës, p. 104, “Tregime e novela”, Dituria, Tiranë 1999)

L’epanalessi è stata data anche nella novella tradotta.

3.2 Ripetizioni di avverbi:

- Niente... niente... niente Dimissionario! dimissionario! Niente. (Niente)
- Asgjë... asgjë... asgjë... Sikter të gjitha! Asgjë! (Hiç asgjë, p. 90, «Zoja prej dylí», Toena, Tiranë 2008)
- Mi spavento. Niente, niente, scusi, me ne vado. (Mondo di carta)
- ...arrabbiatto con se stesso che non poteva ritener nulla, nulla, nulla di quanto studiava. (Scialle nero)
- ...i xhindosur me vehten e tij se nuk mbante mënd asgjë, asgjë, asgjë nga ato që mësonte. (Shalli i zi, p. 31, «Jeta lakuriq», Naim Frashëri, Tiranë 1963)

Nei casi soprariportati gli avverbi vengono trasmessi anche nelle novelle tradotte.

- Ma sì, Dio mio, sì – tutta quella furia, sì, con ragione: chi dice di no? (Niente)
- Posi jo, o Zot i madh, patjetër që kishte të drejto të tregonte aq ngut (Hiç asgjë, p. 78, «Zoja prej dylí», Toena, Tiranë 2008)
- Ah, sì, sì; per questa parte, sì, ha ragione... (Niente)
- Aha, s’ka dyshim, për sa i përket kësaj, keni të drejtë... (Hiç asgjë, p. 83, «Zoja prej dylí», Toena, Tiranë 2008)
- Ma sì, Dio mio, sì – tutta quella furia, sì, con ragione: chi dice di no? (Niente)
- Posi jo, o Zot i madh, patjetër që kishte të drejto të tregonte aq ngut (Hiç asgjë, p. 78, «Zoja prej dylí», Toena, Tiranë 2008)
- Ah, sì, sì; per questa parte, sì, ha ragione... (Niente)

Negli ultimi due esempi si nota che i traduttori non hanno ripetuto l’avverbio di affermazione sì, ma ottengono frasi affermative ricorrendo all’uso di altre parole affermative.

- No! Così no! Così no! per carità! – si mise a gridare. (Mondo di carta)
- Piano! Piano, per carità! Ma che piano!

Nell’ultimo esempio la ripetizione non viene riproposta nella lingua albanese.

In alcuni casi, gli elementi ripetuti accettano, intercalati, altri elementi come pronomi, frasi intere, vocativi e altri avverbi.

- Ma piano con questa vettura!... [...] Ma piano con questo corriere. (Le sorprese della scienza)
- Këtu të gjithë minë e presin çdo të sjellë e nesërmi. Këtu nuk ndërtohen shtëpi sepse nuk dihet si kanë për tu ndërtuar nesër, nuk mendojnë të ndriçojnë rrugën, sepse nesër s’dihet ç’jmjet ndriçimi do të zbulojë shkenca, nesër! Prandaj edhe unë duhet të rri e të pres ilaçin e të nesërme. (Ujë dhe pikë, p. 188, «Nata e parë», Toena, Tiranë 2008)

Nella lingua albanese la ripetizione non viene riprodotta. In qualche caso si produce la figura del polittoto (o poliptoto) la ripetizione di un vocabolo con funzioni sintattiche differenti nello stesso enunciato negli enunciati vicini legati tra loro.

- Qua sono tutti in perpetua attesa di ciò che ci porterà il domani. Qua non si fabbricano case perché domani, domani chi sa come si fabbricheranno le case, non si pensa a illuminare le strade, perché domani chi sa che nuovi mezzi di illuminazione scoprirà la scienza, domani! E così anch’io dovrei stare in attesa del rimedio di domani... (Acqua e lì)
- Këtu të gjithë minë e presin ç’do të sjellë e nesërmi. Këtu nuk ndërtohen shtëpi sepse nuk dihet si kanë për tu ndërtuar nesër, nuk mendojnë të ndriçojnë rrugën, sepse nesër s’dihet ç’jmjet ndriçimi do të zbulojë shkenca, nesër! Prandaj edhe unë duhet të rri e të pres ilaçin e të nesërme. (Ujë dhe pikë, p. 188, «Nata e parë», Toena, Tiranë 2008)

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Il termine *domani* è poliptoto perché si usa con valori sintattici differenti. (Navarro Blanco, 1990: 120). D'altra parte qui si tratta anche di un caso di *epanadiplosi* (detta anche *ciclo* o *inqaudramento*), una figura retorica che consiste nella ricorrenza di una o più parole all'inizio e alla fine di una frase o di un verso, perché abbiamo la ripetizione di una parola all'inizio e alla fine della frase.

### 3.3 Ripetizioni di pronomi

Le forme pronominali completano il loro vuoto semantico appoggiandosi in altri elementi della frase, come possono essere le preposizioni, dando luogo a esempi di figure retoriche come l'*epanalessi* ed il *poliptoto* (già precedentemente definiti).

**Esempi di epanalessi:**
- Se qualcosa avesse fatto di male, Nelda, la signora baronessa, avrebbe scritto a me, a me, a me, non a te, per farmi un piacere! (Nel dubbio)
- Po tè kishte ndodhur e kundërta, Nelda, zonja baroneshë, do tè më kishte shkruar mua, mua dhe jo ty, pë të ma përplasur! (Dyshimi, p. 140, «Zoja prej dyllë», Toena, Tirànë 2008)
- Questo, questo cerco! Questo voglio! (Il fumo)

**Esempi di poliptoto:**
- perché le era caro far rivivere così in sé, per sé sola, il ricordo – non di lui, non di lui! – ma di tutto il male e di tutto il bene che le era venuto un giorno da lui. (La maestrina Boccarmé)
- sepse e kishte për zemër që të rijetonte në vetvete, vetëm për veten e saj, jo kujtimin e tij, në asnjë mënyrë, por kujtimin e gjithë të keqë dhe gjithë të mirës që një ditë i kishte ardhur prej tij. (Mësuesja Bokarme, p. 135, “Tregime e novela”, Dituria, Tirànë 1999)

Si nota che nelle novelle tradotte questi casi di epanalessi e poliptoto sono stati dati creando così lo stesso effetto creato sui lettori dell’originale.

### 3.4 Ripetizioni di sostantivi

**Esempi di epanalessi:**
- Io? - esclamò Sciaramè con un balzo. - Non lo vidi? io? Ah, se lo vidi! E gli baciai anche le mani! A Piazza Pretorio, gliele baciai, a Palermo, dove s’era accampato Le mani! (Le medaglie)
- Dio, che rovina, che rovina, che rovina! (Come gemelle)

**Esempi di poliptoto:**
- Vanità... vanità... (La fede)
- Sa gië e pashpirt, Sa gië e pashpirt ishte ai gjumë plaku. (Besimi, p. 52, «Zoja prej dyllë», Toena, Tirànë 2008)
- Un pianto che gli bruciava gli occhi e lo strozzava. Pianto d’avvilimento, pianto di rabbia e di pietà insieme.... (La fede)

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Isthe ai një vaj që po i digjte sytë dhe po e mbyste. Vaj poshtërimi, vaj inati e mëshërë trazuar [...] I prekur dhe me zemër të vrrar nga ai vaj, don Anxhelino u pendua që ishte sjellë ashpër (Besimi, p. 53-57, «Zoja prej dylli», Toena, Tirane 2008)

- **A casa, a casa, voglio andare a casa!** (Mondo di carta)
- **Në shtëpi, dua të shkoj në shtëpi!** (Botë letre, p. 60, «Zoja prej dylli», Toena, Tirane 2008)
- **Il libro! Il libro! Dove’ il libro?** (Mondo di carta)
- **Libri! Libri! Ku e kam librin?** (Botë letre, p. 60, «Zoja prej dylli», Toena, Tirane 2008)
- **Era cosi, e basta. Il suo mondo, il suo mondo di carta. Tutto il suo mondo.** (Mondo di carta)
- **Dimmi dov’ è, o t’ammazzo! Sangue, sangue, voglio sangue, questa sera! Sangue!** (Certi obblighi)
- **Il sole, il sole vero, il sole della giornata non era forse mai sorto per lui: per lui sorgevano ancora i soli del tempo di Virgilio.** (Il fumo)
- **Dielli, dielli i vërtetë, dielli i ditëve tona, nuk kish lindur kurrë për të; për të lindnin akoma diej e kohës së Virgjilit.** (Tymi, p. 69, «Jeta lakuriq», Naim Frashëri, Tirane 1963)

In alcuni esempi si nota una progressione dell'idea rispetto alla prima formulata come una specie di amplificazione dell'informazione contenuta nel primo enunciato, intenzione più o meno data anche nelle novelle tradotte.

### 3.5 Ripetizioni di aggettivi

- **Che libri! Che donne! Che casa!** (Niente)
- **C’libra, mor! Çfarë grash! Çfarë shtëpie!** (Hiç asgjë, p. 90, «Zoja prej dylli», Toena, Tirane 2008)
- **Carini! carini! carini!** (Le sorprese della scienza)
- **Sa të lezetshëm! Sa të lezetshëm!** (Befasitë e shkencës, p. 104, "Tregime e novela", Dituria, Tirane 1999)

Nel secondo esempio la ripetizione dell’aggettivo *carini* (tre volte) non viene data nella lingua albanese con una ripetizione. Le parole usate nella traduzione (*e vockël - e imët*) hanno lo stesso significato semantico, ma non viene creata la figura retorica.

- **Nudo, nudo, nudo, cara mia; carissima mia, nudo!** (Nel dubbio)
- **Isha çupalak, krejt çupalak, e dashur, si më ka bërë nëna! A mund të zbritja?** (Dyshimi, p. 139, «Zoja prej dylli», Toena, Tirane 2008)

In questo esempio l'aggettivo *nudo* ripetuto per quattro volte nella novella originale appare solamente due volte nella traduzione.

- **Non aveva più diritto a nessuna considerazione, a nessun compatimento.** (Scialle nero)
- **Nuk ish më e denjë për asnjë konsideratë, për asnjë dhëmbshuri.** (Shalli i zi, p. 15, «Jeta lakuriq», Naim Frashëri, Tirane 1963)
- **Bello! bello! bello! bello! bello...** (Il fumo)
- **U shkatrrova! U shkatrrova! U shkatrrova!** (Tymi, p. 81, «Jeta lakuriq», Naim Frashëri, Tirane 1963)

In questo esempio l'aggettivo *nudo* ripetuto per quattro volte nella novella originale appare solamente due volte nella traduzione.

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... quegli urli, quei fischi, quelle minacce del popolo... (Visto che non piove)

Negli ultimi esempi riportati le ripetizioni dell’aggettivo quantitativo tanto e dell’aggettivo dimostrativo quello non vengono date nella novella tradotta.

3.6 Ripetizioni di altri elementi

- senza vie, senza acqua, senza luce... (Le sorprese della scienza)
- pa rugè, pa ujë, pa drita... (Mësuesja Bokarme, p. 102, “Tregime e novela”, Dituria, Tiranë 1999)
- Ed allora essa, un po’ per pietà, un po’ per ridere, un po’ per darsi da fare, s’era messa ad ajutare quel povero giovanotto, fin dove poteva. (Scialle nero)
- Atëherë ajo, ca për mëshirë, ca për t’u argëtuar, ca për t’u englendisur e për t’u marrë me një punë, kish mënsur ta ndihmojë atë dëshirët e t’u të mëndura, me sa mundesh. (Shalli i zi, p. 19, “Jeta lakuriq”, Naim Frashëri, Tiranë 1963)
- che la smettesse con questa scuola, con questa scuola, con questa scuola! Nuk mund të duronte mël! (Shalli i zi, p. 18, “Jeta lakuriq”, Naim Frashëri, Tiranë 1963)

In quasi tutti i casi sopranipportati si tratta di elementi che si ripetono per ben tre volte, caratteristica che viene data anche nella traduzione.


Esempi di polisindeto nelle frasi:

- E fischi e urlì e invettive sotto il palazzo vescovile... (Visto che non piove)
- Dhe ia nisnin të sharat dhe fishkëllimat aty rrëzë pallatit të Ipeshkvisë... (Meqë s’po bie shi, p. 50, “Nata e parë”, Toena, Tiranë 2008)
- ...belli e ballanti e sonanti erano i denari della dote che il Vescovo era stato costretto a dargli... (Visto che non piove)
- ...fort të bukura e tingëlluese ishin parickat dhe paja që u detyrua t’i jepte imzot Ipeshkvi; (Meqë s’po bie shi, p. 51, “Nata e parë”, Toena, Tiranë 2008)
- Non è vero che legge! Mi ci vien sopra! Q che non veda, q che vada stordito, q che o come, fatto si è... (Mondo di carta)
- Nuk është e vërtetë që lexon! Gati sa s’më shkel me këmbë! Ose nuk sheh ose e cën kuturu, nëx dreq e di, por puna është se... (Botë letre, p. 59, “Zoja prej dylli”, Toena, Tiranë 2008)
- Ma la lotta era impare; e le beffe dei nemici (e anche degli amici) që la rabbia dell’impotenza avevano fatto perdere a Spatolino il lume degli occhi. (Il tabernacolo)
- Por lufta ishte e pabarabartë dhe talljet e armiqve (ashtu sikundër edhe të miqve) bashkë me mërinë që i ngjallte pafuqia, e kishin tërbuar fare Spatolinon. (Tabernakulli, p. 78, “Nata e parë”, Toena, Tiranë 2008)
- ...pensavano che questi, q per incarico del vescovo q per voto della Società Cattolica, costruisse lì quel tabernacolo, per far dispetto al vecchio usurajo. (Il tabernacolo)
- ...mendonin se ai, me porosi të Ipeshkvit dhe me dëshirën e Shoqatës Katolike, po e ndërtonte shi aty atë tabernakull për inat të fajdexhiut plak. (Tabernakulli, p. 85, “Nata e parë”, Toena, Tiranë 2008)
- ...tutti ne avrebbero sofferito; e allora, cominciava la distruzione, altre bocche d’inferno si sarebbero aperte e, in pochi anni, tutti gli alberi, tutte le piante sarebbero morti, attossicati dal fumo, e adìo campagnol! (Fumo)

Negli esempi sopranipportati si nota che questi esempi di polisindeto non vengono dati nelle traduzioni. La sintassi albanese non richiede l’uso di tante congiunzioni nello stesso periodo come avviene invece nelle novelle di Pirandello. E di fronte a questa caratteristica del linguaggio dello scrittore i traduttori hanno pensato bene a rispettare la sintassi della...
loro propria lingua non rispettando però la caratteristica della lingua dello scrittore.

Esempi di reiterazione possiamo inoltre considerare anche quelle formule nelle quali la ripetizione si ottiene tramite una parola della stessa radice della prima, quasi sempre con qualche prefisso. Costituiscono chiani esempi di figure etimologiche nelle quali entra in gioco la derivazione delle parole.

- (...) lo guarda sbigottito e cerca di confortarlo. Conforti che, inutile darli, eppure si danno. (Acqua e li)
- E vështron i shastisur dhe përpiqet ta ngushëllojë. Ngushëllime që janë krejt të kota të bëhen, por që bëhen njëlloj. (Ujë dhe pikë, p. 188, «Nata e parë», Toena, Tiranal 2008)

In questo esempio si ottiene una combinazione di una figura etimologica ed una anadiplosi visto che l’ultima parte di una frase (confortarlo), appare nella prima parte della frase successiva (conforti) (Navarro Blanco, 1990: 126). Anche nella traduzione albanese questi casi di reiterazioni sono facilmente intuibili da parte dei lettori dato che i traduttori li hanno trasmessi.

Altri esempi:

- Io la ho avvertita! Bell’avvertimento! (Mondo di carta)
- Unë po ju paralajmëroj! Lëre mos e pyet ç’paralajmërim! (Botë letre, p. 61, «Zoja prej dylli», Toena, Tiranal 2008)
- Ma se è tutto finito, strafinito, arcifinito! Ancora? (Nel dubbio)

Si sentiva forse vincolato da questo sacrifizio per tutta la vita, condannato a sacrificare a sua volta la propria gioventù, la libertà dei propri sentimenti alla sorella? (Scialle nero, 1990: 126). Anche nella traduzione albanese questi casi di reiterazioni sono facilmente intuibili da parte dei lettori dato che i traduttori li hanno trasmessi.

Come abbiamo precedentemente detto è evidente la presenza della derivazione in tutti i casi di reiterazione cosa che nella maggioranza dei casi viene data anche nelle novelle tradotte in albanese ad eccezione di quest’ultimo esempio in cui la reiterazione non viene riprodotta.

4. Conclusioni

In questo studio abbiamo preso in analisi una caratteristica del linguaggio delle novelle di Pirandello, le ripetizioni, questa figura retorica tanto usata dallo scrittore nella sua prosa e che caratterizza il suo stile molto vicino alla lingua parlata. Abbiamo notato che, generalmente, i traduttori hanno trasmesso questa figura anche nelle novelle tradotte in albanese, ad eccezione di alcuni casi in cui i traduttori non riproducono nei testi tradotti le ripetizioni che Pirandello mette in bocca dei suoi personaggi. Per concludere dobbiamo dire che, trattandosi di una peculiarità dello stile dell’autore occorre dare questa figura retorica anche nella lingua d’arrivo per rispettare così intentio-auctoris e per creare sul lettore della traduzione lo stesso effetto prodotto anche sul lettore dell’originale.

References

Fonti Primarie


Fonti Secondarie

Evaluation of Grammatical Understanding of the Adjectives

Dr. Helena Grillo (Mukli)
University “Aleksandër Moisiu” Durrës
Department of Albanian Language Albania

Abstract

Planning in the field of linguistics needs to be made by research and measurements in recognizing grammatical structures and their uses. At this stage of its development the Albanian language outlines between concrete use, of controversial changes among linguists. We will try to measure the frequency of use of one of the main parts of the lecture, the adjective. The linguist experts are obliged to seek various ways and means of practical use of the adjective, their objectivity and validation should be proven. Study of this class of words has begun early on, first in grammar from domestic or foreign linguists. The adjective puts in evidence a feature of one item whose name fits in genus, number. In the semantic level adjectives are divided into two groups: qualitative and relative. Our work aims to measure concrete uses of the above mentioned adjectives and analyze their uses in certain forms. The measurements will be made on a group of children, who first, should be tested for their lexical accuracy of the adjectives. The research is done in a way that by showing the page to the child were are several icons and right way they read a sentence. The job of people who conduct the experiment is to just show the icon for which the children respond to the sentence. The child to succeed in this experiment has no need for expressive talk just enough to show with the finger. Since the selected kids for measurements are from 5 to 7 years old, the research will highlight with concrete results the use of qualitative and relative adjectives during their speech. The research will bring valuable material in the field of linguistic planning and will serve us for analyzing the way children talk.

Keywords: grammatical development, children, lecture, adjectives

1. Introduction

The Albanian linguistic studies lack the methods and helping instruments which assist in the recognition of the degree of children linguistic development. Based on global linguistic studies are determined the phases that this development goes through. In our study we will surpass the third phase where the child has acquired the language in a certain level and we will study the next phase, where the child acquires step by step the language grammar, up to 5-7 years old where the level is similar to an adult (Memushaj, 2011, p 312).

This variety of studies in the linguistic area opens the way of linguistic studies, as our study which will help in the deepening of linguistic studies in children, and will determine objectives between the validity of the test used to validate the language, the degree of language acquisition, mainly measurements of the grammar use understanding of adjectives and their degrees.

First of all, it is very important to determine if the difficulties are only in the expressive forms as in the use of expressions, or are they in the forms of understanding. It is necessary to analyze some cases in order to determine if the difficulties are semantic or grammar wise. Which of the adjective degree does the child use without difficulty and which not?

A particular problem in our environment presents the surpass of the understanding component in diagnosing, for which in our practices we only react when the signs of non-understanding are obvious. This study serves for diagnosing the phenomenon that happen in children with speaking problems, but it is not the main aim to treat this phenomenon.

2. Overview

According to various schools of linguistics, there are different studies for the degrees of the adjective. From Platon to Aristotle the adjective is seen as a subclass of verbs, but the alexandrines and their descendants as a noun subclass.

Albanian grammar is structured by foreign people. They had a practical aim and their help had only descriptive character.

The adjective is described since the ancient Albanian grammar “Grammatical surveys for Albanian language” from F. M. Da Lece (Lece, 1716) even though in these descriptions the adjective was not recognized as a independent part of the language, but is described together with the noun. Later on, in the reviews of J. Georg Fon Han for adjectives in
“Albanian Studies (Hahn, 1854) Dhimiter Kamarda in “A model of compared grammatology of Albanian language” (Kamarda, 1870) has a variety of notes and reviews for word formation, degrees, the gender and the plural of adjectives.

The first Albanian author that modeled the adjective structure was K. Kristoforidhi (Kristoforidhi, 1882). In his grammar he described in details the adjective declension for the three genders, the declension of the adjective in collaboration with the noun (before and after it); the adjectives that come from adverbs, (i.e shpejtë “fast”, from nouns (i.e artë, golden), from verbs (i.e hapëtë, opened), form participles (i.e mbyllur, closed), from abstract nouns. The degrees of the adjectives they know the affirmative, comparative (higher and lower), superlative (absolute and relative).

Our study will be based on the thoughts of Albanian grammatologists “The grammar of Albanian Language 1” a publication of the Academy of Science (ASHSH, 2002).

The adjective is a modifiable part of speech that describes a noun. The adjective has its degrees and the grammar categories of the gender, number and nominative which are all dependent on the noun it describes. In grammar it is only given the main categorical meaning on the adjective as a feature understood as a characteristic, a feature of the recognizing relation.

According to the lexical meaning, it divides the adjectives in: qualifying adjectives and relative adjectives. In our study, as for the classifying according to the semantic meaning we are based on the thought of V. V. Vinogradove “the differences among the qualifying and relative only in a small degree is determined from the morphological features”, the core of this difference is “lexico-semantic and expressive-stilistic” (Vinogradov, 1947). From this point of view all adjectives used in the test are treated as equal, like words that label quality. (Demiraj, 1966, p.66)

3. The Grammar Categories of the Adjectives

Gender: feminine, masculine, neutral (toward extinction)
Number: singular, plural and double relation
- Nominations
- Degree it categorizes the adjective and the adverb. It is expressed in analitical form
  The affirmative degree just labels the name it describes.
  - the comparative labels comparable features and is expressed in particles or adverbs. The labeled quality might be in equal or unequal comparative degree, with its four subdegrees and the models for each:
    Equality comparative = as + adjective + as: kaq zbavitësa sa brengosëse (as fun as concerning).
    Unequality comparative separated into:
      - decrease comparative = less + adjective + than
      - increase comparative = a) more + adjective + than (with both parts of the comparative) më të ashpër se të parët (tougher than the first)
        b) adjective +er (no second part expressed) më të vësh tire (harder).
    Superlative degree labels a quality of one thing higher than the whole group (më i vogli, the smallest)
The scheme of the adjective classification:

4. Methodology

The methodology of this study is very complex and uses many elements and techniques which are based on theory and practice in order to give a clear view of language development. The theoretical material will serve for comparing the different thoughts and developments of the various phenomenon under the study.

The tests for developing a language test, which will measure the language acquisition, and mostly the use of different categories of adjectives, is the ultimate test for such studies in the linguistic area, where the need for these kinds
of studies and real measurements is really high. The test offered is appropriate for Albanian children and the measurements are done within the grammar structure of Albanian language. The test measures the knowledge of the grammar structure and their use. With the individual testing we aim to measure the knowledge and the use of adjective degrees of 80 children of ages 5 and 7 years old. In the test realization we notice other features related to adjectives, mainly in the use of gender and number use. We also aim to gather data and facts on Albanian language use especially in the phrases which show good acquisition of the grammar structures, is required to describe various adjectives, in adaption with the related nouns. The persistence in the fact noticing makes the main part of behaviorism, which is the methodological bases of our study.

**Figure 1:** Language test

1. Kali është i bardhë (The horse is white).
2. Kali i parë që vrapon, është më i madh se tjetri (The first running horse is bigger than the other.
3. Qielli është thellësisht blu (the sky is totally blue).
4. Qielli eshtë i kaltër (the sky is blue).
5. Kuajt janë ........... (The horses are.....)

**Figure 2**

- **Choose one of the following words:**
  1. Flokët e vajzës janë shumë të gjatë (the girl’s hair is very long)
  2. Flokët janë jashtëzakonisht të gjatë (the hair is extremely long)

- **Choose one of the adjectives in the parentheses:**
  3. The shoes are ......(different, beautiful, with bows, yellow, blue)
  4. The dress is ......(beautiful, long, colorful, with lots of colors)
6. The girl’s hair is ....(longer, more beautiful,) than my hair
7. The red pencil is ....( the longest, longer)........
8. The yellow pencil is .. ( the shortest, shorter)....
5 8 The blue pencil is (longer than the yellow pencil)
9. The blue pencil is (shorter than red pencil)

Figure 3: “Happy Teacher’s Day”

1. The green vase is ( the tallest, taller) from all the vases.
2. The green vase is ( very long)
3. The green vase, that has the yellow flower is the shortest, shorter than all vases.
4. The flower in the green vase is very yellow.
5. The yellow flower is on the green vase.
6. The orange vase has white flower.
7. The lilly is in the blue vase.
8. The green vase is ........
9. The yellow vase is......
10. The blue vase is......

During the selection of the participants from the educators and the parents there were data required for these children. From the study we excluded the children who have had difficulties in the psycho-social development, bilingual children or the ones who have been abroad, and the children who underwent speech therapy. In the beginning we tested the children to recognize the words (nouns, adjectives, and verbs) that will be used in the test, in order to determine if the mistakes are from the not understanding of the words or from the not understanding of the grammar.

5. Hypotheses

The main question is that up to which age goes the grammar development, and up to where is expected the maximal level of understanding? Are the degrees of the adjectives and their use acquired in the same level?

Based on the studies for the above tests we realize the qualitative assessment of understanding, which is done after the knowing if the individual has difficulties with understanding and it is necessary to explore in details the nature of the problem. We notice that the children who have understanding difficulties, as a result also have difficulties with the grammatical use of adjective degrees. After the problem determination there are some questions: are there any specific problems related to grammar or overall disorders; what grammar structures present particular difficulty. We will find out if the mistake’s profile is similar to the typical profile of the age or are there any qualitative differences.

6. Results

There were 80 children tested with 3 figures, where each of them measured the level of knowledge of adjective degree use and has particular specifics, related to adjectives that describe colors. We chose adjectives in order to compare, in a later phase of language cooperation that does not speak Albanian. We should accept that the relation between the sign of the color and its meaning is not easy. The change of the reference from red to orange, green and blue can be described...
as a colorful change in tones. We are not going to take into consideration the relation to color and meaning among individuals, as we are considering an Albanian speaking community, by making sure to test children who have no problems in color determination, which in the community they are: black, white, red, silver, yellow, orange, blue, green. We are presenting tables of the use of grammar forms according to the numbers, we have taken as correct all the forms used from the grammar point of view and there were no mistakes in non correct use of colors.

Table 1: The presentation of participants' number according to the gender and age

<table>
<thead>
<tr>
<th>Age group</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0 – 6.0</td>
<td>16</td>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td>6.0 – 7.0</td>
<td>13</td>
<td>27</td>
<td>40</td>
</tr>
</tbody>
</table>

The results taken from the test

<table>
<thead>
<tr>
<th>Figure 1</th>
<th>Figure 2</th>
<th>Figure 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words</td>
<td>Correct</td>
<td>Wrong</td>
</tr>
<tr>
<td>1</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>36</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>33</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>32</td>
<td>8</td>
</tr>
</tbody>
</table>

The main parts of speech are meaningful in the real word understanding, and the auxiliary parts of speech help in the overall meaning of the sentence. In this point of view the children do not lack the lexical understanding (the vocabulary meaning). The whole linguistic meaning of an expression is made of the lexical meaning of separate words and “the structural meanings” (Lyons, 2011, p.402). The term “structural meaning” of Fries are at least three different types of semantic types: 1. Understanding of grammatical elements (characteristic of secondary parts of speech and grammar categories); 2. Understanding of grammatical functions, as: subject, object, determinants elements; 3. Understanding in the sense of classification of various sentence types related to the “affirmative”, “question” and “imperative” meanings”. In general, from the analyses of the test results we notice that the children lack the first type of semantic functions related to the “structural meaning”.

Form the analyses of the previous data we notice that the grammar norms are not totally acquired from the children of two age groups. If we compare them in the grammar category of the degrees, we see that the affirmative and superlative are well acquired. The children intensify the “form” of affirmative to express the superlative. This comes as result of Albanian language characteristic, where the affirmative creates the same meaning as the superlative. Too often is difficult to have the meanings separated and cleared between these two degrees.

The comparative form is harder to understand from the children. The mistakes in the use of this form come as a hesitation to differentiate which of the things has a higher degree, because both of them have the same quality. We think that most of the children understand the comparative relation, but from the grammar point of view, they do not give the right analytical form. This is proved by parallel structuring where the child does not have any difficulty to label the color blue, in relation to the sea color. In cases where the children are free to select the degrees of the adjectives we notice that they choose affirmative and superlative forms, especially the absolute superlative. In this last case, they are helped by the emotional changes (the prolongation of word forming particles as shuuuuuumëëëë veryyyy, tepëëëër, a loooot, deeeeeeéééé deep thellëëëësisht). Children are very creative in their language and correctly put the noun with the determining adjective. They are able to generally describe: the colorful dress, full of colors and when the relation is very complex, they use the adjective in the right form form the word forming perspective.

We have noticed that the children have difficulty to compare the superlative forms and comparative of absolute superlative. Almost all the language forms that express the comparative form of the absolute superlative are used wrong.
This form is used more often like: Vazoja e gjelbër është (më e gjatë) nga të gjitha vazot [the green vase is taller of all vases], instead of the correct form: Vazoja e gjelbër është (më e gjata) nga të gjitha vazot [the green vase is the tallest of all vases]; Vazoja e gjelbër, që mban lulen e verdhë është më e shkurtrë nga të gjitha vazot [the green vase that holds the yellow flower is shorter of all vases], instead of the correct form: Vazoja e gjelbër, që mban lulen e verdhë është më e shkurtrë nga të gjitha vazot [the green vase that holds the yellow flower is the shortest of all vases]; Lapsi i kuq është më i gjatë [the red pencil is longer], instead of the correct form: the red pencil is the longest: Lapsi i verdhë është më i shkurtrë [the yellow pencil is shorter], instead of the correct form: Lapsi i verdhë është më i shkurtrë [the yellow pencil is the shortest].

The correct grammar form goes to the process of noun formation, which is very hard to be understood from the children of this age group. We have noted that the mistakes are not only in the forms of dialect, but also in the children language formation as: të lejlajta [purplerer], bardh [whitish], bardhë [white], kalt [bluish], verdhë [yellow], të dy bardhë [both white] etc, which are not part of this study.

7. Results

In the phase of the linguistic studies where we find ourselves, we find it necessary to measure the grammatical use. In our study we tested 80 children in order to measure the acquiring level of the grammatical category in the adjective degrees. The categorization is a grammatical level which is only used for adjectives and adverbs. This degree shows the level where the describing quality is found.

The data of our testing we noticed that the degrees of adjectives are not acquired the same in various age groups. The affirmative degree, accepted as the base form, without the morphological indicators is best understood from the children. The most problems are seen in the subcategories of comparative, as a result of hesitation that where is the characteristic of the item described. This problem is not only seen in children, but in other users of the language.

Based on the facts seen, we state that the level of language acquisition in the language community under the study, is not whole and the lack comes from understanding of the grammar meanings. This brings the result that the children of this age group are not able to understand all the grammar categories and to use them in the proper way, especially the degrees of adjectives.

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Reflection on Language, Culture and Translation and Culture as a Challenge for Translation Process

PhD. Candidate Morena Braçaj
Lecturer "Aleksander Moisiu" University, Albania
Email address: morenaoczi@yahoo.com

Abstract

The study of language, culture and translation and the relationship between them are crucial issues because of the importance of human communication in the world. Language is viewed as the main factor that links different cultures of different nations and a way of expressing feelings, thoughts and ideas that people try to convey. Language and culture are closely related to each other. Language is considered as a part of culture of a particular community and the main way by which the members of a society communicate with each other. The variety of languages with different cultures and necessity of communications in human life caused translation to be a very effective factor in communicating, exchanging cultures, and knowledge. Thus, it seems that language and culture are closely related and it is essential to consider both in the process of translation. Therefore, this paper aims to focus on concept of culture from different viewpoints in translation studies and to offer an analysis of researchers' views of the interaction between culture and language and also between culture and translation. Furthermore, we know that translation plays an important role of crossing through different cultures and communication. Therefore, it is said that translation is one of the essential, fundamental, and adequate ways in transferring culture. However, the translator encounters many different types of challenges because in order to translate properly, a good translator should have knowledge not only about linguistic components but also about cultural elements, views, customs and tradition in order to take into consideration the chronological orders, historical and religious background of the source text. Lastly, what is the most essential point is the transmission of the same message as the source text attempted to and avoid adding irrelevant words into language used by people. All these factors should be considered during the translating process and will be discussed in this paper.

Keywords: Language, culture, translation process, communication.

1. Introduction

Many different theorists have given different definitions on language, culture and translation. If we focus on the language, it can be said that in humankind history language has proved to be the best tool with which human beings could express most of their feelings, needs, beliefs, experiences and attitudes, and at the same time, transmitting knowledge and traditions from one generation to another. The problem, however, is that not all people share the same language and culture. At this point the necessary and immediate intervention of translation and translators is felt. Studying on language, culture and translation and the relationship between them are valuable issues due to the importance of human communication in the world. The variety of languages with different cultures and necessity of communications in human life caused translation to be a very effective factor in communicating, exchanging cultures, and knowledge. Thus, it seems that language and culture are closely related and it is essential to consider both in the process of translation. Although there might be is no specific frame and force on how a translation must be done, all translators who transfer natural meaning based on the cultural and religious norms of their society, encounter some limitations through translation. In this study we discuss the translation through transferring cultures among languages and also define that translation has an important role in globalization of cultures especially pop culture leading to expanding ethnic habits and customs, or religious values. As languages and culture are complimentary of each other, and cultural features of every region is different, translators not only should concentrate on how to convey the same meaning, but also attempt to show the dissimilarities between two cultural perspectives. As Kramsch (1998) states 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. On the interaction between translation and culture as House (2009) believe translation is not only a linguistic act, but it is also a cultural one; i.e., an act of communication across cultures. Translation always involves both language and culture simply because the two cannot really be separated. Language is culturally embedded. It both expresses and shapes cultural reality, and the meanings of linguistic items, be they words or larger segments of text, and it can only be understood when
considered together with the cultural context in which these linguistic items are used. Cultural elements existing in every society determine how individuals go about the process of comprehending and interpreting written/spoken texts. In other words, texts are the manifestation of the socio cultural norms of a particular society within which the people of the society interpret their own behaviors and those of others. The culture specificity of texts means that texts cannot be directly translated from a SL to a TL and this fact poses problem to translators when they encounters cultural items in the text they are to translate. The translation of literary texts is the most difficult one because it contains so much cultural elements. Therefore, literary-text translators should be familiar with both the source and the target cultures. Further they should exploit the most effective strategies at their disposal so that- as Nida believes- the translation of cultural items from the SL into the TL has the same effect on the TL readers as it does on the SL readers (As cited in Munday, 2001, p. 42).

2. Relation between Language and Culture

Firstly, it is very important to present some different definitions of culture by different linguists. One of the oldest and most quoted definitions of culture was formulated by the English anthropologist Edward Burnett Tylor in his classic book *Primitiive Culture* in 1871. "Culture is that complex whole which includes knowledge, belief, art, morals, law, customs and any other capabilities and habits acquired by man as a member of society" (As quoted in Katan 1999, p. 16). According to Sapir (1921), "language is a purely human and non-instinctive method of communicating ideas, emotions and desire by means of voluntarily produced symbols." Language is a part of culture and a part of human behavior. It is often held that the function of language is to express thought and to communicate information. Language also fulfills many other tasks such as greeting people, conducting religious service, etc. Larson (1984, p. 430) defines culture as "a complex of beliefs, attitudes, values, and rules which a group of people share". Another famous linguist, Newmark, gives a definition of culture as follows: "The way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression" (1988, p. 94). Shezai Rokaj defines culture as: "the whole of codified completed and interpreted behaviors by members of social community in communication situations". There are many different thoughts given by different theorists on the relationship between language and culture. Although the majority confirms the language and culture as concepts indispensible, some hypotheses insist on the irrelevancy of these two concepts. In Katan’s (1999) opinion, Malinowski was one of the first anthropologists to realize that language could only be understood with reference to culture. In 1923 he coined the term ‘context of situation’ and noted that a language could only be fully understood, i.e. have meaning, when this two contexts (situation and culture) were implicitly or explicitly clear to the interlocutors and hearers (Katan 1999, p. 72). Bennet (1998, p. 3) has somehow the same view. He explains that the "fundamental premise of the intercultural communication approach is that 'cultures are different in their languages, behavior patterns, and values". Kramsch's belief on the relationship between language and culture is worthwhile. She believes that: 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, 1998, p. 3). Sapir (1929, p. 214), like Malinowski, was convinced that language could only be interpreted within a culture. However, he went further, suggesting that "no two languages are ever sufficiently similar to be considered as representing the same reality. Sapir introduces his essay on 'Language Race and Culture' (1949, p. 207) with these words: "Language has a setting ... language does not exist apart from culture" (As quoted in Katan, 1999, p. 73). On the contrary, Newmark (1988, p. 95) does not regard language as a component or feature of culture. He believes that "if it were so, translation would be impossible". Hongwei (1999) believes in language as a portrait of culture. He says that "language mirrors other parts of culture, supports them, spreads them and helps to develop others" (p.121). This special feature of language distinguishes it from all other facets of culture and makes it crucially important for the transfer of culture. It is no exaggeration to say that, as Hongwei believes too, "language is the life-blood of culture and that culture is the track along which language forms and develops" (p. 121). The formation and development of all aspects of a culture are closely related to one another, and language is no exception. A careful study of the meanings of words and how these change demonstrate how material culture, institutional culture and mental culture influence the formation and development of language (Hongwei, 1999, p. 123). Although it is said that there is no two definitions of culture that are identical, all definitions have got elements that are repeated similarly in them. For example, elements of belief and value, even if not stated explicitly, have been implied in majority of them.

Cultures, argued by many anthropologists, most notably Clifford Geertz, is a symbolic meaning system. It is semiotic system in which symbols function to communicate meaning from one mind to another. Cultural symbols encode a connection between a signifying form and a signaled meaning. From the point of view of contemporary cultural
anthropologists, culture is characterized by the following four basic features:

1) Culture is a kind of social inheritance instead of biological heritage;
2) Culture is shared by the whole community, not belonging to any particular individual;
3) Culture is a symbolic meaning system in which language is one of the most important ones;
4) Culture is a unified system, the integral parts of which are closely related to one another.

Various definitions on culture are given by scholars from different points of view. Some treated culture superficially as a set of specific artifacts, man-made environments, patterns of social organization and overt forms of behavior. Others treated culture in a more abstract way as the shared knowledge of members of social communities like world views, value orientations, norms, manners, customs, preferred styles of thinking and arguing, etc. Being taken as “socially acquired knowledge” (Hudson, 1980: 74), culture is classified by some scholars into cultural knowledge information and cultural communication information. The former refers to the factual information which does not exert a direct influence on the cross-cultural communication, including a nation’s history, geography and so on. The latter points to the socio-pragmatic rules in daily communication which entail not only ways of greeting, thanking, apologizing and addressing, but also attention to taboos, euphemisms, modesty and polite formula in use, etc.

3. Relation between Culture and Translation

It is viewed by many theorists that both translation and culture move in the same path in parallel to each other, based on the fact that translation process means a transferation not only between two languages but also between two cultures because both original language and target language are rooted in communicative situations in their respective cultures. On the interaction between translation and culture, House believes that: “Translation is not only a linguistic act; it is also a cultural one, an act of communication across cultures. Translation always involves both language and culture simply because the two cannot really be separated. Language is culturally embedded: it both expresses and shapes cultural reality, and the meanings of linguistic items, be they words or larger segments of text, can only be understood when considered together with the cultural context in which these linguistic items are used” (2009, p. 11). She then sum up with this statement that "in the process of translation, therefore, not only the two languages but also the two cultures come into contact. In this sense, it can be said that translating is a form of intercultural communication" (House, 2009, p. 12). Anyone who has ever attempted to translate a text knows that knowledge of the languages alone does not guarantee success. Peter Newmark (1995, p. 79) notes sharply but aptly that: "any old fool can learn a language [...] but it takes an intelligent person to become a translator". In Venuti’s view, the viability of a translation is established by its relationship to the cultural and social conditions under which the translation is produced and read. So far what is clearly common in the majority of translation scholar is being not ignored of the cultural consideration in translation process. According to Nida and Taber, cultural translation is "a translation in which the content of the message is changed to conform to the receptor culture in some way, and/or in which information is introduced which is not linguistically implicit in the original" (Nida and Taber, 1982, p.199). Regarding the close relationship between translation and culture "Snell-Hornby (1988, p. 41) has pointed out, the translatability of a text depends on the extent to which the text is 'embedded in its own specific culture' and also on how far apart, with regard to time and place, the ST and TT receivers are" (As quoted in Leppihalme, 1997, p. 4). As the final statement on the relationship between translation and culture, Leppihalme (1997) states that: Culturally oriented translation studies, then, do not see the source text (ST) and the target text (TT) simply as samples of linguistic material. The texts occur in a given situation in a given culture in the world, and each has a specific function and an audience of its own.

Munday (2001, p. 127) reports that “Bassnett and Lefevere go beyond language and focus on the interaction between translation and culture, on the way which culture impacts and constrains translation and on “the larger issues of context, history and convention”. He adds that “the move from translation as text to translation as culture and politics is what Mary Snell-Hornby terms “the cultural turn”(p. 127).Venuti (1995, p.305) notes that: Translation is a process that involves looking for similarities between language and culture –particularly similar messages and formal techniques –but it does this because it is constantly confronting dissimilarities. It can never and should never aim to remove these dissimilarities entirely. A translated text should be the site at which a different culture emerges, where a reader gets a glimpse of a cultural other and resistency (As quoted in Rubel & Rosman, 2003, p.11). Translation is, in fact, a converting process. Theoretically, a good translation should give its reader the same conception as what a native reader gets from the original. Nida remarked that how to determine a good translation is the response of the receptor to the translated message, and this message must then be compared with the way in which the original receptors presumably reacted to the message when it was given in its original setting. Jakobson held the view that translation does not just mean the change of symbols into another language, but it is a process of information substitution. The task of a translator is to
translate the information he receives into symbols which he will send out. Catford explained that in translation there is no meaning equivalence, but just the signifier equivalence. Because of the differences between the original language and the target language, there exists the translation equivalence limitedness. This limitedness is not only manifested in the meaning of words, grammatical features, but also manifested in cultural differences more seriously. Toury (2000) states that "translation is a kind of activity which inevitably involves at least two languages and two cultural traditions, i.e., at least two sets of norm-systems on each level" (p. 207). Also Armstrong (2005, p. 3) is among those who believed that just a bilingual and bicultural translator is able to carry out a complete translation.

4. Culture as a Great Challenge for Translation

Translation plays a vital role in making a culture universal and general. It acts as a bridge to communicate all kinds of languages specially those similar to each other considering their linguistic features and cultural customs in all parts of the world. So it links all units of the world in the global network. Moreover translation presumes the existence of boundaries between different cultures and the translator most probably is aware of these boundaries and the inevitability of crossing them. Without cultural similarities and universalities, there is no way for people of different cultures to communicate with each other and translation will be impossible. When speaking of two languages which are to be translated equivalently, translators must convey the same referential, pragmatic and interlinked meanings. However, due to differences between two cultures, semantic equivalence is limited. The purpose and characteristics of translation are to promote understanding among different countries and nations. Eugene Nida, a famous translation theorist, defined translation as: "translation consists in reproducing the receptor language the closest natural equivalent of the source language, first in terms of meaning and secondly in terms of style". However, to reproduce "the closest natural equivalent" in the target language is more or less influenced by the cultural differences. Because of the differences in histories, geographic locations, local customs and religious beliefs, etc., there are some translation obstacles which prevent people from understanding each other properly. So, translation not only involves translator's or interpreter's linguistic competence, but also should be continuously in contact with those cultures. In this sense, translation means more that merely translating the words, sentences or articles from the source language into the target language. It means also to transfer between cultures.

Difficulties arising out of differences of cultures constitute the most serious problems for translators and have produced the most far-reaching misunderstanding among readers. Culture itself has its own limitation in transferring the source text into target text. Each society or group of people based on their historical background, local situations, and religion with their specific language, construct their own culture which is respected, performed and accepted along with its limitations. Limitation in translation is one of the specific features of culture, not necessarily imposed from outside world.

Culture has a great impact on translation process. It is considered to be one of the greatest challenges for translation, as the translator should be aware of cultural elements of original text in order to transmit the message in the target language as natural as in the original one, so that the reader can experience the same feeling that the author of the original language tends to convey to the readers. Many different definitions of translation have been given by theorists, relating the language with translation. However, in the last two decade, especially in 1980s, the role of translation has shifted in a different direction, giving priority to cultural problems and the difficulties that the translators encounter during the translation process. Therefore, in the recent years, translation is oriented towards cultural approaches than linguistics ones. Snell-Hornby (1988: 43) argues that "translation approaches are oriented to the function of the target text (prospective translation), than oriented to prescription of the source text (retrospective translation). Furthermore, she adds that “the text is viewed as a part of the world and not as an isolated part of the language”. Translation theorists have been aware of the problems upon cultural knowledge and cultural differences at least since ancient Rome. Cultural knowledge and cultural differences have been a major focus of translator training and translation theory for as long as either has been in existence. The main concern has traditionally been with words and phrases that are so heavily and exclusively grounded in one culture that they are almost impossible to translate into the terms – verbal or otherwise – of another. Long debate have been held over when to paraphrase, when to use the nearest local equivalent, when to coin a new word by translating literally, and when to transcribe. All these “untranslatable” cultural-bound words and phrases continued to fascinate translators and translation theorists.

In 1990, Susan Bassnett and André Lefevere edited a collection of essays entitled Translation, History and Culture. They co-wrote the introductory essay to the volume, intending it as a kind of manifesto of what we saw as a major change of emphasis in translation studies. We were trying to argue that the study of the practice of translation had moved on from its formalist phase and was beginning to consider broader issues of context, history and convention:

Now, the questions have changed. The object of study has been redefined; what is studied is the text embedded in
its network of both source and target cultural signs and in this way Translation Studies has been able both to utilize the linguistic approach and to move out beyond it. (Bassnett & Lefevere, 1990). Therefore, this shift of emphasis is called ‘the cultural turn’ in translation studies. Apart from that, there was a shift in the role of translators, who changed from interlinguist mediators to cultural ones, whose focus was primary on the introduction of cultural differences rather than on grammar and lexis. Since 1990, the turn has extended to incorporate a whole range of approaches from cultural studies and is a true indicator of the interdisciplinary nature of contemporary translation studies. As the result of this so called Cultural Turn, cultural studies has taken an increasingly keen interest in translation. One consequence of this has been bringing together scholars from different disciplines. It is here important to mention that these cultural theorists have kept their own ideology and agendas that drive their own criticism. These cultural approaches have widened the horizons of translation studies with new insights but at the same there has been a strong element of conflict among them. It is good to mention that the existence of such differences of perspectives is inevitable. Lawrence Venuti points out that translation, wherever, whenever and however it takes place, is always to some extent circumscribed: Every step in the translation process from the selection of foreign texts to the implementation of translation strategies to the editing, reviewing and reading of translations is mediated by the diverse cultural values that circulate in the target language, always in some hierarchical order. (Venuti, 1995). Translation is therefore always enmeshed in a set of power relations that exist in both the source and target contexts. The problems of decoding a text for a translator involve so much more than language, despite the fact that the basis of any written text is its language. Moreover, the importance of understanding what happens in the translation process lies at the heart of our understanding of the world we inhabit. And if translation studies have been increasingly concerned with the relationship between individual texts and the wider cultural system within which those texts are produced and read, it is therefore not surprising that within cultural studies, and in post-colonial theory in particular, translation is increasingly being seen both as actual practice and as metaphor. (Bassnett & Lefevere, 1998).

4.1 Mona Baker

5. Conclusion

Language is rooted in culture and culture is reflected and passed on by language from one generation to the next. From this, one can see that learning a new language involves the learning of a new culture. Knowledge, beliefs, perspectives transfer through language and culture. Culture links the past, present and future together. The significance of it has been a matter of debate as long as there has been a need for translation. translation is not just a literal producing of a work from one language to another, but is also an adaptation of one culture’s values and biases into another Translation seems to be the only possible way to "unite" all cultures in order to create cultural network, cultural globalization. Moreover, it can be said that on the interaction between translation and culture as House (2009) believes translation is not only a linguistic act, but it is also a cultural one; i.e., an act of communication across cultures. Translation always involves both language and culture simply because the two cannot really be separated. Language is culturally embedded. It both expresses and shapes cultural reality, and the meanings of linguistic items, be they words or larger segments of text, and it can only be understood when considered together with the cultural context in which these linguistic items are used. Translation is not just a literal recasting of a work from one language to another, but is also an adaptation of one culture’s values and biases into another. Moreover, translation seems to be the only possible way to "unite" all cultures in order to create cultural network, cultural globalization.

References

Albanian Phraseology in Its Narrow and Broad Sense

Harallamb Miçoni
Faculty of Education and Social Sciences, Department of Foreign Languages
University of Gjirokaster, Albania
Email: miconisllambi@yahoo.gr

Leonard Rapi
Faculty of Education and Social Sciences, Department of Foreign Languages
University of Gjirokaster, Albania
Email: nardirapi@yahoo.com

Abstract

Besides phraseology in a narrow sense there is also another type of phraseology that we accept and which we propose for the Albanian language as well. It is phraseology in the broad sense which does not exclude phraseology in the narrow sense, but includes it as one of its main categories. By phraseology in the narrow sense we mean phraseology that studies phrasemes below the sentence level. By phraseology in the broad sense we mean phraseology that studies phrasemes up to the sentence level, such as proverbs and phraseological conversation formulae. The distinguishing 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. The determining criteria we propose for phraseology in the broad sense as well as for phraseology in the narrow sense is non-literal referentiality, which means that the constituents of a phraseological sequence have lost their literal meanings and the phraseological sequence has a transferred meaning. It doesn’t matter how many words with a transferred meaning there are within a fixed phraseological multi-word sequence; even a single word with a transferred meaning can change the meaning of a fixed multi-word combination, such as jetë qeni (dog’s life), thyej rekordin (break a record), mjaltë i ëmbël (lit. honey sweet, for very sweet), pendë i lehtë (lit. feather light, for very light), çelës anglez (lit. English key, for adjustable wrench), etc.

Keywords: Phraseology, word equivalence, sentence equivalence, non-literal referentiality, figurativeness, semantic non-compositionality, collocational structure.

1. Distinguishing Condition of Phraseology in the Broad Sense from Phraseology in the Narrow Sense

Phraseology began its life at the beginning of the 20th century with its founder Charles Bally in 1909, whereas the first who studied it within the framework of the independent linguistic discipline was Russian linguist Vinogradov in 1947. As far as phraseology of the Albanian language is concerned, the first who studied it from the perspective of the linguistic science is Jani Thomai. In “Issues of the phraseology of the Albanian Language” (Çështje të frazeologjisë së gjuhës shqipe, alb.) (1981), Thomai defines phraseology as “the totality of those set word combinations, which have been formed historically and which have been crystallized as an indivisible unit and which are equivalent to a single word according to their categorical meaning”. Whereas in “The phraseological dictionary of the Albanian Language” (Fjalori frazeologjik i gjuhës shqipe, alb.) (1999), as far as phraseological units are concerned the author states that “in the field of the Albanian language we consider as general features of phraseological units the structure of the content-word group, semantic unit, stability, figurativeness, the neutralization of internal syntactic relations, word equivalence from the perspective of categorical meaning and function in discourse”. According to the features and criteria such as word equivalence, whole single meaning, figurativeness, stability, etc. that the author uses and according to the examples he offers, the type of phraseology the author deals with is phraseology in a narrow sense.

There are also other linguists who study phraseology in a narrow sense. Thus, Vinogradov “restricts phraseological unit to more metaphorical items”1. “He and Amosova are at the foundations of a view of phraseology that restricts the scope of the field to a specific subset of linguistically defined multiword units”2.

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By phraseology in the narrow sense Burger et al. (2007) mean the study of units “shorter than the sentence”. This definition suits best vinogradovian phraseology in which are also included “phraseological combinations” as phrase-like phrasemes. According to Burger et al’s definition, even Albanian phraseology represented by Thomai is phraseology in the narrow sense, but it is narrower than vinogradovian phraseology, because it has as its object of study only set multi-word sequences equivalent to a single word and not just shorter than the sentence. For Thomai and the majority of traditional authors who support phraseology in the narrow sense, its object of study are word equivalent phrasemes, e.g. i kthaj krahët (lit. turn ones back to sb, for abandon sb), i fërkoj krahët (lit. to rub sb’s back, for to flatter sb) vret miza (lit. he/she kills flies, for he/she does nothing), s’e mbyll gojën (lit. he/she doesn’t shut up his/her mouth, for he/she doesn’t stop speaking), s’lë dy qurë bashkë (lit. he/she doesn’t leave two stones together, for he/she is mischievous), etc. which are used in discourse as word equivalents, as single parts of sentences.

Besides phraseology in the narrow sense that deals with the study of word equivalent units or units under the level of a sentence, there is also phraseology in a broader sense which we accept and propose for the Albanian language as well. By phraseology in the broad sense we mean the phraseology that studies phrasemes up to the sentence level, i.e. even the sentence units, such as proverbs and phraseological conversation formulae, e.g. Peshku në det, tigani në zjarr! (lit. The fish in the see, the frying pan at fire, for First catch the fish then fry it!) Ujët fle, hasmi s’fle! (lit. Water sleeps, enemies don’t, for One has always to be vigilant against one’s enemies!). Ju lumshin këmbët! (lit. Bravo to your legs, for Welcome!) Edhe njëqind (vjeç)! (lit. Another hundred (years), for Live to be a hundred!), etc., and in which we include word equivalent phrasemes as well. As far as this type of phraseology is concerned, Burger et al. (2007) claim that “as they have the characteristics of the sentence” and they include in them “collocations, proverbs and formulae”. Consequently, the distinguishing 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”. 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; it includes the latter as one of its main categories.

Even that distinction between the units below the sentence level or equivalent to a single word and the sentence equivalent units was first made by Russians. “One of the first Russian phraseologists to refer to this distinction was Chernuisheva (1964), whose sentence-like units (called ‘phraseological expressions’) included sayings and familiar quotations.”. But not all postvinogradovian researchers think that proverbs must be studied together with phraseological expressions. Thus, J. Casares (1950), N. N. Amosova (1963), J. Thomai (1981), etc., think that if the multi-word units do not constitute part of the sentence it is wrong to include them in the system of the language, because they are independent units of communication. But the above distinction was recognized and followed by other specialists of the linguistic field, such as Cowie (1988), Mel'čuk (1988), Glaser (1988) and Burger (1988) and later by Granger & Paquot (2008), etc.

Even our opinion about the basic unit and the object of phraseology is not related to word equivalence, but it goes up to the sentence level (see Piirainen, 2008; cf. Thomai, 1981), because, as we'll see in the case of studying proverbs as a particular phraseological category, before they (proverbs) are units of folklore, they are language sentence-like units.

But how broad is phraseology in the broad sense? Concerning phraseology in the broad sense, some linguists have a much broader concept. They decide on the fate of the phraseological fixedness of some multi-word combinations through the language analysis based on the electronic text corpus. Thus, phraseology begins to be studied on the base of electronic text corpus by Halliday (1966), has as its main representative Sinclair (1991) and is followed by other linguists as well, such as Wray (2002). It is mentioned as a statistics- and frequency-based approach and uses the text corpus to identify lexical associations. This inductive approach offers a wide range of word combinations that do not fit our phraseological linguistic volume. Representatives of this approach don’t deal with the distinction between categories and subcategories of word combinations. According to them, phraseological expressions take priority over words. They think that even free word combinations have a place in phraseology. Sinclair’s (2008) last slogan is: “The phrase, only the

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4 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. See also below.
5 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. See also below.
phrase, nothing but the phrase”. This very broad view is related to the treatment of phraseology according to the text corpus frequency which is not a condition for the formation of phraseological expressions or phrasemes. We agree with Gaatone (1997) who criticizes Sinclair's radical view and who warns that not everything can be considered phraseological.

Our non-approval of this comprehensive attitude is related to the purpose of studying phrasemes by phraseology, which doesn’t concern all set syntactic word combinations. If phrasemes were studied only for their special (set) syntactic relation, it would not be necessary for them to be studied by another branch, e.g. phraseology, but they would be studied by syntax itself, because, as Thomai (2006) notes in relation with the phraseological units of the Albanian language, they are “content-word groups” “which have the same grammatical relations as free content-word groups (determinative, objective, circumstantial, etc.)”, although “in phraseological units syntactic relations are not always so clear as in free word combinations”. Phrasemes are studied by the special branch of phraseology because of the transferred (new) meaning of the whole set word combination or at least of one of the constituents of the set word combination, i.e. of a transferred (new) meaning conditioned by and limited within this set word combination. This is the reason why phrasemes were initially studied in the field of lexicology and specifically by Bréal (1897) for their semantic aspect and by Bally (1909) for their stylistic aspect. According to Bally (1909, as quoted by Symeonidis (2000) “the essence of phraseologisms lies in their semantic nature”. This is also the reason why our phraseology in the broad sense doesn’t consider phraseological the word combinations based on the frequency of co-used words (Cf. Sinclair, 1991), as well as it doesn’t consider phraseological all the fixed word combinations, such as artesian well, the cat mews (Cf. Melčuk, 1998), despite the fact that the associative unique combination of the word artesian with the word well is not different from the combination of the word bucket only used with the word kick in the idiom kick the bucket. It considers phraseological only the set word combinations that have a transferred (new) meaning.

2. Determining Criterion of Phraseology in the Broad and Narrow Sense

As regards phraseology in the narrow sense, we can say that different authors base it on different criteria. Thus, a lot of phraseologists, such as Thomai and Smirnitsky, apply the criterion of semantic non-compositionality or the whole meaning of set sequences, the criterion of word equivalence and the criterion of figurativeness and they limit phraseological expressions to the figurative language units equivalent to a single word, whereas Vinogradov limits phraseological expressions only to the most figurative language units, and, therefore, accepts the criterion of semantic compositionality, e.g. meet the needs (Vinogradov, 1947, as quoted by Cowie, 1998) or pres ditën e dasmës (lit. to cut the wedding day), where pres (cut) is used figuratively, whereas ditën e dasmës (wedding day) is used in the literal meaning, and which both enter the discourse with their independent meanings, and, consequently, the meaning of the sequence is compositional.

Even as regards phraseology in the broad sense, linguists have different opinions. Thus, for Jean-Pierre Colson (2008), “phraseology in the broad sense meets the criterion of polylexicality and stability, whereas phraseology in the narrow sense requires the additional criterion of non-compositionality”.

Great Soviet Encyclopedia (1979) is one of the first works that talks about two types of phraseology as well as criteria. According to the encyclopedia, the object of phraseology is narrow when phraseological expressions are defined by the criteria of semantic unit of the word group’s meaning and the equivalence of the word group’s equivalence to a single word in terms of denotive function. Whereas phraseology in the broad sense is defined by the criterion of regular usage in a fixed form, independently of the semantic unit of the word group or of the word group’s divisibility into the meanings of its constituent words.

Even Symeonidis, (2000) talks about two types of phraseologies and their respective criteria. According to him phraseology in the narrow sense “is a branch of linguistics that studies set language word combinations which have the function and the value of a single word in a sentence” and it is determined on the basis of the criteria of non-compositionality and figurativeness, whereas phraseology in the broad sense is determined on the basis of the criteria of stability and, partly, non-compositionality.

As far as the determining criterion of phraseology in the broad sense is concerned, we think that none of the above criteria proposed for phraseology in the narrow sense, such as word equivalence, semantic non-compositionality, figurativeness, etc., is a determining criterion for phraseology in the broad sense, but they are distinguishing criteria of particular phraseological categories within phraseology in the broad sense. We don’t even agree only with the criterion of stability proposed for phraseology in the broad sense by the above authors. The determining criterion we propose for phraseology in the broad sense is non-literal referentiality which means that the constituents of the sequence have lost their literal meanings and that the sequence has a transferred meaning, because phrasemes are studied for their (new)
transferred meaning which is restricted within a fixed syntactic word combination. The essence of phraseemes lies in their semantic nature, that is why they are studied within the framework of lexicology.

We would propose the same criterion for phraseology in the narrow sense, and, consequently, we would enlarge the volume of Albanian phraseology in the narrow sense by compositional, non-word-equivalent phraseemes (see below for additional information), e.g., jetë qeni (dog’s life), çelës anglez (lit. English key, for adjustable wrench), thyej rekordin (break a record), borë i bardhë (lit. snow white, for very white), etc., as well as by non-figurative (non-compositional) phraseemes, e.g., drita e kuqe (red light), dërrasë e zezë (black board), etc. We can so come to the conclusion that the general criterion for phraseology in the narrow sense will be non-literal referentiality, whereas its distinguishing condition from phraseology in the broad sense will be the equivalence to the units below the sentence level.

3. Phrasemes with a Collocational Structure as Part of Phraseology in the Broad and Narrow Sense

It doesn’t matter how many words with a transferred meaning exist within a phraseeme or a phraseological fixed multi-word combination; even a single word with a transferred meaning can divert the meaning of a fixed multi-word combination, e.g., jetë qeni, thyej rekordin, mjaltë i ëmbël, çelës anglez, etc. This idea is also supported by Kunin (1970) who, following the criterion of figurativeness proposed by Vinogradov, besides full figurativeness in phraseemes or phraseological units as he calls his examples, proposes the concept of partial figurativeness. According to him, “a phraseological unit [...] is a stable word-group characterized by a completely or partially transferred meaning”, such as kick the bucket with a fully transferred meaning, or Greek gift with a partially transferred meaning, which are some of the examples he proposes. The words with a transferred or figurative meaning obtain these meanings only as part of the phraseemes, and for this reason we’ll call them “idiomatic words”8. As Riehemann (2001) says, “the word miss in miss the boat has the same meaning it has in other word combinations, that is why it is not an idiomatic word, whereas the word combination miss the boat is an phraseeme with a partially transferred meaning, i.e. only of the idiomatic word boat”. The words that are not idiomatic have a literal meaning they preserve even in the phraseeme. This literal meaning plays a role in the phraseeme; it has a selective, collocational role without which there would be no phraseeme. Consequently, in order to obtain the meaning of the phraseeme, it is sufficient to have even a single idiomatic word that doesn’t have the meaning it can have outside the phraseeme. We’ll call this phraseeme a phraseeme with partial figurativeness and its meaning is deferred from the meanings of its constituents, e.g. jetë qeni (dog’s life) = a very bad life, uri uku (wolf’s hunger) = very big hunger, humbas trenin (lit. miss the train) = miss the chance, çelës anglez (lit. English key) = a kind of key, kafe turke (lit. Turkish coffee) = a kind of coffee, thyej rekordin (break a record) = to achieve a better result, borë i bardhë (lit. snow white) = very white, etc., i.e. which are constructed on the basis of semantic compositionality as the sum of the meanings of their constituents. In these cases one word preserves its literal meaning, whereas only the other word has obtained a figurative meaning, and, consequently, both of them have transparent meanings and the sequence is collocational. The inclusion or not of phraseemes with a collocational structure in phraseology constitutes the weakest and most controversial point for the two types of phraseologies.

By sanctioning non-compositionality and mainly word-equivalence as central features of phraseology, traditional phraseology in the narrow sense has focused its attention on idioms, whereas phraseology in broad sense on proverbs at the expense of those more variable word combinations phraseemes with a partially transferred meaning or with a collocational structure), which, as they are considered less “central”, tend to be treated less. These sequences, considered as peripheral or left outside the borders of phraseology either by the authors of phraseology in the narrow sense, such as Smirnitsky, 1995, Thomai, 1981, or by the authors of phraseology in the broad sense, such as Alexander, 1878, are being included more and more in the phraseological volume of authors such as Vinogradov, Cowie, Moon, granger, Burger, etc.

Depending on the inclusion or not of phraseemes with a partially transferred meaning or with a collocational structure in the phraseology in the narrow sense, we can say that the phraseemes of phraseology in the narrow sense vary from word equivalent combinations (see Smirnitsky, Thomai) to phrase equivalent combinations (see Vinogradov), whereas phraseology in the broad sense includes in most cases both of the above types of word combinations, but, besides them, it also includes sentence equivalent combinations which constitute its object of study par excellence.

4. The Importance of Studying Albanian Phraseology in the Broad Sense

The importance of studying phraseology in the broad sense lies in a theoretical level as well as in a practical level.

The study of phraseology in the broad sense in the theoretical level is important because:

It helps to revise phraseology according to more comprehensive criteria such as sentence equivalence and non-literal referentiality.

It helps to determine the limits between what is phraseological and what is non-phraseological.

It may help to better know the nature of phrasemes, the nature of the figurative language, and the nature of the language itself.

The study of phraseology in the broad sense in the practical level is important because:

It helps to determine the phraseological volume, because there are a lot of multi-word units that have not found the place they belong to in Albanian phraseology. It is about including in phraseology proverbs and phraseological conversation formulae, e.g. *Peshku në det, tiganë në zjarr!* *Ujët fle, hasmi s’fle!* and also the proper phraseological collocations, e.g. *korr fitore, pendë i lehtë,* or other phrasemes with a collocational structure, e.g. *jetë qeni* (dog’s life), *çelës anglez* (lit. English key, for adjustable wrench) As a consequence, phraseology in the broad sense “is an adequate and realistic description of phraseological extent”9.

It serves the systemizing of phrasemes in lexicographical works.

It helps to compile special dictionaries and to create special computer programmes.

It serve the translation from Albanian into a foreign language and vice versa and mainly the computer models of automatic translation.

It serves the teaching practice about the compilation of texts for the teaching of Albanian as a foreign language in which phrasemes should be included as part of metaphorical and cultural learning. The accurate acquisition of phrasemes helps the students to appear as language native speakers.

It serves the teaching of phrasemes not only to foreign students who learn Albanian, but also to those who have Albanian as their mother tongue. This means that phrasemes are important even during the use by the speakers of the Albanian language themselves as far as its semantic and morpho-semantic particularities are concerned.

5. Conclusions

Besides phraseology in its narrow sense there is also another type of phraseology that we accept and propose for the Albanian language as well. It is phraseology in the broad sense which does not exclude phraseology in the narrow sense, but includes it as one of its main categories. By phraseology in the broad sense we mean phraseology that studies phrasemes up to the sentence level, such as proverbs and phraseological conversation formulae. Consequently, the distinguishing 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.

The determining criterion we propose for phraseology in the broad sense as well as for phraseology in the narrow sense is non-literal referentiality, which means that the constituents (or at least one of them) of a phraseological sequence have lost their literal meanings and that the phraseological sequence has a transferred meaning.

It doesn’t matter how many words with a transferred meaning exist within a phraseme; even a single word with a transferred meaning can divert the meaning of a multi-word combination from a free sequence to a phraseological fixed sequence.

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Problems and Obstacles the Lecturers of English Language Encounter in Universities

Ervin Balla PhD Candidate

University of Tirana, Albania
Email: Ervin_balla@yahoo.com

Abstract

In this scientific article I have tried to treat some usual problems that the lecturers of English language encounter in their daily work in the Universities. The problems that they encounter are diverse and the way how they treat them is diverse too. Teaching English is not an easy process, it takes time and efforts in order to achieve our aim. It is a process that has to be treated step by step, and to try to give a different prospective to my point of views.

Keywords: Teaching, communication teacher students, teaching learning strategy

1. Teaching Process

The process of teaching is not always an easy procedure and without problems. The commitment and challenges of the teachers of English language if they want to reach good results in their job is very high. According to (Johns T.F 1981), after the analysis of a poll from 100 teachers from all over the world, these results were achieved according to their importance.

These were the results:
1. The timetable is paid a small attention, not a priority
2. The lack of communication with the respective designated teacher
3. Lower status then the teacher of the subject
4. Isolation and the lack of communication with other teachers of English
5. Lack of respect from students

In another case the discussion is related to the way teacher should speak (Poulson L 1998). In other words do the teachers use a simplified and comprehensive language during the class?

(Chaudron 1998) in a collection of his research regarding the speech of teacher in class shows some things which he noted:
• Way of speaking is very slow
• Pauses are longer and more frequent
• The affirmative sentences are used instead the interrogative ones
• Very frequently teachers repeat themselves, so saying the same things
• The way of pronunciation is very frequently overrated
• The vocabulary that they use is poor and involves only the basic one

(Nunan 1991), introduces a better strategy for the teachers that has to do with the fact that teachers better enrich the vocabulary by using periphrases and repetition and rhetoric, rather simplify the grammar and vocabulary. He introduces a survey regarding the time that teacher should wait to get an answer from the students at the moment he asks a question to the class. From this survey was noted that in those classes where the teacher gave a longer time to the students to answer, the participation of the students was higher. Some other effects noted were:
• The number of the answers of the students increased
• The students gave a bigger contribution regarding the verbal communication during the class
• An increase of the comparison of the data of the students
• An increase of speculative answers of the students

If the students read the biography of Marie Curie or Thomas Edison’s biography they may be motivated to continue their studies for medicine or engineering. At the moment when the student starts studies in respective branches of study, only the will is not enough. Learning the technical terms requires a lot of time and the teacher does not have the necessary time to teach all the terms that the student might need. The best thing that the teacher can do is to encourage the students to use the vocabulary. According to John J. Higgins there are three obstacles that the lecturers of English
language face at the universities:

1. Presence of the students that have problems with learning the English language and give no result of improvement
2. Multitude of standards. Very frequently the number of students in classrooms is higher and the teachers are faced with a multitude of abilities and levels
3. The third problem has to do with unavailability of time. At the end of course it seems like the knowledge of students are not increased, and taking into consideration the fact that we cannot ask for extra time, we should use the time we have as effectively as possible (Swales J. 1988)

Teachers can face successfylly all the difficulties that they encounter during the learning process, of course with the proper qualifications. This means that the teachers should have knowledge for the field that they are teaching students, with specific terms. For i.e. the teachers that teach legal English should have knowledge in the judicial field or the teachers that teach medicine English should have knowledge in the vocabulary of this field. But how can this be achieved? Is it possible? Of course it is.

A successful teaching of English for specific purposes can be achieved through the training of the teachers in the respective fields. In these trainings teacher have the chance to get acknowledged with the contemporary texts in different fields, they also have the opportunity to meet other ESP participating teachers. They will treat and discuss different problems that they encounter during their teaching process

One of the most common problems that the teacher of the English language encounter during his daily routine work is the teaching of the students with different levels of English language. Some of them come supplied with a very high level of English language (one of the factors is the opening of Albania and the free movement of people), another factor remains the fact that Albanians are really fond of the foreign languages paying really a great attention to them, (here we can refer to the number of students that go to study abroad) and on the other hand we have students the level of language of whom is very superficial or low (where in the best case they know only the basic words. So in this case we encounter a class mixed with students of different level of knowledge in the foreign language (in this case the English language). All the English teachers encounter this type of problem, unless any tough selection is done previously according to their ability to speak English. What can be done in these circumstances?

2. What Should be Done in the Class in these Circumstances?

In such cases the best thing to do according to my experience is the division of the class in groups according to the level of knowledge of language. While a group is advanced could be studying a part of grammar, that belongs to the advanced level, as it could be the “past continuous”, the other group that belongs to a less advanced group could be studying a part in reading including the extraction of the new words, paraphrasing simple words, or easy parts of grammar such as simple present, or the time of description of events in the parts that they were reading etc. So the less advanced group can pass into other assignments appropriate for their level, while the other advanced group can work on other independent works such as listening of recorded part in tape etc. Within the class can be worked independently with the students adjusting to their level in a way so the others could not lose their interests to the things being discussed because these are either to simple or to complicated so they cannot understand.

In the schools that there are self study centres, the teacher can send a student to study there in a way that he can have more time to spend with the other group which asks for more of his attention. In the majority of these self study centres should be enough space for the students to deal with their favourite activities in English language. For i.e. whilst a group of three or four persons could be focused in the grammar analysis, another group could be focused in the listening a tape, another group could be focused in some facts cited in the English, maybe another group could be focused in the screen of a computer.

One of the things that can help the students is when the teachers use the same material with the class; they sometime can encourage the students to do different assignments according to their abilities (Harkin J. 2001). A reading text can have questions for three different levels. The teacher tells to the students to see how fast they can sort them out. The best student ends quickly both first levels and works hard to sort out the third and the most difficult

In an exercise for the study of the language, the teacher could ask for a review by some students, but he can ask others to use a new language with more complex sentences. Finally in the division in roles and other activities in group the teacher can secure students to have roles or functions that are appropriate for their levels.

It is understandable to believe that within a heterogeneous group, the students will find their level (Corder 2002). In activities, in spoken and written the best students will be bolder. They will understand better and faster, but the risk of that is that these students will get bored by the slowness of their friends, or they will be frustrated by their incapability of them
to continue at the same pace with their friends.

Some teachers use strategies for students to help each other, so the best students help the weak ones. They work in groups of two or bigger ones, however this should be done with a great sensitiveness, in a way that the weak students should not feel underestimated by their peers who know more or oppressed by their obligatory role in teaching

Many teachers faced with students of different levels, adopt a mixture of selections as those we mentioned above.

Another delicate problem that very frequently occurs to the teachers of English language is: small schools and a growing demand of students to learn English language, this makes us face small classrooms with a great number of students. In big classrooms it is difficult for the teacher to have an eye contact with the students at the end of the class, and it is difficult for the students to ask and receive individual attention. In the majority of the cases it is impossible to have students that can change their roles in the group of work, and very frequently the big classes are difficult especially for new and inexperienced teachers

One of the best solutions that a teacher can do is the distribution of work sheets to the students. This helps students and the teachers in their work to achieve satisfactory results in meeting their targets.

Use of the groups of works, especially in the classes with many students plays a fundamental role because this method maximises the participation of the students (Littelwood W. 1981). Even if the formation of these groups can be difficult, there are always easy ways to do that.

3. Use of Work in Groups

When we use the work in groups, in small groups or big ones, it is important to give guidelines for the way how the activity or the assignment that is given to the students. Some teachers use the help of the leaders of the groups. They can be used to deliver photocopies, check if the students in their group have understood the assignment, collect the homework etc. The classes with many students often occurs in big classrooms. Very frequently the teachers should assure that whatever they say could be heard or seen by whole the class. Of course that the classrooms with many students have their disadvantages, but they also have their advantages, for i.e. the humour is nicer, the feeling of a good class is warmer. The experienced teachers use this advantage to organise and involve many from these groups. The fact is that none chooses or wants to work in classes with many students, because this makes the work even more difficult than what it is, however it is a true fact that we teachers find ourselves in classes with 50 or 60 students, or sometimes their number reaches 100.

One of the biggest problems that the teachers of English encounter into the Albanian universities, is that the students use their mother tongue rather than the English language to perform their assignments during their classes. This can be because they want to communicate something important. Another factor is that most of them think that if they use their mother tongue they will make fewer mistakes and their peers will not mock them (as the majority of the claims during the English course).

From 250 grown up students that were asked, 120 answered that they do not use the English language because they do not want to make mistakes. 110 others said that they will start to express themselves in English when they feel more secure about their vocabulary, and 20 others gave other factors that why they do not express themselves in English, such as, emotions, fear of not to confuse their words with another language that they know such as Italian or French or Russian language (sometimes the part time students in university are above 40)

However the majority of teachers agree to this, the students should practice the English language instead of mother tongue or any other language that they speak. This is the most important thing that they should do during the English class. There are many things that should be done to reach this: first teacher should encourage the students to speak in English regardless their mistakes that they can make when they speak, this would help to overcome their fears and practise the English in class. One of the things that the teachers should do is to tell the students that there is not a total obstacle of the mother tongue, so in other words there can be a little use of the mother tongue when they read the text in English, but when they solve exercises it may lose its purpose if it is not done in English (Corder N. 2007). The teachers should make it clear to the students that they would like to listen only in English. Very frequently they can ignore if their students speak in their mother tongue. Teacher themselves should speak in English most of the time, so with the correct use to the tapes videos and conversation in English students are exposed all the time to the sounds of English language. Very frequently teachers have to move all over their classroom to encourage the students speak English. This technique can change the behaviour of students to English language within a short period of time.

But what happens if the students are not cooperating? All the experienced teachers remember the time when the students in purpose were not very cooperating. The lack of cooperation can have different shapes such as: the continuous noise in the class, not being very attentive to the teacher, not making the home works, refusal to do exercises

~ 346 ~
in class, arriving late at the class, bad behaviour etc, sometime things can go really bad and students can complaint to the authorities. There are many things that can be done to avoid these problems for example teachers can talk to students outside the classroom. They can ask students what they feel for the class, why there problems and what can be done to sort the problems. The teacher should try to tell to the class that the activity that the class likes so much will do only if the class takes its normal function or they will continue with more formal ways of teaching the language (Richards J.C. 2001). The teacher should not face all the unpleasant situation on his own. They should talk and discuss with their colleagues for the problems of teaching and learning. They could ask one of their colleagues to come to his class and to assist him. Teacher can talk to his students for the problem of teaching and learning. They can discuss to the student and see what is the expectation the students from learning the English and from the teacher himself. This would work as a contract for the improvement of the language, and the subjects that are covered can involve such feelings as: students should not use their mother tongue, what should students by home works, arrival in time, being more cooperating during the class etc, but also the teacher should behave as a good teacher. When this contract is closed will create a point of reference for both parties in the future.

4. Conclusions

As we saw teachers encounter many problems during their daily work. Those problems are of various types. Some have to do with circumstances of teaching process such as the big classes, classes with a great number of students, poor conditions of classes etc, some others have to do with the relation student teacher, good relations means good acquisition of English language. The division of class into smaller groups can result in achieving high standards of learning English. How good can be the communication in English language for the improvement of level of English in students. Their urge from the teachers to communicate freely in English regardless their mistakes. These and other things I have tries to cover in my article.

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Promotion of the Motoric Activities and Sports in and Out of School

Ardian Shingjergji

Elbasan University " Aleksandër Xhuvani ", Faculty of Education Sciences.
ardianshingjergji@gmail.com

Abstract

Motions as well as the motoric and sportive activities constitute the key of success for a physically and psychologically healthy society. The reasons behind this study consist in addressing the children’s need to move and deal with various motoric and sportive activities, on one hand, and the issues related to their sedentary life, standing in front of the TV and/or computer for hours on end, unhealthy nurturing, the lack of the proper infrastructure for sports activities, underestimation of the physical culture classes by the teachers, school directors and by other institutions of the state, on the other. In these terms, the aim of this study is promotion of the motoric and sportive activities in schools, not only during the physical education classes but even in the free and leisure time, by offering a suitable model for our conditions while compared to that of the developed European countries suchlike the “school on the move” programme. Subjects of the study are the 4-5 grades students and teachers in the Elbasan Town 9-year schools. The prevailing study methods are research, observation and sampling. Results drawn from this study have become object of discussion among school communities, teachers of physical education as well as the students of the respective profile at the Faculty of the Education Sciences, Elbasan University “Aleksander Xhuvani”.

Keywords: promotion, school, motion, motoric activity, sports, modeling.

1. Introduction

Physical culture is an important component of the general culture of a country or nation, with its values reflected in its social and state institutions as well as into the systems of the physical education which are already well-known in the history of human society.

In its everyday use, the concept ‘physical education’ has been perceived in different ways so that its practical understanding is not very clear. Consequently, in present-day terminology one might encounter such terms as; motoric education, psychomotor education, sportive education, sports, etc.

Human activities are closely linked with motoric activities and sports and being such they have been considered of great interest by the physical education scholars and specialists. This interest has foremostly been seen in terms of mutual relationships between the physical education and sports as well as in other fields of physical education and social development.

The continuous improvement of the physical education subject educative, formative and integrative values have been perceived as requirements and challenges of drafting curricula and making it suitable for different student cycles and age-groups.

The school years, especially those of the 9-year school, are distinguished for the high intensity of students’ relationships with the motoric and sportive experiences. Their interest and participation in curricula of different grade of difficulties have been motivated by some trends suchlike: physical, esthetical, psychological entertaining, social ones, etc.

Therefore, our education institutions it is required to consider the strong need for sportive and motor activities. To meet these needs and to promote the development of the students sportive and motoric needs, they should widely use the open activities of games, offering students possibilities to play in groups, to run, jump, crawl, etc. The numerous studies to this field show that the greatest physical body changes in children occur from 3 – 12 years of age and they are demonstrated via the desire to run, jump, and clamber in natural ambiances. (Kosanke, N., Warner, N., 1990). Such movements effect both to strengthen muscles and to support the growing of the cardiovascular and respiratory capacities as well as those other vital organs for the normal growth of children.

Actually, a general trend is being noticed nowadays: the time children spend with motoric or sportive activities is being ever and ever limited to the favor of the games into limited spaces or within their house, mainly the electronic games or TV.

Statistics show that most children in western developed countries (94%), prefer spending more time out of the house rather than within it whereas 86% of their parents ascertain that children would like to play outside rather than watching TV. (Worpole, 2003 ).The situation is being repeated in a similar way in our country, Albania, as result of the
economic and social changes that have been occurring, therefore, children prefer to play outside and deal with motoric and sportive activities, but their desires come diminishing because of the lack or limitations of the free and suitable ambiances or sportive playgrounds. This lack of access has made children to increase the time spent on computer or TV, bringing up, as a consequence, undesirable effects into their physical development and modifying their psycho-social development. (Craig A. Anderson, Karen E. Dill, 2002). It is enough to be simply mentioned, regarding the undesired consequences of child psychomotor development that simple exercises of force, (suchlike raising up the body in parallels solely by strength of arms, getting the body up and down off the floor solely by means of arms strength, creeping, jumping, etc), which the greatest part of the children of this generation find them very difficult, were very easy for the previous generation of children.

Another aspect showing the undisputable need for the promotion of the physical and sport activities in our schools is the malnutrition of this generation of children. Cases when children are being fed “by pleading and urging them to eat”, or eat the same junk unhealthy food for days on end. Changes in the children’s social economic conditions, and in terms of energy consumption, as result of not being activated in up-mentioned activities, have allowed for negative effects in increasing the obesity for these age-groups, (Viner, R.M., Cole, T.J., 2005), phenomena which were not known for the past generation children.

It is well-known now that the world of children is integrated in three big systems such as: family, school, and free time. These three systems are closely linked and impact each-other reciprocally. Parents participate in the school life, supporting it for its needs for motoric activities and sports whereas schools collaborate with local authorities for achieving their targets.

In this writing we are focusing at the role of the school into promoting the motoric and sportive activities which it fulfills by developing the physical culture curricula, determining the physical activities in and out of its territory. But this is not all; by promoting the “moving school” model, we are intending to extend this promotion even out of the school territory, by giving shape to a real physical culture whose effects would undoubtedly be beneficial for the society as a whole. This is a model which intertwines the common points between school and free time, out of which the following could be mentioned.

- School activities, school sports and optional activities.
- Teaching physical education in the classroom, and the sub-disciplinary teaching
- Motoric activities before and after school.

School activities containing excursions, expeditions, sport days, offer a suitable environment for movements and for an active and interesting life for students, away from the daily routines. In order to incite school or optional sport, the school ambiances can be used to organize students into sportive squads.

Lessons on physical education, as an important element of the school curricula and which is directed by well-prepared and specialist teachers, contributes into the harmonic development of the competent physical performance, socializes and integrates different students groups. Motion and sports are also very useful means for a universal teaching process which integrates cognition and wonts in different disciplines of the schools curricula. Moreover, the motoric activities before and after school is linked with the students home-school commuting and vice-versa, which is ideal to practice these activities. However, nowadays, students walking to school is diminishing, students are rarely going to school on foot or by bicycle which are the only ways to promote motion.

2. Procedure of Application and Methods

About 300 students of the 4-5 grades from different 9-year schools of the town were involved in this study, in addition to 20 low-cycle teachers as well as students of the Physical Education and Sports Department at the Faculty of the Education Sciences at the Elbasan University, “A. Xhuvani” Elbasan.

In order to effectively survey and reflect the factual reality, regarding the evolvement of this subject both in the teaching/learning process and out of it, we have been relying both on the home and foreign information, knowledge and literature, making use of the direct observations and contacts with the involved subjects as well as the data from the canvassing by means of the questionnaires realized for this very intention.

The students’ age groups involved in the study varied from 10 – 12 years of age, (the male/female rapport was 52%/48% respectively), and they were also respondents to our selected questions, providing a clear tableau of the situation relevant to the study objectives.

The following were some of the questions formulated in the questionnaires for the involved students:
- Do you find dealing with physical activities and sports important and do you like the physical education classes?
- Are the physical education classes developed regularly and do you like the way teachers organize it?
- Do you want to have more of the physical education and sports classes both at school and out of it, in your free time?
- Are you aware of the effective ways of organizing physical education and sports classes, the ways of healthy nutrition, etc?
- Have you ever been trained for games and sports in nature and do you have suitable ambiances to develop them?
- Do you like motor activities during breaks, the teaching/learning process developed at school and would you like that motor exercises evolved during the physical education classes to be integrated in other classes of mathematics, language, geography, history, etc?

In addition, the following are questions addressed to teachers:
- Are the physical education and sports classes developed in accordance to the selected curricula?
- Do you leave students to exert movements during the lessons’ breaks at school?
- Do you have any knowledge for the “School in movement” model and how do you find the idea of its application?
- Do you support the integrated learning model, intertwining physical education with other subjects of school curricula?
- Do you ever give opinions or suggestions regarding the improvement of the methodical-pedagogical activity for the physical education and sports classes in and out of school?

3. Results and Discussions

The involved students and teachers’ canvassing results have been presented on the summary table No. 1, with the respective Graphs No. 1, 2 and Graph No. 3.

**Tab.1 Results (in %) of the students’ responses**

<table>
<thead>
<tr>
<th>Grade IV</th>
<th>Grade IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nr of questions</td>
<td>Yes (%)</td>
</tr>
<tr>
<td>1</td>
<td>98.4</td>
</tr>
<tr>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td>81</td>
</tr>
<tr>
<td>4</td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>6</td>
<td>88</td>
</tr>
</tbody>
</table>

**Graph.1, 2 Results (in %) of the students’ responses**

![Graph 1](image1.png)  
![Graph 2](image2.png)
While analyzing these data in detail we can say that almost all students consider exerting physical activities and sports as important but, unfortunately, the physical education teacher do not respond to their interest and desire for these kinds of activities. They do not develop the physical education classes regularly, not to mention that some of them do not develop those classes at all, replacing them with classes from other subjects, within the teaching timeline process at school.

Although the majority of children prefer the physical education subject classes, ore to exert other motoric and sportive exercises, teachers do not support them and promote their desires by providing very little or no necessary knowledge and instructions about the physical education and sports.

Regarding the students’ perceptions about the quality of the ambiences, to what extent they are suitable and safe, results show that the facilities to develop physical education and sports activities have been drastically limited. One of the factors effecting this situation is the economic, social and structural changes the urban centers have been through, bringing the total eradication of spaces where children could play by indiscriminate urban building processes. The ambiance or squares among blocks of flats or near schools which before made the usual ambiences for children to play carelessly, are unsafe at present and impossible for the children’s traditional activities and games.

Also results show that the majority of students seek for more spaces to exert movements, both during the lessons’ recesses and during the classes and they ask for the motoric activities to be integrated with the knowledge and wonts gained from other classes of the school curricula.

Moreover, the analyses of the results from the teachers’ canvassing, it can be asserted that, unfortunately most of them do not develop the physical education and sports classes regularly and do not respond to the students’ desires to be continuously moving, as well as to develop various sportive activities in and out of the school.

Almost everybody accepts and likes the idea of getting the physical education knowledge and wonts in the course of other subjects, but some of them are skeptical since they do not have the necessary theoretical and professional capacities to realize it.

They do not allow students to move during recesses and almost all of them lack knowledge about the concept “the school in move”.

Regarding the reactions and suggestions linked with the promotion and development of the physical activities and sports in and out of school, the canvassing results showed that over 80% of the teachers need further and continuous qualifications to this aspect, regarding the infrastructure and the other necessary didactical means, the opening of the sportive classes and adding one more physical education class at schools.

4. Conclusions

The present-day deep social and economic changes have brought positive changes into improving both in the life of the individuals and in the life the society as a whole. However, in some other aspects these changes have brought negative effects in terms of ever more limitation of the motoric activities, conditioning a sedentary life and unhealthy nutriment, phenomena which have included even the younger generations at school.

While considering all the evaluations regarding the multidimensional education and development of the individuals in and advanced society, its worth to emphasize, once and again, the fact that primary school years, especially the 9-years school years, are the years which are distinct even for the students’ relations with motoric and sportive experiences.

The child’s world has been considered as being integrated in three great systems, suchlike: the family, school, and free time.

In this integrated system each single element is necessary but the role of the school is determinative in terms of
promoting the motoric and sportive activities, an intention which is fulfilled by means of the physical education subject and sports activities both in and out of this institution.

Moreover, through promoting the "School in move" model, we intend to widen this promotion even out of the school ambiances, by giving shape to a real physical culture, whose effects would undoubtedly be beneficial to the society as a whole.

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The Lacuna as a Cultural Phenomenon: Analyzing Martin Camaj’s “Circles”

Ledia Kazazi, PhD Candidate
“Aleksander Xhuvani “ University, Elbasan, Albania
lediakazazi@gmail.com

Abstract

The Lacuna theory is the most recognized theory in the field of ethno psycholinguistics at present. Lacunas are phenomena that show how languages and cultures differ in their cognitive structures. They are lexical entities that belong only to a certain culture and language and do not have equivalents in other cultures and languages. The Lacuna theory is used as a theoretical framework for the explanation of different linguistic-cultural issues arising during textual interpretation. The novel “Circles” is very rich in linguistic entities containing encoded cultural information which make this text very hermetic one, especially for a reader belonging to a different cultural background. Through the application of the lacuna theory we will provide an alternative interpretation of this complex novel. The present article will also cover issues regarding the definition of culture and its relation with language as well as the importance of cultural background knowledge in textual interpretation.

Keywords: lacuna theory, culture, text interpretation, semantics, lexical entities

1. Introduction

We are all aware of the complexity of a literary text as well as of the impossibility of providing a unique and uniform interpretation of it. This is even more difficult in the case of texts who encode a series of semantic entailments within them. These entailments can be of a cultural and/or social nature. However, there exist different theories who provide an alternative solution to this issue. One of these is the so called Lacuna Theory, developed by Sorokin and followed by a series of other linguists since 1950, which is an essential branch of ethno psycholinguistics today. Lacuna, or sometimes referred as “vacancy” “gap”, can be defined as the unique cultural or language phenomena which exist in one culture, but whose equivalence cannot be found in another culture because of different social customs, beliefs, ideology, geographical features, etc. The identification of these gaps within the text would offer a uniform interpretation of it. This is also the case of the first psychological Albanian novel “Circles” which is quite rich in lacunas and at the same time very hermetic and difficult to understand by the reader. Martin Camaj is a well known Albanian author whose works are also considered as an encyclopedia of the northern Albanian customs and culture. Through the identification and the explanation of the text's lacunas we will try to offer a complete explanation of it.

2. The Definition of “Culture”

Culture has been studied broadly even within the domain of anthropology and many specialists of the field, have given their own definitions about it. Edward Tayler, for example, defines culture as: that complex whole, which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as member of a society (Wiel). Stephen Greenbalt adds to the definition of Tayler the idea that the word “culture” is also used to indicate a specific or particular group, such as: youth culture, black culture, aristocratic culture etc. (Greenbalt, 1990) He assumes that the concept of culture is always on mobility, changing and developing all the time. However there are some rules that govern it. The rules that govern culture are imposed by the society, of course. In every society there is a set of do's and don'ts that has to be respected by its members. He also asserts that cultured is tied with literature in every respect. We are all aware of the importance of the cultural context in the explanation of a literary work. When analyzing a piece of literature from the cultural point of view, we must consider the difference between the values embodied in the work and our own values as well as the social understandings upon which the work depends.

Martin Camaj is well known for using folklore material in his works. The same happens with the novel “Circles”. Considered to be the first psychological Albanian novel, it is set in the area of the Albanian highlands, the village of Ripa. Thus, it works as a distant mirror of that particular area’s world, describing concrete social actions of individuals in a specific time and in specific conditions of existence. This novel is also considered as one of the first literary manifestos against the Stalinist system in Albania. It offers a living image of the general feeling that prevailed the country through the
vivid descriptions of concrete social and political issues which caused a sense of fear and anxiety among its citizens. (Berisha A. N., 2010, p. 88) The narrative is perceived as cyclic and trustful based on real life, or at its worst, on the illusion of reality.

The novel mainly treats the relation between the individual and the society. It presents a system based on circles and hierarchy which only aims at empowering the ruling class, as well as it transforms the individuals, making them surrender to collectivity and give up on their ideals. Inside the same system we find Camaj’s characters. Bardhi, Agon, Baci, Drenashi, Ylli, Sosja and Zoga are all different from each other but at the same time they are so similar. They are representatives of the individual inside the system and at the same time they are typical north Albanian characters.

3. Discourse as Culture

Language is not just a means of expressing cultural values, but it is itself a cultural value. The realization of language in discourse also requires a cultural competence. According to Coseriu linguistic discourse is a cultural activity. He makes two general observations that support the idea that language is a cultural activity. (Coseriu, 2007, p. 70)

(A) that language is (1) a generally-human activity, carried out by individuals
(2) as representatives of cultural traditions of speech competence
(3) at an individual level;
(B) that any cultural activity, including the activity of speaking, can be regarded
(a) as activity as such,
(b) as the knowledge or competence underlying the activity, and
(c) as the product of that activity. (Coseriu, 2007, p. 71)

The two triads (3 levels of manifestation and 3 points of view) delineate nine aspects of language as a creative cultural activity, aspects which, according to Coseriu, can also be found as such in the intuitive knowledge of speakers. His theory is summed up in the following table:

<table>
<thead>
<tr>
<th>Point of View</th>
<th>Level</th>
<th>Activity</th>
<th>Competence</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal</td>
<td>Speech in general</td>
<td>Elocution knowledge</td>
<td>Totality of utterances</td>
<td></td>
</tr>
<tr>
<td>Historical</td>
<td>Concrete particular language</td>
<td>Idiomatic knowledge</td>
<td>Abstract particular language</td>
<td></td>
</tr>
<tr>
<td>Individual</td>
<td>Discourse</td>
<td>Expressive knowledge</td>
<td>Text</td>
<td></td>
</tr>
</tbody>
</table>

(Coseriu, 2007, p. 79)

In every act of discourse there are three main levels of content: sign, meaning, significance.

4. The Lacuna-a Phenomenon of Culture

The lacuna is a semantic entity, a contextual cultural invariant, which provides a degree of non compatibility between two or more semantic systems. Lacunas are always studied from a double perspective: linguistic and cultural. They are born as a result of the confrontation between systems and contexts. The concept of lacuna has been developed within the Russian ethnopsycholinguistics. It focuses on the problems of text comprehension and communication problems between different cultures. Cultural differences and similarities are an integral part of the lacuna model. The model helps to explain the reasons why different cultures have very specific ways of communicating (Grodzki, 2003, p. 78). The lacuna theory helps us “to recognize the “cultural glasses” we wear when encountering an intercultural situation. Through our “cultural glasses” we filter reality. (Ertelt-Vieth, 1999, p. 83) They determine how we perceive and thus interpret culture. The lacuna model, first introduced by J. Sorokin, represents a framework for the systematic characterization and classification of cultural differences in communication. Thus, lacunas are generally speaking a term for describing items that exist in one culture, but are not found in another. J. Sorokin defined lacunas as phenomena of culture that have no equivalents in another culture regarding both linguistic and cultural specifics. (Panasiuk, 2009, p. 42)

4.1 Classification of Lacunas

Lacunas can be verbal or non verbal or linguistic or cultural. (Sorokin, 1994, p. 182) Linguistic lacunas can be: lexical, grammatical and stylistic. Cultural lacunas can be emotive and ethnographic.
4.1.1 Linguistic lacunas

Linguistic lacunas generally include words or groups of words who are very closely related to the culture of the country where the work belongs. They can also be words or phrases who belong to the personal world of the author, thus they are created by him or adopted in different contexts by him and serve a particular stylistic purpose. There is a great amount of such words in the novel "Circles". The translation provided for this article does not have the exact meaning of the original due to the above mentioned characteristics of the lacunas. Let us examine some of the most interesting ones:

Ex. Pyeste ndjellakeqas me frymën e mallëngjimit të trishtë... (Camaj, 1978, p. 164) (in a pessimistic way)

The adverb ndjellakeqas is not found in any Albanian dictionary. It might be a creation of the author.

Ex. Edhe ajo prej naltësisë ku gjindej kundronte mirakandas gjakimin e pasueshëm të Novelsitit .... (Camaj, 1978, p. 298) (with delight)

Ex. ..... here tue dale në kodër së mbas mirakandes së atij që kishte ndërte këshfërësh e atje në majë... (Camaj, 1978, p. 115) (delight)

The adverb mirakandas can be a creation of the author as well. In this novel as well as in some other novels Camaj makes extensive usage of the noun mirakande, which belongs to the speech of the northern Albanian city of Shkodër. However the adverbial form is not found in any dictionary.

Ex. Tha nën zë Bardhi prishakandas ... (Camaj, 1978, p. 291) (grudging)

Prishakandas is another adverb created by the author using one of his famous forms of affixation, the suffix – kandas.

Ex. Tha të vogël Novelisti tue i shtri dorën Bacit... (Camaj, 1978, p. 256) (The short story writer)

Ex. Në atë kohë Vajtorja do shkron me u la .... (Camaj, 1978, p. 186) (The Mourner)

...përflitej se kishte marrëdhënie me Orë e Zana... (Camaj, 1978, p. 151) (The Fairies)

Por Virgjna e guximshme mbas një viti u vesh përflje si grue brenda shtëpisë... (Camaj, 1978, p. 198) (The Virgin)

4.1.2 Cultural lacunas

As Shakhovsky also states in his "About linguistics of emotions", many aspects of the human activity are not simply transferred by words: language is poorer than the validity and its semantic space does not cover the whole world (Shakhovsky, 2008). That is why cultural elements are very important when interpreting a text. Camaj is well known for using folklore material in his works and for giving authentic nicknames to his characters in order to provide a complete portrayal of the background. Cultural lacunas involve the usage of special names or forms of expressions connected to elements of national folklore, epos and heroes of national literature which associate in the speaker’s consciousness with the display of various qualities of expression appearance etc.

Ex. Tha të vogël Novelisti tue i shtri dorën Bacit... (Camaj, 1978, p. 256) (The short story writer)

Novelisti zbuloi në Zeshkanin tipin e Cubit... (Camaj, 1978, p. 256) (The Gangster)

Në atë kohë Vajtorja do përsëri do të shkonte me u la .... (Camaj, 1978, p. 186) (The Mourner)

...përflitej se kishte marrëdhënie me Orë e Zana... (Camaj, 1978, p. 151) (The Fairies)
5. Conclusions

The lacuna is a cultural phenomenon which helps decoding the meaning of complex literary texts. Lacunas are gaps found inside the text whose filling would provide the reader with a very useful information for the complete embracing of meaning of the text itself. The lacunas include lexical or cultural information relevant and meaningful only in the text’s language and culture and do not have equivalents in other languages and cultures. The novel “Circles” is very rich in linguistic entities containing encoded cultural information which make this text e very hermetic one, especially for a reader belonging to a different cultural background. It contains a lot of emotional lacunas which are related with the direct perception of reality from a language’s speaker. In the novel they are displayed through the usage of some specific nicknames for the characters. The lacunas are also ethnographic containing an encoded information that only a speaker of Albanian can understand. However the text contains some linguistic lacunas as well, mainly textual lacunas who point out the temporal and spatial distance between the reader and the work, thus making it a very hermetic text.

References

The Importance of Scientific Education in the Primary School

Phd Candidate, Doc. Aranit Gjipali
University of Vlore “Ismail Qemali”

Phd Candidate, Ilva Lamaj
University of Vlore “Ismail Qemali”

Abstract

This topic is chosen to analyse the central role that schools can play in childhood training of complex thought of the child. In contrast to a traditional, static and conservative model of education, there arises the need for a theming of thinking in education as a condition for overcoming the partiality of the reductionism for the overcoming a pedagogical logic who forgets that education is not only to instruct but care and integral growth of the person too. We have based our work on the reflective thinking by J. Dewey and complex thought with its components (critical, caring, creative) we want to emphasize the importance of science education already in kindergarten as a means to achieve this result. Science education provides an opportunity to undertake early learning paths in science, without previews, the recognition of the ability to implement appropriate strategies for thinking in a positive atmosphere of observation, exploration, research, dialogue, development and verification forecast, anticipation of hypotheses, the use of a specific vocabulary for the description and reflection, reasoning consequent to argue and explain events. Such education may be required for the formation of an individual’s own responsibility, is important to help people to be the protagonists of their own cognitive processes and to think critically. Through the observations carried out in two primary schools of the city of Vlore there was evidence of what limits are still present in these classroom settings, still tied to educational models characterized by reductionism, the fragmentation of knowledge, from stereotyping. What we wanted to highlight was the importance of critical thought in this age and the role of the teacher in motivating children not just repeating or learning but thinking and create.

1. Introduction

One of the most important components of our civility is the so called rationalist tradition, inherited by the ancient Greeks. This is the tradition of the critical discussion related to the search of the truth. It is the moment when science engages itself in creating critical thinking aimed at wiping out a set of biased and old beliefs and at enabling us to accurately think over an argument and make hypotheses. Therefore, science is considered as one of the most liberal and favorable influences on human thinking. Critical thinking is the typical method through which science enables the achievement of an objective and reliable consciousness.

To work on the development of critical thinking in elementary school means to aim at the development of creativity, curiosity, and deductive and hypothetical thinking, which are all part of many multidisciplinary study fields. In our society, school is the most important institution for the reason that it is the means through which any individual gives him/herself a chance to leave a mark on the future. School is a kind of designer for the future society; that is why emphasis is placed on the development of child scientific education and on the development of critical thinking starting from the end of the pre-school age and restarting with the elementary school age. In this way only children will be able to argument any achievement and to face any eventual problematic situation by not falling in prejudice and stereotypes. That is why emphasis is placed on the need to develop child thinking. The most important think about this is not to learn children retell what they listen; rather, it is to teach them how to be responsible for their being.

It is the duty of education and teachers to leave behind traditional education – a system which focuses on the teacher, rather than on the students. This kind of system enables mental passivity rather than critical thinking and lead children to a mental artificiality. Traditional school tends to competitiveness rather than to collaboration, which has been indicated by the recent researches as one of the most constructive ways to child learning.

Often scientific teaching has been inaccurately performed by aiming at the development of a dogmatic thinking, which in no way helps children develop their creativity; rather, it increasingly leads to a centralized teaching, reproduction and inability to inquire.

It is important to develop child critical thinking, as this will contribute to the development of freedom of thought, of
child authority, and above all, of his/her willingness to explore reality. This work is aimed at highlighting this problem, for the reason that, in our school, teachers still focus on and employ traditional teaching, which consists in reproductive rather than in creative learning. In our schools, it is still present a phenomenon that eliminates the importance of graphic elaboration, information and spontaneous gesture reproduction. In this way children are obliged to constrain their individuality and creativity, and what is more important, they are not allowed to freely reflect, observe, experiment or make hypotheses.

If we refer to the work of John Dewy (1859 – 1952), which highlights the need for intellectual development based on the development of either individual or group cognitive responsibility, it is essential to promote complex, critical and creative scientific thinking, which would enable children to resolve any difficult situation and would lead them toward problem solution based on arguments rather than on current beliefs or stereotypes. The most important thing for teachers is to engage their pupils – through scientific education – in such situations where children would be protagonists in the learning process, which means that children themselves would have to be leaders of this process by not just reading a text and not understanding the message it conveys.

This kind of education demonstrates the goal of each teacher to encourage pupils make questions on previously presented topics, to give arguments on problem solutions, and what is more important, to develop their creativity, which enables children of this age to create intrapersonal relations and understand the outside world.

Teachers and parents make the frequent mistake of presenting an unreal world to their pupils and children by imposing their thoughts and not enabling them to create their own. According to Lipman, critical thinking enables us to think in a reflective way. This work is aimed at drawing the attention of the adults, particularly of the teachers, to the fact that developing child experience must be the fundamental goal of their educational work.

Pupils’ formation based on scientific education enables the development of reflective thinking, which helps them lead their curiosity.

2. The Importance of Critical Thinking

Children tend to naturally absorb important attitudes and thoughts of adults. Indeed the structure of adult convictions is imposed to the children, who learn to depend on the thoughts of the others. You can either force them to be narrow-minded or encourage them to evaluate their authority and reasoning skills. Furthermore, you can motivate them to have various convictions and viewpoints, to doubt on their own or the other’s reasoning. If you want an open-minded child, his/her critical thinking should not be left to chance. To think critically means to encourage children learn how to make questions, how to reason and when to employ reasoning.

The best way toward child critical thinking is to convince children that reasoning and reflection lead to success, whereas narrow thinking leads to failure. The most significant thing about child critical thinking development is the willingness to challenge the others’ ideas, which is something children and adults, particularly teachers should bear in mind. All teachers should understand that children have their own personality and opinions, which teacher should respect however contradictory they might be. This doesn’t mean that there are correct opinions considering the age referred to in the study. Pupils of this age are still in the phase of egocentrism and tend to focus their own or the other’s reasoning. If you want an open-minded child, his/her critical thinking should not be left to chance. To think critically means to encourage children learn how to make questions, how to reason and when to employ reasoning.

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3. The Study

With the aim of understanding the importance of child critical thinking, this work was based on observations made during several lesson classes in two public schools of Vlore city. The pupils included in this study were from 6 to 10 years old, an age that corresponds to the elementary education of Albanian school system. The work was carried out in two different schools for the only reason of observing the difference between teachers. The method employed in this study was the
free observation and semi-structured interview directed to teachers. This method was aimed at evidencing their opinion about the way they chose to transmit their ideas to their pupils.

The teachers and the achievement of the goals they had set with regard to the learning level was the focus of this observation along with the confidence of teachers in their abilities. The observation showed that in some cases the teachers' insecurity in conveying information influenced on the development of children thinking. It is confirmed that convictions and knowledge of teachers have an impact on the students' scores (Margendoller, 1997; Staub&Stern,2002). The four selected classes we have observed, presented two distinct aspects; the first corresponds to the convictions of the teachers, whereas the second to the development of children ideas and to their encouraging in challenging the adults' ideas.

4. An Efficient Teacher is Evaluated as Such on the Basis of His/Her Abilities to Motivate Students

In this study we have made two hypotheses:

First, do teachers' convictions influence on child critical thinking?
Second, does students' motivation to challenge teacher's ideas influence on critical thinking?

The observation has been carried out for a period of two months; therefore we had to pass a long time with the teachers and the pupils. Our goal was to observe the confidence of teachers in transmitting the information and their own ideas as well as to understand how their convictions influenced on the perception and definition of such ideas. Another goal was to observe if teachers allowed pupils to contradict the teachers' ideas or if they just impose their own opinion on the pupils, who accepted the information and considered the teacher a master of his/her competences.

The study includes also some interviews directed to teachers who answered questions on the teaching methods they employed with regard to traditional teaching or techniques aimed at developing child critical thinking. We made observations in science and social classes so as to observe teaching of different subjects and the influence of these subjects on the way teachers dealt with those subjects and the perception of pupils on those subjects.

5. Results

The results of the performed observation are as follows: with regard to the teachers' convictions, we may say that they have an impact on their perception and judgment on the children intelligence as well as on their efficiency as teachers. Teachers who were confident in their skills always managed to integrate pupils in their teaching class by employing various techniques that stimulated collaboration and offered various alternatives to problem solution. Teachers who employed traditional methods considered themselves less skilled and were always afraid of failing to manage the class and to get the pupils absorb the information. Teaching with these teachers was static and directed toward prejudice and stereotyping of various situations. The most important thing for such teachers was to stimulate individual work and competition.

With regard to the students' scores, those who were taught by teachers who motivated them in searching new ideas, who encouraged them to collaborate and confront their ideas, were able to argue in a more correct way as far as problem solution was concerned and were more creative and more confident in their ideas.

High confidence in their efficiency led to constructive teaching, motivation of pupils to challenge the others' ideas and processes-oriented vision.

Low confidence of teachers in their efficiency led to the selection of a traditional teaching style, static vision and situation stereotyping. In this case pupils were treated like beings to be filled with information and nothing more.

The most important thing for this study is the fact that almost more than half of these teachers (from 16 teachers), although pretended to encourage critical thinking, not always managed to put it into practice. Such teachers followed a traditional teaching method, which didn't encourage collaboration and acquisition of a variety of ideas.

6. Conclusion

The observation performed in elementary school classes made us arrive at undesirable conclusions with regard to the development of child thinking. In Albanian schools, much is preached on various programs of teaching development and standard implementation; however there are teachers with static teaching visions who still apply the traditional methods and fail to develop thinking processes and to enable pupils create their own ideas by depriving them from developing their own experiences. What these teachers should understand is precisely the importance of a constructive teaching style in motivating students to think critically. These teachers must understand that development of personal creativity in children
and how they perceive themselves as human beings with ideas to be expressed freely is very important. Exploring the surrounding world helps children be more confident, more independent and more active in the class. A traditional teaching style makes pupils passive, influenced by teachers' judgment. Therefore we should encourage students to be more reflective, to argue, to make good questions and be able to accurately discover the surrounding environment. This is the special importance of critical thinking.

References

L. S. Vygotskij, (1991), Pensiero e linguaggio, Laterza, Bari
Lost in Translation. Translating the Latin Words of the Pirandello’s Novels

Prof. As. Dr. Mirela Papa
Docente di Traduzione e Interpretariato, Università di Tirana
papamirela@yahoo.com

Dr. Leonard Xhamani
Docente di Latino, Università di Tirana
leonardxhemani@hotmail.com

Abstract

The translator is an interlinguistic and intercultural mediator. In the process of translation he is like a bridge between two groups of people who don’t share the same linguistic and cultural code and as a result they use the translator in order to communicate between them. Nowadays it is a fact in the theory of communication that in every kind of communication there is loss during the process. With loss we mean that element of the message that is not conveyable. We encounter this loss even in translation. With loss, in the process of translation, we mean that element of translation, which the translator after planning his translation strategy, decides not to translate it because it is very difficult or even impossible to be translated. In this paper we will study the Latin words that the Italian writer Luigi Pirandello uses in that the Italian writer Luigi Pirandello use in his novels. The target of this analysis will be the strategy that the Albanian translators have used in order to provide these textual segments in the novels translated in the Albanian language. Taking into consideration that the Albanian and Italian language differ a lot among them we will notices that during the translation process we will encounter inevitable loss.

Keywords: fiction, Latin words, loss, prose, translation.

1. Introduzione allo Studio

La lingua di Pirandello sembra una lingua facile che non pone alcun problema per i traduttori. Essendo contro i dettami della stilistica dell’epoca Pirandello elabora una lingua che assomiglia assai alla lingua parlata. Eppure anche in questa lingua apparentemente così semplice il traduttore si imbatte in difficoltà e deve elaborare delle strategie per poterle superare.

In questo studio prenderemo in analisi i latinismi usati dallo scrittore italiano Luigi Pirandello nei suoi romanzi. Oggetto di analisi sarà la strategia seguita da parte dei traduttori albanesi per dare questi segmenti testuali nei romanzi tradotti in albanese.

Il corpus dello studio viene costituito pertanto da:
2001, Uno, nessuno e centomila (Një, asnjë dhe njëqind mijë), traduttore Zija Vukaj, Tirana: Elite.
2002, Uno, nessuno e centomila (Një, asnjë dhe njëqind mijë), traduttore Dritan Çela, Elbasan: Sejko.
2003, Il fu Mattia Pascal (I ndjeri Matia Paskal), traduttrice Violanda Canko, Tirana: Elena Gjika.

2. Perdite nella Traduzione

Tradurre vuole dire capire il sistema interno di una lingua e la struttura di un testo dato in quella lingua, e costruire un doppio del sistema testuale che, sotto una certa descrizione, possa produrre effetti analoghi nel lettore, sia sul piano semantico e sintattico che su quello stilistico, metrico, fonosimbolico, e quanto agli effetti passionali a cui il testo fonte tendeva. “Sotto una certa descrizione” significa che ogni traduzione presenta dei margini di infedeltà rispetto a un nucleo di presunta fedeltà, ma la decisione circa la posizione del nucleo e l’ampiezza dei margini dipende dai fini che si pone il traduttore (Eco, 2003: 16-17). Dunque tocca al traduttore esaminare i vari piani costituenti un’opera letteraria e determinare quali saranno i piani da trasportare nella lingua d’arrivo ed il grado di trasposizione. Naturalmente sarà compito arduo per il traduttore cercare di dare tutti i piani, perciò ci saranno degli elementi che si trasformeranno nella LA e ci saranno altri elementi che andranno persi nell’impossibilità di essere dati. Come sostiene G. Mounin, la teoria deve
prendere atto che effettivamente la traduzione non è sempre del tutto possibile.


3. I Latinismi nei Romanzi di Pirandello

«Oltre che in forma dell’elemento latino autoctono, il latino è presente nelle lingue da esso discendenti anche in un altro modo, o in un’unaltra forma: esso, cioè, anche nei secoli posteriori all’Alto Medioevo (...) rappresenta una delle fonti più importanti di tutte. (Tekavcic citato da Navarro Blanco, 1990: 66)» Le lingue romanze si sono sviluppate, come si sa, a partire dal latino parlato e si sono evolute fino ad essere lingue distinte rispetto al latino. Riescono comunque a mantenere un contatto diretto non solo nella prima epoca della loro vita, ma anche più tardi quando l’esistenza di queste lingue era innegabile ormai. «I contatti delle lingue romanze nascenti e del latino non si arrestano a questa prima fase: durante tutto il periodo di vita delle lingue neolatine, fino ai nostri giorni, i vocaboli esprimenti concetti astratti, scientifici, filosofi, artistici ecc. vengono presi dal latino o formati con elementi latini... (Navarro Blanco, 1990: 67)»

Nella lingua italiana i prestiti provenienti direttamente dal latino si conoscono con il nome «termini colti», anche se si possono chiamare anche latinismi. Si distinguono dall’altra parte del lessico autoctono da una serie di criteri fonetici e semantic. Indipendentemente da queste differenze, le voci colte (o dotte) fanno parte del lessico italiano esattamente come le voci «popolari».

Ritornando al Pirandello, bisogna dire che i latinismi costituiscono un elemento essenziale del suo lessico, come succedeva del resto anche negli altri scrittori come Carducci, D’Annunzio e Pascoli. Lo studio e poi dopo l’influenza della lingua e della letteratura latina ha influenzato molto lo stile e la lingua di Luigi Pirandello, che sembra sempre permeata da vari e numerosi cultismi (Papa & Xhamani, 2013: 237). In Pirandello si distinguono latinismi integrati in italiano (cioè italianizzati, adattati alla struttura fono-morfologica delle parole italiane) i quali conservano la qualità dei cultismi indicati spesso come termini letterari e poetici, e latinismi non integrati (mantenendo inalterata la loro forma di voci latine) che l’autore li usa come espressioni lessicalizzate nella lingua e in alcuni altri casi come litania non senza un pizzico di ironia e critica. (Navarro Blanco, 1990: 68)

3.1 Esempi tratti dal romanzo Il fu Mattia Pascal.

3.1.1 Latinismi non integrati

- (sīt venia verbo)
  - Si omette nella traduzione. (RAMJA, V, 42)
  - Si riproduce letteralmente nel testo tradotto. (CANKO, V, 40)
- Mea mihi conscientia pluris est quam hominum sermo.
  - Si riproduce letteralmente nel testo tradotto (RAMJA, IX, 101)
  - Si riproduce letteralmente nel testo tradotto (CANKO, IX, 95)
- In questo caso, - gli feci osservare, - mi sembra che più di tutti, scusa, dovrei risentirmi io, che vedrò d’ora innanzi la mia bella quondam metà convivere maritalmente con te.
  - Më falni, por më duket, se në këtë rast, më tepër se të gjithë e ndjej unë që do të shoh këtej e tutje bashkëshorten time quondam e të bukur të bashkëjetojë me ty. (glossa extratestuale) të dikurshme. (RAMJA, XVIII, 235)
  - Në këtë rast, - i tërheq vëmendjen unë, - më fal, po më duket se jam unë për të qarë hallin, unë që këtej e tutje do ta shoh gjysmën time bukuroshe të bashkëjetojë me ty. (CANKO, XVIII, 222)
- Vale, diletto amico, vale! (Una formula di saluto in latino)
  - Ja vlen, mik i zgjedhur ja vlen. (RAMJA, VII, 80)
  - la vlen, i dashur mik, ia vlen! (CANKO, VII, 76)
Per quanto riguarda la strategia traduttiva per i segmenti testuali in latino, predomina la strategia della ripetizione, seguita da quella dell'omissione intera del termine e la spiegazione con una glossa extratestuale.

### 3.1.2 Latinismi integrati

- **E io? che potevo far io?** *Denunziarlo?*
  - Po unë? Çfarë mund të bëja? *Ta kallëzoja në policì?* (RAMJA, XV, 186)
  - Po unë? C’mund të bëj unë? *Ta akuzoj?* (CANKO, XV, 175)
  - È vero che due di essi mi *s’avventarono* contro anche coi coltelli.
  - Dy nga ata *m’u vërtitën* me thika në dorë. (RAMJA, XI, 123)
  - Vërtet që dy syresh *m’u vërsulën* edhe me thika. (CANKO, XI, 117)
- **E dunque, doveva ella credere che fosse generosità da parte mia, sacrificio per amor di lei?**
  - A duhet të besonte ajo, se kjo ishte zemërgjerësi e imja, *sakrificë* për dashurinë e saj? (RAMJA, XVI, 196)
  - E kështu ajo do të pandehet se ishte një qëndrim bujar nga ana ime, një *sakrificë* që e bëja për hir të dashurisë për të? (CANKO, XVI, 185)
- **Io ora vivo in pace, insieme con la mia vecchia zia Scolastica, che mi ha voluto offrir ricetto in casa sua.**
  - Unë tani jetoj në qetësi, bashkë me hallë Skolastikën, e cila më *ka strehuar* në shtëpinë e saj. (RAMJA, XVIII, 239)
  - Tani jetoj në paqe me teton time të moshuar Skolastika, që deshi e më *strehoi* në shtëpisë e saj. (CANKO, XVIII, 227)
- **Una magnifica parrucca fulva, riccioluta, e - su la parrucca - un ampio fazzoletto di seta cilestrina, anzi uno scialle, annodato artisticamente sotto il mento.**
  - Një paruke madhështore *kuqalashe*, me kaçurrela dhe mbi paruke kishte një shami mëndafshi të kaltëremë, bile kishte edhe një shall të lidhur bukur në gushë. (RAMJA, XVI, 201)
  - Një parrukë *kuqalashe*, kaçurrese dhe, mbi parrukë – një shami e madhe mëndafshi, e kaltëreme, madje më mirë të themi, një shall, i lidhur mjeshtërisht në gushë. (CANKO, XVI, 189)
- **«I doni del Lama?» domandai a me stesso, cogitabondo. «Che saranno?»**
  - Dhuratat e Lamës? – pyeta veten duke mbyllur sytë i *menduar*. Ç’të kenë qenë vallë? (RAMJA, VII, 73)
  - Dhuratat e Lamës? – pyeta vehten duke mbyllur sytë i *menduar*. Çfarë do të jenë? (CANKO, VII, 69)
- **A MONSIGNOR BOCCAMAZZA MUNIFICENTISSIMO DONATORE IN PERENNE ATTESTATO DI GRATITUDINE I CONCITTADINI QUESTA LAPIDE POSERO**
  - MONSINJOR BOKAMACËS DHURUES SHUMË BUJAR SI DËSHMI E PËRHERSHME MIRËNJOHJEJE BASHKËQYTETARËT I VUNË KËTË KUJTIM. (RAMJA, V, 46)
  - KUSHTUAR MONSIGNOR BOKAMACËS QË I LA LIBRAT TRASHËGIM BASHKISË NË SHENJË MIRËNJOHJEJE TË PËRJETSHME KËTË LAPIDAR I NGREJNË BASHKËQYTETARËT (CANKO, V, 44)
- **Improvvisamente, mi vidi in una condizione assai speciosa.**
  - Papritmas e pashë veten në një gjendje mjaft të *veçantë*. (RAMJA, X, 114)
  - Papritur e pakujtuar e ndiej veten në një gjendje tepër të paqartë. (CANKO, X, 107)
- **Ecco: essa, per esempio, voleva dire starmene lì, di sera, affacciato a una finestra, a guardare il fiume che fluiva nero e *silente* tra gli argini nuovi e sotto i ponti che vi riflettevano i lumi dei loro fanali, tremolanti come serpelli di fuoco;**
  - Ja! Për shembull, ajo donte të më thoshte që të qëndroja aty në mbrënje, në dritare duke shikuar lumin, që
ridhete i zi e i heshtur, mes pritave të reja dhe urave, që pasqyronin dritat e fenerëve të tyre, të dridheshin si gjarpërinj të zjarritë. (RAMJA, XI, 120)

- Dhe ja: liria, që gëzoja, për shembull, më pëshpëriste në vesh të mos guxoja e të nxirrja kokën jashtë mbërëmeve e të rija urtë, pëshhentur pas xhamit të dritares, për të kundruar lumin, i cili ridhite i zi dhe i heshtur përmes pendave të sapongnitura dhe nën urat, duke pasqyruar dritën e fenerëve të tyre, drithëruese si ca gjarpërinj të zjarritë; (CANKO, XI, 114)

- Con undicimila lire avrei potuto rimetter la pace in casa e far rinascere l'amore già iniquamente ucciso in sul nascere dalla vedova Pescatore?

- Me njëmbëdhjetë mijë lira do të kisha mundur të vendosja qësitësinë në shtëpi dhe të bëja të riindë dashurinë e vrarë padrjetësisht nga vejusha Peskatore? (RAMJA, VI, 67)

- Me njëmbëdhjetë mijë lire aveti potuto rimetter la pace in casa e far rinascere l'amore già iniquamente ucciso in sul nascere dalla vedova Pescatore?

Questi latinismi sono parole che si usano nello stile letterario, dunque appartengono ad un registro particolare. Come dice Bruno Osimo (2007: 48-49): «Analizzando la lingua di un testo si notano casi di marcatezze lessicali, cioè quando un termine che appartiene ad un registro particolare viene inserito in un contesto ad esso estraneo. Nella traduzione si dovrebbe cercare di riprodurre le marcatezze lessicali» Si nota invece, che nella traduzione sono stati usati equivalenti, che non appartengono esclusivamente allo stile letterario. Abbiamo a che fare con una perdita inevitabile del processo della traduzione. Qualsiasi lingua ha le sue peculiarità dell'origine e dell'evoluzione, intrecciate dalle particolarità culturali di ogni nazione. Impossibile che venga creato lo stesso effetto che ha voluto creare l'autore della lingua originale del romanzo, perché l'italiano e l'albanese non condividono lo stesso contesto storico di evoluzione.

3.2 Esempi tratti dal romanzo Uno, nessuno e centomila.

In questo romanzo si nota la presenza di latinismi integrati.

- Mi volevano proprio interdire, denunziandomi come alterato di mente. Dida le aveva annunziato che già erano state raccolte e ordinate tutte le prove, da Firbo, da Quantorzo, da suo padre e da lei stessa, per dimostrare la mia lampante alterazione mentale.

- Donin pikërisht të më hiqnin të drejtën e profesionit, duke më paditur si të lajthitur nga trutë. Dida i kishte thënë që tashmë ishin mbledhur dhe porositur të gjitha provat, nga Firboja, nga Kuantorci, nga i ati e nga ajo vetë, për të treguar çrregullimin tim të qartë mendor. ( ÇELA, Libri i shatë, IV, 152)

- Donin të më hiqnin të drejtën, duke më denoncur si të luajtur mendsh. Dida e kishte lajmëruar se tashmë ishin mbledhur dhe sistemuar të gjitha provat, nga Firboja, nga Kuantorci, nga i ati e nga ajo vetë, për të treguar çrregullimin tim të qartë mendor. (VUKAJ, Libri i shtatë, IV, 171)

- [...] plot gjëra të tjera më kishin qenë bërë, dhënë prej të tjera, për të cilët në të vërtetë unë nuk kisha menduar, kurrë nuk u kisha dëshironin e çuditshëm, armike, me të cilin më vështronin. (CEL, Libri i tretë, II, 50)

- [...] plot gjëra të tjera më kishin qenë bërë, dhënë prej të tjera, për të cilët në të vërtetë unë nuk kisha menduar, s'kisha dhënë kurrë përpyt imin e çuditshëm, armik, me të cilin më vështronin tani. (VUKAJ, Libri i tretë, II, 68)

- Ricostruise, ricostruise, bestiolina pervice.

- Rindërtón, rindërtón, kafshëza kokëfortë. (ÇELA, Libri i dytë, XI, 48)

- Rindërtón, rindërtón, kafshëze kokëfortë. (VUKAJ, Libri i dytë, XI, 56)

- Bisognava però, perché questa confessione non fosse pericolosa, che io dimostrassi nello stesso tempo così viva e urgente per la mia anima la necessità d'un eroico ravvedimento, da ridare a lui l'animo e la forza di chiedere agli altri il sacrifizio dei propri interessi.

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• Mirëpo, që ky rrëfim të mos qe i rrezikshëm, duhej që, në të njëjtën kohë, të tregojë nevojën aq të gjallë e të menjëhershme në shpirtin tim të një pendese historike, këdo do t’i jepje atij zemër dhe forcën t’u kërkonte të tjerëve 
  
  • Por duhej, në mënyrë që ky rrëfim të mos ishte i rrezikshëm, që unë të tregojë në të njëjtën kohë kaq të gjallë e urgjente për shpirtin tim, nevojën e një pendimi heroik, për t’i rihënë atij zemrën dhe forcën që t’u kërkonte të tjerëve 

➢ E rideva, rideva con un 
  
 ➢ Dhe qeshte, qeshte me një 

➢ Dhe qeshte, qeshte me një 

➢ E rideva, rideva con un 

➢ Dhe qeshte, qeshte me një 

➢ E rideva, rideva con un 

➢ Tanti erano pronti a farne testimonianza 

➢ Shumë njerëz ishin të dëshmonin për këtë; 

➢ Shumë njerëz ishin të dëshmonin për këtë; 

➢ Tanti erano pronti a farne testimonianza 

➢ A Richieri si era avvezzi al fasto, alle maniere gioconde e cordiali, alla copiosa 

➢ Anche in questo romanzo come in quello precedente i latinismi usati da Pirandello sono parole che appartengono allo stile letterario. Si nota che nella traduzione sono stati usati equivalenti, che appartengono all’uso comune della lingua, perciò il lettore della traduzione non coglie questo tratto distintivo della lingua di Pirandello. 

3.3 Esempi tratti dal romanzo L’Esclusa. 

3.3.1 Latinismi non integrati 

➢ NIHIL – MIHI – CONSCIO 

➢ Ora pro nobis. 

➢ E al capezzale 

➢ Dhe në krye të shtratit 

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3-ECCE HOMO latinisht – [Ja njeriu] shqiptuar nga Pilati

- Pompeo Emanuele Mormoni lo chiamava l'istrice e, da imperatore romano, lo avrebbe condannato ad purgationem cloacarum.
- Pompeo Emanuele Mormoni e quante «iriqi» dhe nga perandori romak do të ishte dënuar ad purgationem cloacarum. (Pjesa e dytë, Kapitulli i shtatë, 128)

7- AD PURGATIONEM CLOACARUM lat. – me pastrim gjirizesh.

Per quanto riguarda la strategia traduttiva, si può dire che il traduttore ha seguito la strategia della ripetizione per i segmenti in latino che appaiono in frasi indipendenti. Mentre per le espressioni intercalate all'interno delle frasi, oltre alla ripetizione, viene aggiunta anche una glossa extratestuale che si trova in un piccolo vocabolario alla fine del libro in cui si da il significato del segmento testuale.

3.3.2 Latinismi integrati

- Potrei entrare, anche adesso; farmi annunziare, vederla e parlarle.
- Mund të hyja edhe tani, ta lajmëroja, ta shihja e t'i flisja. (Pjesa e parë, Kapitulli i tretë, 29)
- In mezzo al bujo androne, l'Ajala, con le mani intrecciate dietro la nuca, le braccia strette intorno alla testa, s'era messo a guardare la grande porta a vetri, in fondo, cieca nel blando chiaror lunare.
- Fatti in fretta i preparativi della partenza, appena in viaggio, aveva provato un subitaneo sollievo quasi insperato, come se le nebbie gli si fossero a un tratto diradate attorno.
- Sapeva, sapeva d'essere inviso a tutti, cominciando dagli stessi suoi figli.
- Befas, duke u lëkundur, duke ulëritur, me krahët e ngritur lart, e tërbuar nga dhimbjet dhe nga frika, vërshoi në atë dhomë Marta gjysmë e zhveshur, flokëshprishur, e ndjekur nga e ëma dhe nga gratë asistente. (Pjesa e parë, Kapitulli i gjashtë, 49)
- ...e lui, che non si sentiva il coraggio di esporle il miserando stato delle cose, s'adoperava in tutti i modi perché, ogni mese, non mancasse almeno il denaro per lei.
- Dhe ai, që nuk gjente kurajën t'i paraqiste gjendjen e vajtueshme të vajtueshme, orvatej me të gjitha mënyrat që çdo muaj, të paktën asaj, të mos i mungonin paratë. (Pjesa e parë, Kapitulli i dhjetë, 76)
- Improvvisamente, barcollando, urlando, con le braccia levate, furibonda dagli spasimi e dalla paura, irruppe in quella stanza Marta, discinta, scarmigliata, inseguita dalla madre e dalle donne assistenti.
- Befas, duke u lëkundur, duke ulëritur, me krahët e ngritur lart, e tërbuar nga dhimbjet dhe nga frika, vërshoi në atë dhomë Marta gjysmë e zhveshur, flokëshprishur, e ndjekur nga e ëma dhe nga gratë asistente. (Pjesa e parë, Kapitulli i gjashtë, 49)
- ...e lui, che non si sentiva il coraggio di esporle il miserando stato delle cose, s'adoperava in tutti i modi perché, ogni mese, non mancasse almeno il denaro per lei.
- Dhe ai, që nuk gjente kurajën t'i paraqiste gjendjen e vajtueshme të vajtueshme, orvatej me të gjitha mënyrat që çdo muaj, të paktën asaj, të mos i mungonin paratë. (Pjesa e parë, Kapitulli i shtatë, 58)
- Che dici? - domandò con viva ansia i biri, cucendo vie più su lei.
- Çfarë thua? – pyeti me një ankth të forto të biri, duke u përkultur edhe më shumë mbi të. (Pjesa e dytë, Kapitulli i pesëmbëdhjetë, 208)
- Në luno nè l'altro potevano seriamente ingelosirsi del Falcone, il quale faceva loro finançe pietà, via!
- As njëri, as tjetri nuk mund të ishin vënët xholozë për Falconen, të cilin madje e mëshironin, dhe kaq! (Pjesa e dytë, Kapitulli i dytë, 131)

Questi latinismi come abbiamo già detto si usano nello stile letterario. Si nota che nella traduzione a volte sono state usate parole dello stile letterario albanese (i vajtueshëm, madje ecc.), mentre in altri casi sono stati usati (come succede anche per gli altri romanzi) equivalenti del linguaggio comune.
4. Conclusioni

Per concludere possiamo dire che tradurre è un lavoro molto difficile anche in quei casi in cui apparentemente non sussistono difficoltà. Nel nostro studio abbiamo visto come la lingua di Pirandello, apparentemente facile, induce il traduttore in difficoltà e richiede che elabori la sua strategia traduttiva. Trovandosi di fronte ai latinismi usati da Pirandello i traduttori hanno elaborato quasi quasi la stessa strategia: ripetizione per i latinismi non integrati dando nella maggior parte dei casi il loro significato con delle glosse extratextuali; e, traduzione nella lingua albanese per i latinismi integrati optando a conservare, però, soltanto il piano semantico della traduzione tralasciando quello stilistico, poiché gli equivalenti usati nella maggior parte dei casi sono termini di uso comune e non appartengono alla lingua letteraria o dotta. Questa peculiarità della lingua di Pirandello, queste marcattezze del suo linguaggio non vengono date nella lingua albanese dando luogo così a quelle che chiamiamo perdite irrecuperabili in una traduzione.

References

Fonti Primarie


Fonti Secondarie

Changes in the School Curriculum in Albania

Dr. Shqipe Haxhihyseni

Universiteti “Aleksandër Moisiu” Durrës
shqipeshtyl@yahoo.com

Abstract

The organizing of schools, college and more further education has been associated with the ideas of the same sets of courses which the educational institution offers, called: the school curriculum. The curriculum can also be considered as the interaction of teachers, students and knowledge. In other words, curriculum is what actually happens in the classroom between the participants preparing or/and evaluating. In Albania’s schools, the curriculum changes very often and almost every year in the two last decades, something new is added, but soon it will be fundamentally reformulated, the biggest change being the making of the primary school 6 years and what should be middle school, 3 years, unlike now where the system is based on a 5 + 4 years of pre high-school education. But will this change improve the quality of teaching? Should there be made any changes at all? To achieve these goals on the Albanian education, the National Pre-University Education Strategy describes the way that this change would improve the system. Solutions consist in reviewing and studying the changes the system itself has made and if it has brought to better results, as the changing of the syllabus and school texts. Is the Albanian School prepared for this change?

Keywords: Curriculum Framework, Albanian Education, Schools Improvement, Implementation of curriculum

1. Introduction

In the draft curriculum framework prepared by the IED (Institute of Education Development), the need for reform of curriculum development is seen in the wake of the changes that constantly occur in regional and global level, and as a result of these changes have been reviewed and educational policies that consist in:

- Development of an education-oriented human and moral values
- Taking into account the diverse interests of students
- The continued growth of information
- Communication of the peaceful and successful in a multicultural society
- Improvement of vocational training in order to facilitate the employment and advancement.

Development of basic skills that facilitate adaptation of youth with the changing demands of society are the basis of this new curriculum, aiming at taking responsibility, problem solving and contemporary standards. (izha.edu.al)

Albanian schools comes from a totalitarian system and complete centralization and the need for change is certainly time requirement, but should not be forgotten that these changes will occur precisely on this basis. How committed is our schools for these changes? It is this question which will answer this research and trying to give a detailed overview of the curriculum in general, the situation of Albanian schools as teacher's knowledge on innovations in education.

Should the Albanian educational system change in order to adapt to the technological and social development. The change on the curriculum in Albania will be a result of changes but these, the quality conditions include: infrastructure schools, the teachers preparation, traditional mentality etc., in the current educational which system is, might not allow the successful implementation of the new curriculum. What might be some of the obstacles to this? By analyzing the theoretical aspects on the issue and drawing on the views of teachers could be reached at a conclusion regarding the full implementation of the school curriculum series of Albania.

2. What is a Curriculum?

Usually planned curriculum, it's presented in a formal written document focuses on the goals, objectives, content and organization of teaching and unplanned informal curriculum has to do with psychological mutual action between students and teachers especially with feelings, attitudes and behaviors them. (Orstein, Hunkins, 2003:20)

Through the curriculum, school culture affects people whom it serves, but similarly, cultures influence and shape the school and its curriculum. Through learning the curriculum, schools can change society, while society and can form school and its curriculum, therefore under development, curriculum development and implementation of significant
impacts is taken into account the nature and consequences of social and educational purposes.

3. Historical Basis of the Curriculum

Bob’s scholar book in 1918 (Orstein & Hunkins, 2003) can be called the field of curriculum strands. In this edition became the epicenter of curriculum knowledge. If you make a presentation to the school curriculum (U.S.) can be said that in the years 1642-1776 was reading the most important subject, followed by writing and penmanship. Should also be noted that in this period the schools adhere to strict principles of theology. In the 1800’s, schools began to give importance to arithmetic and catechism and over recent school curricula constantly expanded, including grammar, geography, etc.

If we speak Albanian school history course that has leaked otherwise. Creating the first Albanian school in 1887, certainly dates back much later than the opening of schools in many countries and has been though to be models that can be followed. History of Albania conditioned in some way and Albanian school curriculum. The influence of the Italian school in 1924-1944 period, and after the liberation of the Russian school impact was significant as the organization of learning, as well as the methodology followed. The years since 1990 have been for the school year in which the Albanian school is trying to adjust to developments in world education. Many educational reforms in recent years clearly show this.

4. The Planning and Development of the Curriculum

Education goals are usually expressed at different levels. Targets are declarations of intent with a result in mind. According Suvellit goals give the response to this question: What destination have in mind for students, in terms of a curriculum or a particular subject? So, when it comes to curriculum goals, should be taken into account students’ desired outcomes as a result of curriculum development. Analysis of school goals helps us to determine the limits of its entire curriculum. Objectives derive from goals, and as such they provide teachers and decision-makers a clear curriculum, which should be student achievement by developing a subject or a particular educational program.

What should be included in the teaching? How to apply? How to organize? There are specialists who deal with curriculum knowledge, content, teaching experiences and learning. In selecting content uploaded groups use alternative curriculum planning that affected their philosophical outlooks. Content to be solved is very broad, and while they have to find the meaning of what is available and choose one that will enable students to learn more, regardless of the curriculum to be implemented.

Content is not just the information that is taught in school. It should include data related to students' interests and organized in such a way that they find useful information and deep understanding. When choosing curriculum content, the planner must be careful to treat all content aspects of cognitive, social and psychological as individual students.

5. Implementation of the Curriculum

People who wish to implement the new curriculum is needed to understand the nature of the change being considered. What will include school program?

These are two questions that people ask about innovations. People want to know the purpose of the cloud and how it will be accomplished. In most cases the idea is to remember the KISS theory (keep it short and simple)

To accept the new people must perceive the quality, value and practicality of it.

Collection of data that allow planners and implementers of program decisions, made in different ways. In the pilot phase of implementation, can be used different tests, as prepared by business and by teachers to provide data showing how students interact with the new curriculum pilot. Can organize information sessions with teachers, as well as footage of various events that can be analyzed when developing new programs.

Including needs analysis in the overall planning and implementation of curriculum means that can be seen as things are going well.

However, the curriculum determine the content of what students will learn and how to learn and will certainly affects the education of students. The knowledge that they are receiving valuable and suitable for life? How necessary are these insights? Is it important knowledge (knowledge in vetevte) or and how to proceed? We are all aware that the way of education and what we learn in school success leaves clues at each of us in life. What is required today is not just school knowledge acquisition but also the creation of social skills and adapt to the rapid development of information technology. If the content of the curriculum addresses all aspects of cognitive, social and psychological as individual learners, the official curriculum and it's hidden or unwritten would be serving the general curriculum goals and long-
service education students.

6. Aims of the New Curriculum in Albania

"Pre-university education system aims at the formation of each individual core competencies" (the framework curricula). Group core competences is a very important concept in designing curricula. For the value and impact, competence is the key point, which is posjell innovates and real life education in school.

Article 13 (Law 69/2012 mash.gov.al)-law for university education) states that: "The activity of the institutions of the education system aims to every student, as a citizen of a democratic society, be equipped with the skills for lifelong learning and possess powers 7 curriculum areas involved in curricular framework, namely the school focuses on creating "long habit of learning."

Construction of key competencies (first, writing, reading and computation) in this age group is decisive for the further progress of each child and is influenced not only by the characteristics of psychological development, but also by factors with strong pedagogical impact, shaped by efforts to better adapt to the new school, social, economic and technological. However, the curriculum based in current structure, where the primary cycle lasts five years, starting early enough doses of abstract thinking, than students in general can,. [Source: http://www.izha.edu.al], have made the change from 5 to 6 +3 +4, being so close to the psychological characteristics of students.

Learning standards are organized into several main lines in accordance with levels of education, school to provide important elements for the development of education. To assess the quality of education and to judge the development of children in the relevant field. [Albanian language and literature, foreign languages, natural sciences (biology, physics, chemistry, geography) social science, education, entrepreneurship, arts (visual arts, dance, theater, music), physical education and sports technology]

7. Need for Curriculum Changes

With the accession of Albania in the period of rapid change and where each new change triggers a whole chain of events, Blizzard is doing this and most other important. Change of society, advances in science, communications, transportation and the world affect the quality of life and global consequences.

Teachers, curriculum specialists, especially, should reduce educational backwardness and school planning for the new century, do not use the same ways that were appropriate to 20 years ago, ie to avoid the typical lag that exists between schools and society. The fact of rapid change and the need for planning for the next school today we bring before us such questions: - What policies governing society today? What should be our educational goals at the global level? What 'role will play schools in today's time? As schools reduce the gap between the poor and rich? As schools prepare students for the world of tomorrow?

It is precisely these social changes that have çuar successive changes in the school curriculum. Often it seems as if no reform over another begins. Of course such changes requires time, but the change of curriculum should be such that students achieve long-term results, while many former students are already hard to find themselves in the labor market, as we have begun to change not the lower levels (preschool and primary cycle), but higher levels (master and doctorate).

8. Evaluation of the Curriculum Framework

In Article 6 of the Draft Law on University Education determined that "the activities of the institutions of university education system, is the primary interest of students." In this regard the transition from 4 to 5 + 6 + 3 aims to decrease the load pupils and students achieve standards comparable to most other European educational systems. In the framework curricula are provided: principles, general aims of the curriculum, cross key skills, areas of learning, cross-cutting themes, principles of teaching / learning and assessment. The unification designed to ensure that primary and lower secondary curriculum aimed at boosting this capability to understand and implement written information in everyday life, at home, at work and in the community. (Rev. Ped, 2011)

Manner of submission of curriculum gives a clear indication of the school's goals, as adjusted to school time and that aims to prepare the citizens of tomorrow, but the school is preparing for the implementation of the curriculum?

9. The Albanians Educational System Readiness for the New Curriculum

Those who dislike the subject centered models may pay less attention to the learning environment. To no matter where
learning happens, but now our school aims at teaching over the student run, and it certainly requires enough space (classrooms, gyms, labs, canteens, etc.) and appropriate tools (banks, chairs, etc.). Learning environments to help students in acquiring the knowledge targeted to activities intended to encourage and allow students a depth and variety of activities that facilitate learning and can be said that the majority of Albanian schools do not meet these criteria (starting that the number of students per classroom, spaces for artistic activities, sports targeted by so many new curricula)

The school as an institution of education organized people, up from society, not only for the present but for the future, even anticipating changes that bring development. To us is doing much about it, but from my experience I can say that school traditional teaching is satisfactory and teachers still have somewhat hard to give it up. Perhaps the transition from the source authority, the leader of organizational learning and the learning facilitator is difficult. The new curriculum requires exactly this kind of teaching where the teacher and a teacher to educate the students to lifelong learning.

Teachers and students are the main actors in the implementation of the curriculum. Çëmendojnë teachers? How prepared they feel about these changes?

To see what were the opinions of teachers about the new curriculum and their knowledge of, a survey was conducted with 25 teachers from schools in Elbasan. Teachers were selected at random. Of these 40% were teaching in primary education, 40% in arsimine lower secondary and 20% in secondary education. Teachers surveyed had more than 5 years experience in the cycle where teaching.

The processing of the data shows that: 84% of teachers say that there is never required thinking about the design of the curriculum, and 80% think that the new curriculum is not appropriate for school implemented in Albania, it the fact that conditions are inadequate schools, children may have difficulty in adapting to this new system of education, the number of students in classrooms and school facilities do not allow such a thing, elementary teachers can not afford can teach up to grade 6, because of the lack of adequate preparation. Many of them felt that this change can bring and reduce jobs.

Since the new curriculum subject integration is seen as a priority the development of learning, one of the questions was precisely the willingness of teachers to work with integrated subject. In this question 50% of teachers say that they can not realize an integrated teaching. 96% of teachers agree that in terms of implementation of the new curriculum teachers must have intensive training in order to be clear as to what needs to change, to përvertësuar new practices to implement them successfully.

As evident from the data of surveys conducted, teachers do not see themselves prepared to welcome these changes and work to be done in this direction should be the part of the institutions responsible for the training and qualification of teachers, so that the new curriculum will not remain on paper, but applies to give the expected results. I think that at this stage of the work to be done by the respective institutions for the training of teachers must be very great.

10. Effects the New Curriculum will have on the Pupils

For Dewey psychology was the basis for understanding how the student interacts with objects and people in the same environment. This process continues throughout life and quality of interaction determines the amount and type of learning. Given that the various stages of psychological development life is different and goes from a lower stage to a higher draft curriculum and the way certainly takes into account these developments. One of the changes in the new curriculum is the primary switching from 5 to 6 +3 +4. This is done by developers of curricula in order to reduce the burden on students. Seen in this aspect should not be forgotten Albanian schools a reality: while the law contains a child should reach the age of 6 should start first grade, in most cases they start school age 7 or 7 and a half years. This can lead to an imbalance of what is written and what is required in school and really a differentiation of students in lower levels of education, differentiation will become increasingly pronounced in the higher grades, leading to consequently reducing quality.

Children today live in a world of open and democratic. They live in a time of information technology walk with breathtaking speed. In this respect we can say that teacher education should be as close to the experiences of children and women of technology.

Changes occurred in Albania have made a difference and social settings. May already be spoken for children of different communities, which until 90 years not “exist”. Albanian family has also undergone major changes. Social classes in these years have changed the differentiation between them have become too big. Children who come from these layers and the need for additional treatments or particular have grown in number in our schools. A curriculum has taken into account these new social development of society? Apparently the curricular framework emphasis was put goals, areas of learning objectives for each area, and little is mentioned comprehensiveness and adaptability. The way we will realize these are unclear.
11. Conclusion: The School as a Factor for Change

Today's society is changing very quickly. To understand social change and how to live with it, namely assistance should be sought from schools, but schools are conservative institutions that normally remain behind the change. Surveys of teachers reinforce this idea. It seems that people are more willing to accept changes than institutional materials. they exhibit resistance to changes in fundamental ideological ideas and difficult to adapt to change the mentality of the time in which they live.

Upon entering our country in the period of rapid change and where new change causes a whole chain of events, the school should be the main institution that not only accept change, but to educate and future citizens, who will face more challenges in life.

One of the problems in drafting the planning and implementation of new curriculum, according to me is the participation of stakeholders in curriculum design. Despite the claims of school democratization, participation of teachers, students, parents curriculum is scarce.

Another problem is the low level of professional competence on the part of teachers of primary education, and not only creates difficulties in successfully implementing the new curriculum.

It's hard to change what usually makes classroom teacher (simple transmission of knowledge previously worked), despite guidelines issued, targeting school or those who write in their diaries. It is important to change its philosophy, concepts about building knowledge and attitudes about science.

School environments often leave much to be desired, we can mention here the minimum conditions: heat and space for each student, are another difficulty in successfully implementing the new curriculum.

Texts overloaded, exhausting tests also negatively affect students in forming contemporary students. Teachers should already be experts in the selection of textbooks and assessment of students, not all based their work on assessment tests.

So, I think that intensive training of teachers in service, and those prepared in universities is currently very important to change the philosophy of teachers directly affects the successful implementation of the curriculum. Additionally, upgrading the physical environment of schools (learning, recreation, sports and support), would support the success of the new curriculum.

References


Special Non-Finite Forms of Latin and Albanian

Dr. Leonard Xhamani
Docente di Latino, Università di Tirana
Email: leonardxhemani@hotmail.com

Abstract

The verbal system of Latin language, just like that of Albanian, apart from the finite forms, is characterized by a number of non-finite forms, which make this system more complete and diverse. In this speech, we will be focused on a special non-finite form of Latin, that of supinum, which has no relevant structure in Albanian. We will see the supinum according to its way of formation and its noun and verb features. The examples that illustrate this non-finite form of Latin will be translated, in order to have a better understanding of the verbal forms of Albanian which correspond to it. An important part in this speech will be occupied by the Albanian non-finite forms, of the type me të ardhur dhe një ardhur, observing not only their way of formation and the function they have, but also how they can be expressed in Latin. However, according to their structural type and grammatical values, these two forms have no relevant ones in Latin, but they can be expressed by some structures including the participle. The method used is that of the approach, a well-known method in Linguistics, which through the comparison of different elements, not only within a language, but also between different languages, permits the analyses and the comparative outlook.

Keywords: Latin and Albanian language, non-finite forms, supinum, me të ardhur and një të ardhur.

1. Introduzione allo Studio

Il sistema verbale della lingua latina, al pari di quello della lingua albanese, oltre alle forme esplicite, viene caratterizzato anche da un numero di forme implicite, con le quali questo sistema diventa più completo e variegato. La lingua latina ha cinque forme implicite che sono: infinitivus, participium, gerundium, gerundivium e supinum. Nelle opere degli scrittori antichi queste forme si usano con frequenza, specialmente l’infinito ed il participio, che vengono contraddistinti da una molteplicità di forme morfologiche e funzioni sintattiche. Ma anche le altre forme non rimangono indietro per quanto riguarda l’uso e le loro caratteristiche. Dall’altra parte, queste forme implicate sono presenti anche nella lingua albanese. Occorre aggiungere che nella nostra lingua tali forme hanno seguito una via tutta loro per quanto riguarda le modalità di costruzione. Dall’antica fase indoeruopea l’albanese ha ereditato solamente il participio passato con significato passivo (Demiraj, 1976: 22). La lingua albanese nel corso della sua evoluzione storica ha creato anche un numero di forme implicate sulla base del participio sostantivato. Alcune di queste forme implicate hanno assunto valori grammaticali che corrispondono in modo generale alle forme implicate della lingua latina. Qui possiamo menzionare l’infinito gegë del tipo me bam, il quale ha assunto i valori grammaticali che corrispondono a quelli dell’infinito latino, anche se questo infinito dell’albanese è rimasto solo a livello dialettale. Nell’albanese standard questa forma non si usa, poiché il suo posto è stato occupato dal modo congiuntivo e dalla forma del tipo për të bërë, denominata anche il secondo infinito; quest’ultimo ha assunto valori grammaticali che corrispondono in parte all’infinito latino ed in parte al supino ed al gerundio; la frase del tipo duke bërë corrisponde in parte all’infinito latino ed in parte al gerundio; la forma del tipo pa bërë dal punto di vista strutturale non ha corrispondenze nella lingua latina, ma una forma simile si esprime con forme diverse, tra le quali possiamo menzionare le costruzioni con sine + ablativo, in casi particolari non + participio, ecc; la forma del tipo me të ardhur e një të ardhur sia dal punto di vista strutturale, sia dal punto di vista dei valori grammaticali, non ha corrispondenze, ma questa forma si può esprimere con altre costruzioni tra cui il participio.

In questo studio ci concentreremo sulle forme implicate particolari delle due lingue: il supino del latino e le forme implicite del tipo me të ardhur e një të ardhur dell’albanese. Il supino latino verrà analizzato nella modalità di costruzione, nelle sue caratteristiche verbali e sostantivali e troveremo inoltre anche la forma dell’albanese alla quale corrisponde. Gli esempi illustrativi per questa forma implicita verranno tradotti in albanese, per capire meglio quali sono le forme verbali corrispondenti nella nostra lingua. Per quanto riguarda le forme implicite dell’albanese del tipo me të ardhur e një të ardhur occorre dire che verranno trattate dal punto di vista della costruzione e delle funzioni che hanno, vedremo inoltre come si possono esprimere queste forme nella lingua latina.
2. **Il Supino della Lingua Latina**

Nel gruppo delle forme implicite che combinano caratteristiche verbali e nominali, oltre all’infinito ed il gerundio, si include anche il supino. Il supino è un sostantivo verbale d’azione della quarta declinazione, del genere maschile che si usa solo nel caso accusativo e ablativo del numero singolare e ha le terminazioni –um ed –u. Fa parte del paradigma del verbo e serve per formare il participio passato passivo, il participio futuro attivo e l’infinito del futuro passivo dei verbi (per la modalità di costruzione del participio e dell’infinito si veda la tesi del dottorato di ricerca: Xhemani L., *Format e pashtjelluara të latinishtes dhe të shqipes* (Vështrim krahasues). Nella lingua latina, entrambe le forme hanno un uso molto limitato e possono essere sostituite sempre con altre costruzioni. Il supino può essere, come è stato detto, di due forme: attivo e passivo. (La vecchia denominazione del supino attivo o passivo, ci sembra giusto, poiché il valore attivo e passivo è una caratteristica non solo dei verbi, ma anche degli aggettivi. Si noti che il supino attivo regge un complemento soggetto anche quando si collega a iri – infinito impersonale ed eo – nella formazione dell’infinito futuro passivo. L’espressione “spero urbem captum iri” grammaticalmente ha il valore “shpresoj që të shkohet të merret qyteti”. Dall’altra parte i supini con –u appartengono a tutti i verbi transitivi ed intransitivi che hanno realmente valore passivo, ad eccezione degli arcaismi “cubitu surgère” e “obsonatu redire” dove le due forme, dopo aver perso l’idea verbale, devono essere considerati dei veri ablativi disgiuntivi.)

Il caso accusativo, con la terminazione –um, ha il valore del supino attivo.

- Laudat-um pér tē lavdēruar
- Monit-um pér tē qortuar
- Lect-um pér tē lexuar
- Audit-um pér tē dēguar

Il caso accusativo del supino si usa dopo i verbi che indicano movimento ed esprime lo scopo dell’azione. In questo caso il supino può reggere anche un complemento diretto. Nella lingua abulense, il supino in questo caso si può tradurre con un infinito del tipo pér tē puruar. Per esempio:

> …ipse DC cum equitibus magnis itineribus progreditur edictum que praemittit, ad quam diem magistratus principesque omnium civitatum sibi esse praesto Cordubae velit.

- Vetē ai me 600 kalorēs niset për nējē rūgē tē gjatē dhe ërōn pērē para dīkē pēr tē njoftuar se nē căliēn dītē magistratēt dhe pariā e qyteteve duhej tē ishte nē prije tē tij nē Kordubē. (Caes. Liber II, kap. 19).
- His pontibus pabulatum mittebat, quod ea quae citra flumen fuerant, superioribus diebus consupserat.
- Nga kēto ura ërōn ushtarē pēr tē marrē uşhqim për kafshiē, sepse ajo qē ishte kētej lumit, e kishte harxhuar gjatē dītēve tē para.

Neque civitates, quae ad Caesaris amicitiam accesserant, frumentum supportare, neque ei, qui principesque omnium civitatum sibi esse praesto Cordubae vellet. (Caes. Liber II, kap. 19).

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> As popullātē ishē ishē mbajtur anēnē e Çezarit, nuk sillnin dot grūrē, as ata qē kishin skhar edhe mē larg pēr tē marrē uşhqim, tē pēngur nga lumenjētē, nuk mund tē ktheheshej… (Caes. Liber l, kap. 48).

- Proximo die praeidio in castris relicito universas ad aquam copias educunt, pabulatum emittitur nemo.
- Dītēn tjetēr (tē nēsērmēn), pasi lēnē rojē nē pijē nē kamp, i ërōnējē tē gjithē pēr tē siguruar uşhqim; pēr tē siguruar uşhqim, nuk dērgohet asnjē. (Caes. Liber l, kap. 81).
- …et cum eo L. Vargunteius senator constituere ea nocte paulo post cum armatis hominibus sicuti salutatum introire ad Ciceronem ac de inproviso domi suae inpartum confodere.
- …dhe bashkē me senator Varguntein vendosēn qē po atē natē, pak mē vonē, me disa njerēz tē armatosur, tē hynin te Ciceronēt sikur pēr ta pērsheṇdetur dhe ta visnis atē papurēr nē shtēpēn e tij. (Sal, kap. XXVIII).
- …ne illi sanguinem nostrum largiantur et, dum paucis sceleratis parcut, bonos omnis perditum eart!
- …tē mos tregohe zemērjeqē me gjakun tonē dhe, ndērsā kursejnē ca kriminelē, tē mos shkatērrojēnē tērē qytetarēt e ndershej! (Sal, kap. LII).
- Haedui legatos ad Caesarem mittunt rogatum auxilium.
- Eduinēt dērguan ambasadorē te Çezari, pēr tē kĕrkuar ndihmē. (Caes.)
- Bocchus legatos Romam miserat amicitiam petētum.
- Boko kishte dērguar ambasadorē nē Romē pēr tē kĕrkuar miqēsi. (Sal)
- Cubitum discessimus. - Shkuam pēr tē fjetur.

Il supino attivo si usa anche nelle espressioni:

- nuptum dare filian (nuptum collocare) – jap vajzën për grua (Hostis est uxor quae invita ad virum nuptum datur)
- sessum recipere – bēj vend për tē ulur.
Occorre dire che non tutte le proposizioni finali che dipendono dai verbi di movimento si possono esprimere con il supino. I supini attivi usati nella prosa classica sono esigui (Tantucci, 1992: 372). Tra i più frequenti possiamo menzionare: ambulatum (për të shëltur, marshuar), cubitum (për të ëjetur, deductum (për të drejtuar), defensum (për të mbrojtur), deliberatum (për të gjykuar, vendoq), decrepatus (për të lëkur, shmangur), dormitum (për të ëjetur), edictum (për të npofojtu), emptum (për të bërë), exsulatum (për të gëzuar), frumentatum (për të mbledhur drithë), habitum (për të banuar), hiematum (për të dimëruruar), laudatum (për të lavdëruar), nuptum (për të martuar), obsecratum (për të lëkur), oppugnatum (për të sulmuar), oratum (për të folur), pabulum (për të marrë ushqim), perditum (për të humbur), petitum (për të kërkuar), ploratum (për të vajitur), postulatum (për të kërkuar), rogatum (për të pyetur), salutatum (për të përshëndetur), sessum (për të ulur), ecc.

Il caso ablativo, con la terminazione –u, ha il valore del supino passivo.
Laudat- u për t'u lavdëruar
Monit- u për t'u qortuar
Lect- u për t'u lexuar
Audit- u për t'u dëguiar

Hanno supino passivo solo i verbi transitivi, inclusi e deponenti, che in questa forma hanno un significato passivo. Il supino passivo si usa in dipendenza dagli aggettivi (usati di più come neutri), quali:
facilis (i lehtë), difficilis (i vështirë), incredibilis (i pabeseshëm), iucundus (i këndshëm), horribilis (i tmerrshëm), pulcher (i bukur), utilis (i dobishëm), ecc., con il valore dell’ablativo di limitazione. Nella lingua albanese il supino di questo caso si può tradurre con l’infinito passivo del tipo _për t'u punuar_. Per esempio:

- Ubi de magna virtute atque gloria bonorum memores, quae sibì quisque _facilia factu_ putat, aequo animo accipit,...
- Kur kujton virtytën e madh dhe lavdënë e njerëzve të ndërmjet të njëjtave mure, ndonëse ishin të racave të ndryshme, me gjuhë të ndryshme, rrëpirët, vetës një tufë njerëzish të të gjitha krimeve dhe poshtërsive. (Sal. kap. XIV).
- Por qyteti, është _sed civitas_ e pabesueshme dhe e pabesueshëm, dëhi prej vetë atij,… (Sal. kap. III).
- Hi postquam in una moenia convenere, dispari genere, dissimili lingua, alii alio more viventes, e pabesueshëm, edhe prej vetë,,… (Sal. kap. VI).
- Sed civitas _incredibile memoratu_ est adepta libertate quantum brevi creverit.
- Por qyteti, _është e pabesueshëm për t'u thënë_, arriti një përparim brenda një kohe të shkurthë. (Sal. kap. VII).
- I supini passivi piu usati nella prosa classica sono: _dictu_ (për t'u thënë), _factu_ (për t'u bërë), _auditu_ (për t'u dëgjuar), _visu_ (për t'u parë), _cognitu_ (për t'u njohur), _memoratu_ (për t'u kujtuar), _adsectu_ (për t'u shikuar, parë), _intellektu_ (për t'u kujtuar), _inventu_ (për t'u sajuar), _gustatu_ (për t'u shjihar), _perpesu_ (për t'u duruar), _probatu_ (për t'u shqytuar), _tactu_ (për t'u prekur), _toleratu_ (për t'u duruar), _sctiu_ (për t'u ditur). Per esempio:
- Rem non modo _visu_ foedam, sed etiam _auditu_ (Cic.)
- Gjë e turpshme jo vetëm _për t'u parë_, por edhe _për t'u dëgjuar_.
- Nihiul dignum _memoratu_ actum est. – Nuk u bë asgjë e denjë _për t'u kujtuar_.

Come abbiamo già detto sopra, il supino è quella forma implicita che si usa raramente. Al posto del supino con –u si possono usare altre costruzioni. I verbi che non hanno la forma del supino, possono usare al suo posto l’infinito oppure il gerundio. Per esempio:

- _Rruja nuk është e lehtë _për t'u gjetur_.
- Al posto di: Via haud facilis est _inventu_.
- Si può dire: _Haud est facile invenire viam_.

Mentre per la frase:

- _Krëti gjëra janë shumë të lehta _për t'u gjykuar_,
- Non essendo in uso il supino _iudicatu_, bisogna usare:
- _Haud est difficile_, ose Haec _ad iudicandum_ sunt facillima.

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3. La FormaImplicita del Tipo Me tê Ardhur e Del Tipo Një tê Ardhur

Nella lingua albanese, oltre a quelle già conosciute, si incontrano anche altre forme implicate, quelle del tipo me tê ardhur e një tê ardhur. Il primo sintagma viene costruito dalla particella prepositiva me e dal sostantivo verbale neutro del tipo tê ardhur, dove le parti costituenti hanno perso sempre di più la loro autonomia (Per la modalità di costruzione di questo sintagma vedasi Demiraj, 1986: 977-986). Oltre alla categoria grammaticale della diatesi, questa forma implicita ha anche un significato temporale condizionato. Denomina un'azione che si compie o che si aspetta si possa compiere subito prima dell'azione espressa dal verbo principale. Dunque, questa forma si accompagna da una forma verbale esplicita, la quale di solito si mette in uno dei tempi del passato, e dipende da essa. Le costruzioni con questo sintagma grammaticalizzato si possono intercambiare con altre costruzioni esplicite. Quando il verbo principale è in uno dei tempi del passato o nel presente dell'indicativo, allora questo sintagma si può intercambiare con lo stesso tempo del verbo rispettivo. Questa costruzione, come viene messo in evidenza dai linguisti, è sinonimica alla proposizione temporale della posteriorità (Çeliku, 1989: 44). In ogni caso una forma esplicita che ha sostituito il sintagma del tipo me tê ardhur, viene preceduta dalle congiunzioni: sa, sopas, posta (Akademia e Shkencave: 342). Per esempio:

- Asaj, me tê marrë vesh (sapo kishte marrë vesh) punën e re, i kishte hipur një ndezulli e pazakontë. (Kadare, Spiritus, f. 205).
- Me tê dëgjuar (sapo dëgoj) ringajlien e historisë së kapjes së një fantazme prej Sigurimit Shoqiptar, histori nё tê cllëv kapësi merret me mend, zinte një vend qendror, e sidomos, kur u pohua njëzëri se kapësi pas rënderimeve të mëtë, rritje në gradë, dekorim me Urdhrin e Flamurt etj., një vit më pas u godit nga malikimi dhe u dënu dyfisht prej shtëpit dhe prej qëllit, domethënë me burg dhe me gjyqtim trupor, me t'u përhapuar (sapo u përhap), pra, pëshpërma e vjetër, aty për aty, disa ish-të burgosur u kujtuan se e kishin takuar të gjyqtuarin në burg ose në kamp. (Kadare, Spiritus, f. 244).
- Në një rast mërqënti heuesi, me tê dëgjuar (sapo të dëgje) se dëshmitë dhe merrë në telefon, do të ngrirjet, natë e mesnatë qoftë, i vetëm a me grua në shtatë. (Kadare, E penguara, f. 50).

La grammaticalizzazione di questo sintagma è, senza dubbio, più recente rispetto a quella del tipo për të bërë, poiché non si scontra nei nostri vecchi autori. Secondo i nostri linguisti, la grammaticalizzazione del sintagma in questione sarà stata eseguita verso il XVI-esimo secolo.

Una tale forma implicita non si conosce nella lingua latina. Ma questa forma implicita si può esprimere con il participio, oppure per i verbi che ne sono carenti, con una proposizione subordinata con forma verbale esplicita. In questi casi, il participio è parte dell’ablattivo assoluto. Per esempio:

- At Pompeius cogniti his rebus, quae erant Oriici atque Apolloniae gestae, Dyrrachio timens diurnis eo nocturnisque itineribus contention... 
- Pompeu nga ana e tij, me tê mësuar se ç’kishte ndodhur në Orikum dhe në Apoloni, duke u frikuar për Dyrrahun, u drejtuar për atje, duke marshuar dité e natë. (Caes. Liber III, kap. 13).
- Cuius adventus cogniti diffusus municipii voluntari Thermus cohortes ex urbe reducit et profugit. 
- Me marrë vesh mbërritjen e tij, Termi, duke mos pasur besim te qëndrimi i banorëve, nxjerr kohortat nga qyteti dhe largohet me xhitë. (Caes. Liber I, kap. 12).
- Hoc tumultu nutiato Marcellinus cohortes subsidio nostris laborantibus submittit ex castris. 
- Me t’u njoftrust për katët mësujme, Marcellini nisë disa kohort çë nga kampi, për të ndihmuar tanë të hyjnë në xrez. (Caes. Liber I, kap. 64).

Nei casi in cui il participio di un verbo intransitivo attivo come «venire – vij, exire – dal, redire – kthej», non hanno il participio passato, quei verbi si possono dare con cum + congiuntivo, oppure, se hanno valore qualificativo, con una proposizione congiuntiva. Per esempio:

- Cum Caesar Romam venisset... – Çezari, me tê ardhur në Romë... 
- Legati, qui Romam venérant, magnis honoribus accepti sunt. 
- Ambasadorët, me tê ardhur në Romë, u pritën me nderime të mëdha.

Per quanto riguarda il sintagma një tê ardhur, come quello sopra, è stato costruito dalla particella një, che non si usa più come numerale, e dal sostantivo verbale neutro del tipo tê ardhur (Demiraj, 1986: 988). Dunque, entrambe le parti costituenti hanno perso la loro autonomia; il primo elemento non ha più il valore del numerale per indicare quantità e nemmeno il secondo elemento ha il valore del sostantivo. Essi esprimono un unico significato, denominando un’azione come processo, esattamente come le altre forme implicate. La sua cristallizzazione come forma implicita, come dice il prof. Kolek Topalli, «dimostrano la possibilità di reggere complemento diretto (një të filluar punën) oppure una particella pronominale (një la parë) e la possibilità di trasformare il verbo dalla diatesi attiva in quella passiva tramite la particella u (një t’u larë)» (Topalli, 2011: 1084). Questo sintagma si può usare con lo stesso valore di quello del tipo me tê ardhur. In
questo caso si può intercambiare con esso, specialmente se vengono usati con la funzione temporale. Possiamo dire che il sintagma in questione si usa di più nella lingua parlata e molto raramente in quella scritta. Per esempio: (Akademia e Shkencave, 342):

- Të lumtë, o Leks, një të ikur unë nga shtëpia, një t’u ssthurur gardhi.
- Një të parë atë, sakaq, edhe nxënësit e tjerë filuan të lëviznin.

Una tale forma implicita si può esprimere nella lingua latina con il participio, con gli stessi esempi che abbiamo precedentemente dato per il sintagma del tipo me tē ardhur. Comunque possiamo dire che questa forma non l’abbiamo scontrata nelle traduzioni delle opere prese in esame, poiché al suo posto è stato usato il primo sintagma me tē ardhur.

4. Conclusioni


L’albanese durante la sua evoluzione interna, accanto alle forme implicite come, il participio, l’infinito, il gerundio e la forma negativa, ha creato anche altre forme implicite del tipo me tē ardhur e një tē ardhur. Queste forme, oltre alla categoria grammaticale della diatesi, hanno anche un significato temporale condizionato. Esse si possono intercambiare con una forma esplicita del verbo, preceduta dalle congiunzioni sa, sapo, posa. Forme implicite simili non si scontrano nella lingua latina. Comunque possiamo dire che queste costruzioni si possono esprimere o tramite il participio oppure con la forma esplicita.

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Morphological Untits of Golloborda’s Highland in the Republic of Albania

Elvira Bollobani – Dodoveci, Candidate PhD
Email: elvirabollobani@hotmail.com

Abstract

Golloborda’s highland together with two other highlands which are: Çermenika’s highlands which lies in its west and Martanesh highland which lies in northwest of Golloborda which occupy the central part of central highland province unlike two other highlands. That of Golloborda lies in the east of our country and continues even outside the state border in Macedonia. The study object of this work paper are the morphological particularities of the units of Golloborda highlands which lie inside the physical – geographical space of the Republic of Albania. Initially, are given some physical – geographical dates of the highland of Golloborda. Then it goes through morphological analysis of its components. As a result of diverse litologic construction, geologic structures, complicated relief evolution of its area under over complicated influence and external factors, I have determined these morphological units: the field of Klenja, the field of Stude, the trough of Llanga, the trough of Okshtun and the mountain ridge of Veternik – Kallkan. The aim of this paper is that these units should be analysed highlighting morphological and morphogenic feature. To realize this paper, I have exploited the written literature of this area, consultations with specialized people of this field, even other similar work papers. This article will serve to different amateurs and also to specialized people of the geography field. This work paper will be concluded in base of some conclusions.

Keywords: Golloborda, highland, morphological unit, karst area.

1. Introduction

It lies in the east of our country. According to geographic aspect, it lies between the highland of Martanesh in north – west, where as a natural border serves the middle part of Zall valley of Okshtun, in west and south-west it is divided from valley of Llanga stream by the highland of Çermenika. In the eastern part, the border state of the Republic of Albania with that of Macedonia, serves even as a natural border. Within these borders, Golloborda’s area has a surface of about 300 km². The area looks like an armchair, with a view toward east. Eastern borders even those western are expressed with morphological contrasts, evidence of differential neotectonic movements. This highland is part of the tectonic area of Mirdita and partially at Saint George corridor, of the tectonic area of Krasta – Cukal. In the geologic construction are included trias – jurasik limestones, extremely chopped from the tectonic, which form generations with a south - west direction north – east and west – east even old terrigene generation.

In north – west by phlysh of the Saint George corridor. In its geologic composition dominate limestones to which are connected the wide diffusi ons of the karstic shapes whilst other deposits like phlysches, conglomerates, even those of quaternary have a limited diffusion, mainly in fluid form (Stude, Klenje, Gjinovec) (Krutaj, 2006). By its structural edge deposits of Golloborda units form the anticline of Klenja which is dislocated in south east direction of the Okshtun anticline and Studa syncline. Dissociative demolitions have triggered karst processes in this area. Through the highland of Golloborda passes the regional breakdown Vlore – Lushje – Elbasan – Diber which is active even nowadays, which is observed even by frequent earthquakes. To that are connected tectonic coverings and over climbings structures (Aliaj, 2012).

By the morphogenetic side prevails kartstic relieve with numerous rippling of the reliev, with soft watershed, narrow deep valleys karstic – erosive. Surface leaks are few, in some parts there is a lack of lantern as a result of Krasta diffusion. Karstic forms are developed and are situated next to each – other. Surface karstic forms are gutters, different cavities which are still uncharted (Krutaj, 2006). Depending on the tectonic conditions and morphostructural factors in this highland, there are segregated these morphologic subunits: the mountain rigide of Veternik – Kallkan, trough of Llanga, the field of Klenja, the field of Studa, Okshtun trough, which are going to be treated together.

1 Group of Authors. (1983). Geologic map of Albania and the explanatory book Geology of Albania, Tirana
2. Mountain Ridge Veternik – Kallkan

Unlike that of Lunik, this mountain ridge is constricted almost of phylsch rocks and rarely by limestones of Mesozoic which appear on the top of Veternik even that of Raduc. It lies in a meridional direction toward the border line with Macedonia being entirely involved, as that of the mountain ridge of Lunik in the tectonic area of Mirdita. Natural borders of this mountain ridge are: the field of Studa, Stebleva, Klenja in south – west also the gorge of Black Drin (outside Macedonia border) in north – east, whilst by the south – east it has a continuity with the mountain of Jabllanica and that of Miraka in south – west. General length of this mountain ridge, among Trebisht in north and the top of Kallkan from south, reaches a length of about 24 km, the height rises at a same direction from Veternik top (1441 m) to that of Kallkan (2132 m) characterized by a staggered shape due to a blocked tectonic (Gruda, 1996). The most salient morphologic feature of this mountain ridge is the structural asymmetry. From the north – east of the gorge of the Black Drini determining simultaneously the general shape of a monocinal ridge. Precisely, the slope of this ridge, so the western slope in our county, is distinguished by many smaller sizes of that from east, but in whole it has an inclination relatively bigger, among the structural scale of Trebisht and the tectonic neck of Raduc (1519 m), despite the dense development which have given a very degraded shape (Gruda, 1996). The reliev has a less expressed shape due to its relative height of (200 – 300 m) above the tectonic trough of Trebisht, whilst the increasing height into south direction has directly affected in to the disintegrated values of this slope up to Kallkan top. The sector of this slope among the Raduc neck and Kallkan top with a height of 1600 – 2100 m is modelled by glacial quaternary, which is expressed to the reliev with simple circus exactly with these heights. Over to these circus begin the water network of Klen ja and Stebleva stream. Phlysch composition of this slope has determined big values of the density of the reliev fragmentation (3 – 5 km/km²), whilst the amplitude of the rising of its structures has leaded into average values of reliev fragmentation (200 – 300 m/km²).

With stressed morphological changes is presented the eastern slope in Macedonia, which consist in the back of this ridge with bigger sizes until it ends in the gorge of the Black Drini. The interruption of these slopes has determined, also, the morphological features of the highest part of this mountain ridge, which has got a blocked shape, taking morphological features extremely expressed, similar to those of limited slopes. The first level of the structural scale includes the height 1000 – 1400 m which is distinguished by a shape relatively smooth and slightly undulate, creating morphological contrasts with limited slopes, especially to that of the west. The principal place of the extension of this structural scale is a clear evidence of the lifting quaternary tectonic role with the dimensions and morphological features of this mountain ridge in the whole (Aliaj, 2012). In continuity the second level involves the height of 1500 – 1800 m which creates a contrast expressed with the first level, involving simultaneously the features of a reliev relatively sharper than the mountain ridge in this level. Exactly on this structural scale, as was emphasized above, there are lied glacial circuses, influencing into morphological features of an alpine reliev, especially among Raduc’s neck. Naturally, the sharpest form, despite the extension relatively limited, is a characteristic of the third level with a height of 1800 – 2100 m in which two pyramid peaks of this ridge are elevated, that of Raduc and Kallkan, creating emphasized changes not only with the two levels mentioned above, but simultaneously even with the limited slopes, especially with that of west.

3. Trough of Lianga

Natural borders of the extension of this trough are represented by the mountain ridge of Lunik in north – west up to the tectonic neck of Studa, that of Miraka from south – east till the entrance of the Dragan’s gorge, whils the south – west is widely opened to the valley of the upper stream of the Shkumbin river. The formation of this trough, as it is emphasized above, is done during the tectonic distruction among limestones and Mesozoic phylsch concrete which appears when it ends especially among Lianga and Studa neck (Bolobani, 2013). The presence of this concrete has created conditions for a stream almost permanent due to its penetrability, triggering the fast progress of the repressive erosion of this stream. Morphological activity of this stream is accelerated, also, by the selective character of the erosion which is directly connected with the strength extremely different of the limestones and phylsch toward corrosion, adding simultaneously their dense tectonic distruction (Gruda, 2003). This trough, which at the same time consists on the morphotectonic and morphologic of the limited mountain ridges, has an extension of about 12 km length, bed slopes about 60 m /km, partition depth 400 – 600 m with a linear extension till Lunik reflecting is tectonic origin, a trough of detached line. The origin of this trough has directly determined even its morphological features which are expressed to emphasize changes of the reliev during its extension. The morphological feature of this trough is its start to the field of
Studa with the above mentioned dimensions, that's why it loses almost its features up to Llanga, where it is even the ending of this field. Exactly in Llang it narrows immediately, taking the morphological features of a canyon, especially among Llange and Lunik, where appear limestones blocks.

Another morphological phenomena of this trough, is an expressed structural asymmetry of the slopes connected directly to the biggest amplitude of the new tectonic carbonate anticline toward south – west of Lunik, than that of the west of Miraka limitative of this trough of the detached line. Evidence of a tectonic phenomena is also the evasion from north – west of Llanga stream, beginning immediately to the village with the same name until the periclinal closure of Lunik anticline in south – west. The slopes of this trough have an extension almost the same to the detached line where they are modelled, conserving also the slopes of the above mentioned structures. Among them shows up the right slope of this trough which reaches the height of about 1400 – 1500 m which ends up at the bottom of this trough with a slant of 35 – 50°, of course with characteristic morphologic features is shown the left slope which has got a typical form connected to the concrete phlysch along the western side of Miraka anticline with a height of about 1200 – 1300 m segregating the limestone scale among Letmi’s field and the immediate twist of this trough toward west. This structural scale ends up also directly at the bottom of this trough with a relative height 250 – 300 m and an inclination almost the same with that of the right slope (Gruda, 1994). Related to the immediate twist of this trough from the west of Lunik village, we emphasize that it is mainly connected to the periclinal closure of the anticline with the same name toward south – west with a phlysch size in this sector.

4. The Field of Klenje and Studa

A particular morphological importance represent, also the two complex fields in south – east of this mountain ridge, that of Klenja and Stebleva, which are mainly modelled during the contact with an angular dissonance between the limestones and phlysch, being visible on their sizes and morphological features. These morphestructural conditions have simultaneously determined the karst origin and that of contact, giving them a polygenetic character, which are directly expressed even into their morphological features, especially the irregular form due to the presence of the water leakage on their phlysch part².

4.1 The field of Klenja

It has the form of an irregular quadrilateral with a length of about 2 km among the Ostren neck in north and the east on the top of about Osoja (1442 m) from south, with approximately east – west until Koritnik neck nearly 1.5 km, whilst the height 1220 – 1300. Its biggest surface is limited by litologic scarps, which are modelled by the selective erosion between limestones and Mesozoic phlysch, keeping a relative height of about 15. – 200 m³. Similar size presents even that of Stebleva, but it is notable for a very disordered relief due to the density of the cleavage because of the wide extension of the phlysch and their tectonic contacts mainly with the limestones.

4.2 The field of Studa

It lies in the north – east of the mountain ridge of Lunik which has the same origin to that of Klenje, but with a typical longitudinal stretch on the above sector of the trough detached line of Llanga’s stream. This morphological feature of this field is connected to such a stretch of the phlysch concrete of Jurasik between carbonatic structures of Lunik in north – west and that of Miraka from south – east where resists the cocresc tectonic destruction, provoking the selective erosion of Llanga stream. The length of this field is about 3 km, width 200 m nearly 1 km and the height 1137 m until 1200 m, characterized by a relief almost flat, especially in its central part (Krutaj, 2006).

It should be emphasized that the expansion of this field is done toward east direction, above the structure of phlysch rocks less sustainable against the corrosion, whilst in west the limestone steep rises immediately up to 500 – 600 m of relative height. Above these conditions of formation this field is presented polygenetic, so modelled by karstogenesis even during the line of detachment, determining such an origin to this field even their complex character, which lie almost along a tectonic detachment of south – east side of Lunik anticline, which simultaneously make the morphotectonic and


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morphologic border among the Lunik mountain ridge to that of Veternik – Kallkan from north – east along the border line with Macedonia. A characteristic morphologic phenomena is, also the morphologic contrast (1400 – 1600 m) between these fields and two limitative mountain ridges, which are distinguished by visible changes of the height about (200 – 600 m). Of course the decisive phenomena for these morphologic contrasts are directly explained with the new tectonics in block, which lead the development of their morphological evolution by selective erosion.

5. The Okshtun Trough

The morphological formation and evolution of this trough as it is emphasized above, is done almost entirely during the anticline position of phlysch tectonic “window” almost in the center of that phlysch of Krasta among Prodan and Smollik stream up to the height of 900 – 1200 m. Exactly this special characteristic of this trough which lies between structures with completely different composition, simultaneously signs the morphotectonic and morphologic border between the highland of Golloborda in south – east and that of Martanesh in north – west. The general length of this trough between the canyon of Borova in south and the stream at Zalli Bulqizes in the north, reaches about 20 km, whilst the Bed’s slope is about 20 m/km, possessing a big eroded strength, also by the terrigene composition of its majority. Regarding to the structure where it is modelled, in the anticline position of the phlysch rocks of Cretaceous – Paleogene, the trough is not compatible with this position of its structure. The formation of this trough mainly in the north – east of the phlysch anticline, leaving toward south – west a width of about 4 km, is determined by north – east extension of graben pond of Dibra where is involved the water network of Bulqiza’s shingle where the Okshtun’s stream ends.

One of the morphological features of this trough is its starting with a canyon, as that of Borova, which is created by the stream with the same name, a limestone structure with a length of about 3 km and a depth of about 300 – 400 m, creating stressed morphological contrasts with a snaky narrow bed. An important role in the creation of this canyon has played a transverse disconnection of the limestone size which is expressed with the biggest height of the limestone ridge on the top of Zylit (1518 m) than that of Borova (1337 m) on its right. The other side of this trough among the canyon estuarine till its wide opening in Bulqiza shingle. Litological composition is simultaneously reflected by morphological features similar to its limited slopes. Whilst the bed of this trough presents unimportant changes of its width fill 20 – 25 m, despite its dense snaky. The only expansion of this trough is in Lubelesh till 250 – 300 m, starts by the belt tectonic destruction during a detachment with a length of about 6 km between the Big Ostren and Lubelesh.

The formation of this trough during the first level of the structural scale 800 – 1200 m height is also expressed with the relative increasing of height of the limited slopes simultaneously with the deepening of its bed from 400 – 500 m till 500 – 600 m specially between Sebisht and Smollik. This trough looses its morphological features with a length of about 4 km between Lubelesh (Kosovec) and its estuarine which connect the changes almost little visible between the bottom and the shapes with a relative height to it 100 – 150 m. In Cerene village ends at Bulqiza shingle where it is opened over a deposit angle, which has a length of about 1 km and a length of about 500 – 600 m, influencing the deviation of Bulqiza stream from the left of its flows.

6. Conclusions

Golloborda’s area has a surface of about 300 km². This highland is part of the tectonic area of Mirdita and partially at Saint Georgesous corridor of the tectonic area of Krasta – Cukal. Over the geological construction are included limestones of Tria – Jurasik, extremely chopped by the tectonic, which form belts toward south – west, northeast and west, east direction also old terrigenes belts.

The Veternik – Kallkan mountain ridge lies almost on a meridional direction along the border line with Macedonia, comprising entirely the mountain ridge of Lunik in the tectonic area of Mirdita. Natural borders of this mountain ridge are: Studa’s field, Stebleva, Klenja in south – west also the gorge of Black Drini, in north – east it has a continuity with the mountain of Jabblanice also that of Miraka in south – west.

Natural borders of the expansion of Llanga’s trough are presented by the mountain ridge of Lunik in north – west until the tectonic neck of Studa, that of Miraka from south – east till the entrance of the Dragan’s gorge, whilst in south – west it is widely opened on the valley of the upper stream of the Shkumbin river. A morphological importance present also the two complex fields in south – east of this mountain ridge, that of Klenja and Stebleva which are mainly modelled during the contact with the angular dissonance between the limestones and phlysch, being visibly expressed with their

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sizes and morphological features. The general length of Okshtun trough between the canyon of Borova in south and
estuarine at Bulqiza’s shingle from north reaches about 20 km, whilst the bed’s slope is about 20 m/km possessing a big
eroding power, also from its terrigenous composition.

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Parental Involvement in Improving Quality of Schools in Kosovo

PhD Hajrije Kastrati, Kosova

Email: shipi10@live.com

Abstract

Improving the quality of students in schools, their the success and effectiveness nowadays has become an inalienable need. There are many factors that affect the improvement of quality in education and one of them in which I will develop in this research paper is the involvement of parents in raising the quality in schools. As the main objectives to be used in scientific work are: - The influence of parents on their children’s success; - Their involvement in improving quality in schools, and - What kind of cooperation do they have with teachers and school principals. This issue was also discussed by many authors (i.e. Fan & Chen, 2001) state that the relationships between parents and the school for the child’s academic achievement is already consolidated. As a working methodology in this paper will be structured and semi-structured questionnaires for parents and teachers. Questionnaires will be distributed in some schools of Kosovo. Based on data from questionnaires taken will present recommendations and conclusions.

Keywords: parents, school, quality, students, improving quality, education etc.

1. Introduction

Quality in schools has become a priority in education policy agendas, where even today, improvement of quality of education is considered as a necessity for the economic development of a country. Parental involvement in education has reached significant levels in educational institutions as gaps still remain issues that have to do with the efficiency and organization of their own.

In all matters involving parents in education has defense acquisition to improve education quality, although in Kosovo according to numerous surveys and from data obtained from MEST to parental involvement in education is very low around 50% compared developed European countries like Slovenia, Romania, Croatia, etc. Where this participation is much higher which amounts to 80%.

Scientific studies over three decades have shown that parent involvement is very important in the learning process of children, in their opinion about school and their aspirations. Children are more successful students throughout the school if their parents involved in school and encourage learning at home, regardless of educational level or their society (J. Epstein, 2001)

Parent-school cooperation is one of the main aspects or activities which has been consistently the attention of many authors and researchers in the field of education. This aspect is considered of particular importance not only for school but also for educational institutions in general and collaboration when school / parent and professional structured so it becomes a favorable factor in the success and quality of students.

The role of education in the school staff must link and filled the role of parents is very essential therefore to establish and strengthen cooperation of these two columns.

2. Purpose

In all studies it was verified that the engagement of parents in school .. contributes to the quality and efficiency of education, so the main goal in this work is to improve the scientific quality in education by raising the level of involvement of parents in education matters.

Another aim of the paper is:
- The role of parent-school relationships and school-parent
- Defines the relationship and cooperation that exists between parent-school to improve the quality of education in some secondary schools of Kosovo where research is done and
- How satisfied are teachers and principals with the involvement of parents in improving the quality of education.
3. Definition - Parent Involvement in Education

The definition of parent involvement in education is related to parental participation in activities related specifically to education, or to influence the education and academic achievement of students in schools. Parent-school cooperation term is used to describe an interaction bipartisan support child learning (Hoover-Dempsey, KV, Whitaker, MC, & Ice, CL, 2009).

Parental involvement in education has been a topic of interest for many years ago and among those who have been worried are:

a) academic improvements and
b) achievement of children in education (Hoover-Dempsey and Sandler, 1997).

Participation of parents in improving the quality of education is a major factor and it takes part in many forms including:

- Two-way communication between parents and schools;
- Support parents as the main educators of children and integral to their learning
- Encourage parents to participate in voluntary work
- The division of responsibility for making decisions regarding the quality of students

4. Thoughts, Theories and Models for Parent Involvement in Education

The school communication with parents, has established a clear identity and tradition, which has coupled its school activity for improving the quality in education. The importance in relationships between parents and school achievement is the quality of already consolidated (Fan, X., M. & Chen, 2001 pg.1-22) and parent-school relationship in terms varies depending on the frequency and quality of communication (Piante and Walsh, 1996).

This issue is addressed by many authors such as Martimower author conceives school relationships with parents as an indicator of the quality of school management. He asserted that "parents are a factor in effective schools differ little from those with such".

Goleman in his studies appreciates the cooperation of parents and teachers as an important determinant. He notes that "the commitment of students towards learning, attitudes can be strengthened by affiliates of parents and teachers.

While the authors (Christenson, SL, & Sheridan, SM, 2001) cite that parents and schools work as collaborators by referring to these elements:

- Parents and schools need to cooperate and coordinate to enhance learning opportunities, educational progress and school success

In another research synthesis, is performed by researchers (Henderson, A. & Mapp, K, 2002), where he took into account 51 studies, published from 1995 to 2002, which had the focus improve academic achievement and influence that parental involvement has on them and in some cases, community involvement, became a summary of benefits that students from these inclusion. Through studies were summarized it has been concluded that students, 73 parents who are involved, regardless of economic status and their family background, are more likely to have:

- GPA higher and higher scores on tests;
- Participation in advanced academic programs;
- Higher practicability and earned more credits;
- Higher school attendance.

MODELS - also have numerous models for parental involvement in improving the quality of education one of the modes is the author's theoretical model (Deslandes, 2001) - which according to this model as parents also schools have started coming to the same subject matter and that the both parties intend to student success and finding ways to make this cooperation and the bilateral relationship, function (Deslandes, R. & Bertmd, R., 2004). This model is based on the principle of free access, strengthening the protection of the relationship parent - teacher.

Theories - Apart opinions and theories and models have more authors and the LEARNERS One of them is the theory of Epsteinit and her colleagues who identify six aspects of parental involvement that affect the academic achievement of children as parental skills and habits , communicating, volunteering, learning at home, in school decision-making, cooperation. (J. Epstein, Parents reactions to teacher practiors of Parent Involvement, 1986, pg 278-294)

5. Methodology

As the methodology of scientific work in this paper are quantitative data where data collection in this research was done between questionnaire which is the main instrument for the implementation of research. There are three (3) types of
questionnaires: Questionnaires for teachers, students and parents that comprise of six (6) questions. For each school will be distributed by 90 questionnaire and the total number of questionnaires for all schools will be 360 questionnaires.

Questionnaire which will be distributed in four (4) high schools in Kosovo as in cities: Orahovac, Prizren, Pristina and Suhareke and schools that participated in this research are:

1. General Secondary school “Gjon Buzuku ne Prizren
2. General Secondary School “Jeta e Re” Therande
3. General secondary school “Sami Frasheri” Prishtine
4. General secondary school “Xhelal Hajda-Toni” Rahovec

After completing the questionnaires was made the collection and then the classification is done, the data obtained from the questionnaire which is presented in the next chapter analyzes is presented.

6. Results and Analysis of Data from the Survey

In this chapter will present the data obtained from the questionnaires of these data will also present in the form of diagram. We first question: Do you believe That parent-school Cooperation Will set the quality in education about 95% of the respondents were for a yes, then are agreed that parent-school cooperation will bring quality in education and this is shown in diagram 1.

![Diagram 1](image1)

In second that questions: Does Organized Meetings Between school parents and teachers to Improve the quality? - Respondents as parents and pupils also less happy the teachers were so close to 55% of the response of the respondents stated that schools organize meetings between parent-teachers to improve the quality, and this is shown in the following diagram.

![Diagram 2](image2)

In the third question: Should parents Engage more to Improve the quality? - All respondents were to look, so parents should be more involved in improving the quality, while the fourth question: Are you Satisfied with the quality and Cards That has your children? - Close to 45% of the respondents were not satisfied with the quality and knowledge of these data we can see in t diagram below.

![Diagram 3](image3)
In the fifth question: how often the parents sent a Written Evaluation for student success? - Parents, students and teachers who were part of this research about 46% felt that parents did not sent you written estimates for the success of the students, this percentage will appear the diagram.

![Graph showing how often parents sent a written evaluation for student success.](image1)

And the last question: European Countries like Slovenia, Austria, Germany etc. .. principals for success of Students collaborate with parents, do you think the Schools Collaboration of Kosovo is this? - About 48% of the respondents in schools that Kosovo does not exist the bait this collaboration can be seen in the diagram below.

![Graph showing European countries like Slovenia, Austria, Germany etc. .. principals for success of Students collaborate with parents](image2)

7. **Recommendations**

To give the message to parents how schools and parents work together for the children is even stronger than the impact that back-GRAUND parents that complies with the findings of this research, but also to researchers and other (Daubert SL & Epstein JL, 1993).

According to data obtained by questionnaires answered by parents, nxenesvedhe ELI instructors are my recommendations:

- Teachers and parents must work together to thwart the purposes of improving the quality of children through joint planning strategies, the division of responsibilities in order to attend the program, etc.
- That the closer parents stand to education of her child, the greater will be the impact on development and academic achievement of children.

*Principals also need to work with parents who have higher quality in education,*
- Any irregularities and evaluation of students must report in writing to parents, schools must engage parents' awareness of their role and the skills to perform such a role,
- And finally parental involvement should be greater for the improvement of education quality.

These were some of the main recommendations of parental involvement in improving the quality of education.

**References**


The European Renaissance and the Protestant Reformation and Its Influence on the Birth of Albanian Literature

MA. Fabiola Kadi

“Fan S. Noli” University, Korça, Albania
Email: fabiola_muco@yahoo.fr

Abstract

The effects of the European Renaissance and the Protestant Reformation were seen generally in art and specifically in literature. Even Albania, a small isolated country under Turkish rule, was not left untouched by these movements. Though earlier attempts were made to publish works in the Albanian language, in the 16th century these emphasized even more until the year 1555 in which the drafting of the first Albanian language book was produced. This is an undisputed testimony to the positive effects of the Protestant Reformation in Albania. This, as well as other writings after it, had the goal of guarding the Catholic faith by replacing the Latin texts of the religious services with the Albanian language, which until that point had been prohibited by the Vatican. If the Protestant Reformation did in fact reform minds, the arts and literature, then this deserves to be recognized as an important literary inheritance for the Albanian language. In this work we want to emphasize the influence of the Protestant Reformation as an important factor in development of a national Albanian literature in which other valuable artistic writings would eventually follow. As in many other European literary works, Albanian literature was significantly affected by the Christian faith. The faith found in this literature is like a cornerstone upon which a whole building is supported.

Keywords: Protestant Reformation, religious, Albanian, literature, faith.

1. Introduction

Chaque littérature est un monument vivant, dans un mouvement perpétuel, qui ne change pas seulement grâce à l’apport des nouveaux créateurs, des œuvres nouvelles, mais en même temps à travers les interprétations apportées par ses lecteurs. Dioniz Djurišin, dans son œuvre Qu’est-ce que la littérature mondiale, déclare:

“Les littératures nationales ne se développent pas en isolement, mais sur le fondement des lois originales du pays et comme une corrélation avec le développement social d’autres littératures. C’est-à-dire, chaque littérature reflète d’un côté les caractéristiques spécifiques qui proviennent des traditions et des conditions du pays, mais aussi les caractéristiques générales, qui sont définies par le caractère intérieur des procédés littéraires.”1

Les littératures nationales connaissent leur création, leur développement et leur progrès grâce à l’activité des auteurs nationaux et en même temps elles subissent l’influence d’autres littératures à travers la traduction de différentes œuvres d’auteurs étrangers. La littérature albanaise écrite commence tard si on fait une comparaison avec d’autres littératures des pays européens occidentaux. Nous croyons que ses débuts sont très liés à l’humanisme et à la Réforme protestante ou plutôt la Contre-réforme, mouvements qui ont eu leurs échos en France, en Europe et partout dans le monde.

2. L’étude de la Littérature Albanaise et La Place des Premières Œuvres Dans son Développement

La littérature albanaise est historiquement répartie en cinq étapes principales:

- La littérature albanaise ancienne
- La littérature des Bejtexhi
- La littérature de la Renaissance nationale albanaise, ou la littérature du romantisme
- La littérature entre deux-guerres, ou le Réalisme
- La littérature contemporaine

Cette répartition est nécessairement seulement pour la critique littéraire, car en réalité, la littérature est un ensemble et les différentes périodes sont en continuité et en complémentarité de l’une l’autre pour lui donner un visage complet. Comme tout autre domaine de l’étude sociale, elle est intrinsèquement liée à l’histoire, un lien dont on a discuté depuis l’époque d’Aristote dans son livre La Poétique et ensuite ce sujet a été traité par d’autres chercheurs et critiques littéraires. Le célèbre critique et sémiologue français Rolland Barthes, a très bien exprimé ce lien selon son propre point de vue. D’après lui, la littérature “est en même temps témoignage d’une histoire et résistance à cette histoire”.2

Enfin, la littérature est un événement qui appartient à une époque donnée et les dates historiques nous aident à mieux comprendre les changements que subit la littérature à travers les siècles. Ces dates sont des mailles qui unissent ou qui séparent les différents courants littéraires. Elles sont un pont dans le développement de la littérature et un témoignage de la continuité et de la marche en avant de la création littéraire.

La discussion sur les périodes historiques littéraires c’est comme un moyen pour faire le passage de l’image extérieure vers celle intérieure, pour comprendre l’essentiel de la création des œuvres littéraires. Si on descend dans les fondements de l’ancienne littérature albanaise, on trouvera de grandes valeurs artistiques et littéraires qui peuvent être comparées aux valeurs des littératures européennes et même mondiales. La connaissance de la littérature ancienne nous éclaire le chemin pour passer après dans l’étude d’autres époques littéraires plus récentes qui ont été fortement influencées par ces premiers bourgeois. Les œuvres de cette période historique ont été considérées et évaluées plus comme des actions intellectuelles dans l’intention du fondement et du renforcement de la nation et de différentes idées, la plupart desquelles appartenaient aux questions religieuses. Elles ont un caractère didactique, mais en même temps, elles ont le mérite du passage de la littérature orale vers celle écrite. Ces premiers textes qui ont plutôt un caractère imitatif, ne sont pas restés au stade de l’imitation, mais elles ont fait le passage vers l’autre étape, celle de la création littéraire, avec des valeurs particulières, caractéristiques pour chaque auteur.

La littérature ancienne albanaise n’est pas seulement un document formel de l’existence de la culture albanaise comme on l’a souvent considéré, mais elle est le fondement sur lequel sont posés les murs de la littérature albanaise, dont les origines remontent aux XV-ième et XVI-ième siècles, avec les premières œuvres qui sont plutôt des traductions de textes religieux en langue albanaise. Cette littérature est une des « pierres angulaires » de toute la littérature albanaise, même si on a eu souvent la tendance de la considérer simplement comme le début d’une activité spirituelle et intellectuelle, qui représente plus de valeurs linguistiques que littéraires. Les documents de cette période ont été considérées et évaluées tout simplement comme des actions intellectuelles dans l’intention du fondement et du renforcement de la nation et de différentes idées, la plupart desquelles appartenaient aux questions religieuses. Elles ont un caractère didactique, mais en même temps, elles ont le mérite du passage de la littérature orale vers celle écrite. Ces premiers textes qui ont plutôt un caractère imitatif, ne sont pas restés au stade de l’imitation, mais elles ont fait le passage vers l’autre étape, celle de la création littéraire, avec des valeurs particulières, caractéristiques pour chaque auteur.

3. La Situation des Albanais et Les Changements du XV-ième Et XVI-ième Siècles

La littérature albanaise a subi les événements historiques du pays. Pendant le XV-ième siècle, l’Albanie était divisée et au-dedans de ses frontières il y avait des contradictions entre les catholiques appelés Latins, les orthodoxes appelés Grecs et les musulmans, appelés Turcs. A tous les Albanais il était interdit de communiquer en albanaise. Ils étaient obligés de parler en latin, grec ou en turc. Entre les catholiques et les orthodoxes en Albanie, il n’y avait pas de bonnes relations, et il y a des historiens qui croient que les Albanais se sont convertis à l’Islam à cause des disputes qui existaient entre les deux autres religions, catholique et orthodoxe. Les catholiques se sentaient plus proches des Turcs que des Albanais orthodoxes. Cette hostilité entre les chrétiens peut sembler étrange. Comment est-ce possible que les chrétiens orthodoxes et catholiques ne puissent pas être ensemble, mais acceptent plus facilement les musulmans ? L’Evangile qu’ils lisent, ne peut pas leur apaiser le cœur pour accepter l’un l’autre ? Malheureusement, l’Evangile n’était pas précé en albanaise à cette époque, mais en latin pour les catholiques et en grec pour les orthodoxes, ainsi les gens simples, même s’ils le voulaient bien, ne pouvaient pas comprendre la vérité de l’Evangile.

A cette époque, comme leurs voisins européens, les Albanais aussi présentent des signes de superstition. Leur foi est plutôt une foi formelle, elle n’est pas basée sur les Ecritures Saintes, ce qui est vrai pour tous les pays des Balkans.

Plusieurs historiens partagent l’idée que dans la plupart des cas, les Albanais n’avaient pas de bonnes

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connaissances pour leur religion et ne connaissaient pas bien le christianisme et ses principes, mais le défendaient plutôt comme un rite, comme un moyen de superstition. L'historien et écrivain américain Edwin Jacques dans son livre, Les Albanais, cite l'anglaise Edith Durham lorsqu'il parle des catholiques du nord : « Les montagnards albains gardent la croix plus comme un fétiche, tandis que pour la vraie religion chrétienne n'ont la moindre idée. »6 Toute cette misère spirituelle n'a qu'une explication convaincante : l'Occupation turque.

La littérature ancienne albanaise reflète clairement deux qualités principales de la création provenant de l'humanisme, le positionnement de l'homme au centre, de ses énergies créatrices, du retour vers l'Antiquité, vers l'art spirituelle n'a qu'une explication convaincante : l'Occupation turque.

Les premiers Bourgeois Littéraires en Albanais

Pendant la période de l'Islamisation, les Albanais étaient presqu'illettrés. A part les clercs et les responsables de l'islam qui savaient lire à cette époque, le peuple était illettré et en plus, les livres étaient rares. Les écrits publiés en albains pendant les siècles de l'Occupation ottomane étaient vraiment très rares. Ils avaient un caractère religieux-didascalique et étaient écrits dans le but de répondre aux besoins de la pratique religieuse de l'Eglise. En Albanie, dans tous les documents écrits, on utilisait les langues grecque et latine jusqu'à l'époque de l'Occupation turque. Après leur arrivée, les Turcs ont interdit même la littérature orale qui circulait dans le pays, craignant le réveil du sentiment national.

Pourtant, le fait que les premiers documents écrits en albains ont un caractère religieux, nous montre qu'on a affaire avec une société qui apprécie fortement le religieux. Ainsi, la première phrase écrite en albain, intitulée La phrase du baptême, ou La formule du Baptême en 1462 par le prêtre catholique Pal Engjëlli est un témoignage vivant de cette vérité : « Je te baptise au nom du Père, du Fils et du Saint-Esprit ».


Réforme et Contre-Réforme, Naissance du Livre Albanais

En Albanie, les gens de l'Église donnaient beaucoup d'importance à l'écriture. Ils traduisaient différentes parties de la Bible, adaptaient, décrivaient et racontaient des contes et des histoires de la Bible pour les faire connaitre aux gens simples, qui à cette époque étaient illettrées et ne pouvaient ni lire, ni écrire. Les traductions et les adaptations de la Bible sont une partie très importante du développement culturel, linguistique, littéraire de différents pays qui ont été touchés par la Réforme protestante. L'Église catholique avait peur pour sa position car son terrain diminuait de plus en plus à cause de l'extension rapide du protestantisme, c'est pour cela que le Vatican a commencé à faire quelques concessions en se montrant plus tolérant et en permettant le remplacement du latin par les langues nationales dans différents pays. De l'autre côté, l'Église catholique albaine a été influencée par l'esprit humaniste de la Renaissance italienne qui avait au centre la liberté intellectuelle.

Dans ces circonstances atténuantes, Gjon Buzuku qui servait en tant que prêtre catholique dans l'Albanie du nord, écrit le premier livre en albain le Missel, en 1555. Dans ce livre d'environ 220 pages, on trouve différentes parties de la liturgie, traduites en albain pour le service religieux, écrites dans l'intention de s'opposer à la Réforme protestante. Le Missel est une traduction du latin. On y trouve des fragments des livres de la Bible, établis non pas dans l'ordre de

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l’Ecriture Sainte. Même si ce n’est pas une œuvre originale, on peut affirmer que Gjon Buzuku a fait naître l’expression littéraire en albanaïs. Buzuku traduit un livre d’Eglise, mais comme le met en évidence le poète albanaïs Lasgush Poradeci, il l’a en même temps recrée en manifestant des valeurs d’expression rares des premiers essais poétiques. Différents chercheurs et critiques littéraires n’ont pas la même attitude envers ce livre, il y en a qui le considèrent simplement comme un document qui a une valeur linguistique et d’autres qui lui connaissent aussi des valeurs littéraires. La vérité est que l’action de Buzuku est un premier pas vers le développement, le progrès de la langue et de la culture albanaïse même dans des conditions difficiles à cause de l’Occupation ottomane. Le fait que les premiers auteurs ont presque tous été des prêtres rend compréhensible la présence du christianisme dans leurs écrits. A cette époque, l’Eglise possédait le monopole de la culture ayant dans ses mains les écoles, la censure et le droit de publication.

En 1592, parmi les Arbëresh d’Italie, on publie le Catéchisme de Lekë Matrënga à Rome, intitulé *Des leçons chrétiennes*. Après le *Missel* de Gjon Buzuku, la poésie de Matrënga est la première poésie connue jusqu’à maintenant en albanaïs. Le contenu est principalement religieux. L’œuvre commence avec un poème de huit vers qui comporte le premier type de vers dans la littérature albanaïse. Ce sont des instructions liées aux doctrines de l’Eglise. L’œuvre de Matrënga est la première œuvre écrite par des Arbëresh de l’Italie. A travers la poésie, le poète conseille les fidèles d’être toujours présents à l’Eglise. Il a écrit cette œuvre pour venir à l’aide aux immigrants albanaïs en Italie qui, installés là-bas, ne comprenaient pas l’italien, ni le latin et avaient besoin de textes en albanaïs pour pouvoir continuer à pratiquer leur religion.

Je fais appel à tous, qui va écouter,
Bons chrétiens hommes et femmes,
Sur les paroles du Seigneur faites le service,
Car il n’y a personne parmi nous qui ne pèche pas
Heureux celui qui se souvient de cette vérité,
Qui pense au Seigneur
Car le Christ lui fait place au paradis,
Et l’appelle fils et frère.

6. Les Humanistes Albanaïs du XVIIème Siècle – Budi, Bardhi, Bogdani

Le travail commencé par les premiers auteurs influencés par l’humanisme, la Renaissance et la Contre-réforme a été continué par d’autres auteurs albanaïs dans les siècles qui suivent. Au cours du XVII-ième siècle apparaît une personnalité très importante pour la langue et littérature albanaïses, Pjetër Budi avec sa large activité religieuse, politique et littéraire. Il a écrit quatre œuvres en albanaïs. En 1618, il publie sa première œuvre *La Doctrine chrétienne*, qui est un catéchisme traduit de l’italien pour venir à l’aide à ses compatriotes dans la pratique de leur religion catholique. Cette œuvre dans son original était une part très importante de la Contre-réforme. A part le catéchisme, on y trouve aussi quelques poèmes religieux, dont une partie ont des valeurs littéraires et pas seulement religieuses. Budi est le premier auteur de la littérature albanaïse connu qui a apporté en albanaïs une œuvre originale en prose, ou se reflètent des éléments de la vie de l’époque. Dans son œuvre, la place la plus importante est occupée par son point de vue religieux, mais il n’y manque pas non plus l’inquiétude de l’écrivain pour l’avenir de la patrie, de sa nation et de la langue albanaïse. La plupart de ses poésies sont des traductions et adaptations du latin, mais il y a aussi des créations originales. La thématique religieuse s’y imbrique avec les efforts du poète pour donner des informations sur la réalité de l’époque. Le poète prêtre et le patriote ardent se réconcilient très harmonieusement chez lui.

Budi est aussi le premier auteur albanaïs qui s’est consacré à la poésie. Il a écrit environ 3300 vers dont la thématique est religieuse et ont une grande valeur car ils transmettent les idées religieuses de l’époque et les points de vue du poète quant à la foi. Le poète s’inspire des thèmes et des symboles bibliques. Dans ses vers apparaît la crainte de Dieu et le jugement qui attend les humains. Sous l’influence de l’humanisme, il regarde la condition misérable dans la société, les souffrances et les injustices qui suivent l’être humain pendant toute sa vie. L’être humain est mortel, corruptible, mais en même temps il est somptueux et a sa propre dignité, malgré les difficultés et les problèmes de la vie. Ce poète parle de la contradiction dans la vie de l’homme. L’être humain est vraiment contradictoire, d’une part, il est si inapte, créé de la terre, mais il a des valeurs, il a plus de valeurs que l’or pur ; affamé pour la majesté et pourtant plongé dans le péché. L’homme est présenté dans ses vers comme un misérable, impuissant, mais en même temps, il possède la terre. Sur ce point, Budi présente des idées semblables à celles de l’écrivain et philosophe français Blaise Pascal, qui traite dans son œuvre philosophique *Les Pensées*, la situation contradictoire qu’affronte l’homme dans le monde. Pascal

aussi est inquiet pour la position de l’homme dans l’univers et il traite le sujet de la condition misérable de l’être humain.

O malheureux humain,
Oublié dans le mal
Assoiffé pour la majesté
Dans le péché enchevêtré ;

A travers les vers, Budi exprime son comportement humaniste en appréciant la créature humaine et en lui attribuant la place qui lui appartient depuis les commencements, mais en même temps il exprime sa philosophie sur la condition difficile de ce monde corrompu et dégénéré.

D’un caractère tout à fait différent des écrits dont on a parlé jusqu’à ce point, se présente l’œuvre de Frang Bardhi qui rédige un dictionnaire latin-albanais en 1635. L’intention de l’auteur était d’aider le clergé catholique qui ne connaissait pas suffisamment la langue latine pour l’utiliser dans les services religieux. Son œuvre a des valeurs linguistiques, même s’il s’agit d’un vocabulaire restreint où prédomine la thématique religieuse, mais c’est aussi un autre élément très important qui témoigne de l’influence de la réforme protestante même si de façon indirecte.


Dans la relation corps-âme, Bogdani accorde la priorité à l’âme, qui est considérée comme l’essentiel de l’homme. C’est ce qui dirige l’être humain. L’âme est très semblable à Dieu car elle provient de Lui, alors que le corps appartient à la création, à la terre. Bogdani recherche l’harmonie entre les sens et l’esprit. Rugova dans son œuvre L’œuvre de Bogdani affirme : « Même s’il donne de la priorité à l’âme, il ne déprécie pas la puissance du corps qui fait bien à la pensée. »8 Bogdani a été influé par l’Antiquité et il cite les vers de Virgile : « L’âme mêlée au corps, renforce et protège ».

L’auteur fait appel aux Albanais de chercher le savoir, pour que « l’esprit soit illuminé », « afin de connaître son Dieu, soi-même et le siècle ». Cet appel nous rend conscients des priorités de l’auteur en tant que prêtre et humaniste en même temps. L’être humain a besoin de connaître son Créateur pour mieux comprendre soi-même et pour affronter les conditions de la vie, tous les problèmes et difficultés. Bogdani affirme : « Là où fleurissent les scientifiques, les littéraires et la connaissance, fleurit aussi la bonté », montrant ainsi clairement son caractère humaniste. La religion et la sagesse doivent coexister dans une nation, chez un homme, pour atteindre le développement et l’avancement vers le progrès.

Les œuvres de cette période ne traitent que rarement le thème non-religieux. Presque tous les auteurs de ces siècles étaient des prêtres qui écrivaient dans l’intention de défendre les fondements de la foi chrétienne. La lutte entre le christianisme et l’islamisme a donné à notre littérature un caractère essentiellement religieux. Mais malgré l’accent religieux de cette période littéraire, on peut dire que c’était aussi une réaction de la conscience nationale, dans l’intention de pouvoir traduire l’Ecriture sainte en albanaïs, mais en même temps ces œuvres peuvent être appelées créations aussi, car le procédé de traduction est une sorte de création.

Octavio Paz, poète et essayiste mexicain, a résumé dans son œuvre traitant les sujets de la traduction que tous les textes, faisant partie d’un système littéraire particulier, sont des « traductions des traductions des traductions » :

“Chaque texte est unique et en même temps, il est traduction d’un autre texte. Aucun texte n’est complètement original car la langue dans son essence est une traduction. Premièrement du monde non verbal et de deuxièmement, puisque chaque signe et expression est traduction d’un signe et d’une autre expression. Et, pourtant, cet argument peut être exprimé de façon inverse sans perdre absolument sa valeur : tous les textes sont originaux car chaque traduction est différente. Chaque traduction, dans une certaine mesure est invention et comme telle, elle constitue un texte unique ».

7. Conclusions

Cette première littérature aidait beaucoup à l’expansion de la doctrine catholique, mais de l’autre côté, elle a ouvert la voie à la littérature nationale albanaise. Dans L’Histoire de la littérature albanaise, ces premières œuvres sont considérées comme des écrits qui « ont un caractère religieux, elles ont été écrites comme une réponse aux besoins de la pratique de l’Église… ».

Cette période de la littérature a été considérée tout simplement comme l’histoire des écrits de ces siècles. Les auteurs du livre affirment : « Ces écrits dans la plupart des cas, n’étant pas une expression artistique de la vie humaine, ne peuvent pas être considérées comme de la littérature dans son sens véritable ».

Pendant et après la Réforme, les traductions de la Bible deviennent prédominantes, les adaptations et les créations ayant comme source l’Ecriture sainte se multiplient. La Bible devient objet d’inspiration pour différents poètes et écrivains. Thomas Elliot écrivait: « Toute la culture occidentale s’appuie sur l’antiquité gréco-latine et sur la Bible », et Northrop Frye accentuait : « La littérature occidentale a été influée par la Bible beaucoup plus que de tout autre livre ».


La Bible est le premier livre dans l’histoire de la littérature. Elle est souvent considérée comme le Livre des livres ou encore comme le livre qui a influé plus profondément la vie de la société humaine. Il y a beaucoup de littératures européennes qui ont eu leurs commencements dans des fragments de la Bible. Souvent, le rôle de la Bible dans la littérature devient sujet à de mauvaises interprétations. Beaucoup de chercheurs considèrent ce fait comme partie d’une idéologie, comme un moyen pour faire entrer la religion dans la littérature, mais la vérité est que l’Ecriture sainte est le livre qui a eu la plus grande influence dans la littérature mondiale. Il y a beaucoup de mythes, de symboles et d’images littéraires divers qui ont leur origine dans la Bible. On ne peut pas nier que la première période de l’écriture albanaise est plutôt une période d’imitation, pourtant le fait qu’on choisit à imiter précisément cette thématique, est un indice de l’ardent désir pour le spirituel et le divin. Les auteurs et les poètes albains manifestent clairement leur bibliophilie dans ces premiers textes écrits en albains. La Réforme protestante ou plutôt la Contre-réforme a le mérite d’avoir contribué à la naissance de la littérature albanaise.

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Tourism Destination Management in Montenegro – Constraints and Opportunities

Ljiljana Pjerotic, PhD Candidate

Faculty of Business and Tourism, Academy of Knowledge, Budva, Montenegro
Email: lpjerotic@t-com.me

Abstract

Although tourism has the potential to provide destinations with a number of benefits, the sector can also have substantial negative social, environmental and economic outcomes for the local community if it isn't managed effectively. Tourism destination management must ensure the balance between economic, social, cultural and environmental activities. For the sustainable development of tourism destinations, there is a need for a coordinated effort between all interest groups (tourism stakeholders from the public, private and civil sectors), through systematically developed and implemented management plans at all levels, especially at the local destination level, where tourism activities take place, tourists interact with service providers and with communities, and where tourism's positive and negative impacts are most felt. The paper deals with the problem of managing a tourism destination from the perspective of harmonizing stakeholders' interests. It explores destination management in the Montenegrin tourist destinations, namely the level of stakeholders' cooperation and the state of application of the concept of sustainable development at the local destination level. An empirical research was carried on the sample of 17 local tourist organizations in Montenegro. Findings and implications of the research are given in the paper. The results revealed: the problem of insufficient implementation of tourism development plans, the best aspect of marketing activities and the need for education, especially in the field of planning and product development. The results related to the application of the concept of sustainable development suggest the need for defining and tracking indicators of sustainability.

Keywords: tourism destination management, sustainable development, stakeholder cooperation

1. Introduction

Effective tourism destination management is being posed as a necessary prerequisite to achieve sustainable tourism development. The main preoccupation of managing a destination should be to find a balance between economic, ecological and social development goals. Therefore, satisfying the wishes, interests, and needs of tourists and the local population while also considering the specificities of the environment and infrastructure is a must. The key indicators of a destination's quality should be: tourist satisfaction, the business sector, i.e. tourism supplier satisfaction, the local population's quality of life and the environment's quality.

Managing sustainable development by a synergetic action of all stakeholders involved with the tourism destination will decisively contribute to strengthening its competitive position in the tourism market. Due to the properties of the destination and the tourism product itself, it is not possible to organize management by a hierarchical model of responsibilities and operational tasks. In all tourism destinations, this always has to do with smaller or larger interest groups that play a certain role in and bear a responsibility for managing a tourism destination. Therefore, their collaboration is the only viable option for management. For these reasons, it is necessary to secure communication channels and coordination methods among participants. Through this coordination and joint action each and every individual management tool can be realized, which, as a result, will increase their quality and contribute to the destination's sustainability.

2. Destination Management

In tourism theory and praxis, destination management is understood and defined in diverse ways. If we view a tourism destination, a so-called virtual organization, as consisting of independent organizations with certain mutually shared resources and business goals, then joint management is needed to manage these resources and goals. From this perspective, “destination management coordinates those tourism functions within the destination that cannot be carried out by individual tourism supply providers, or jointly stand a better chance to achieve the goals” (Magaš, 2008).

Managing a tourism destination includes all of the activities that are carried out by a coordinated management of a tourism destination:

- Marketing to attract more customers (tourists) to visit the destination;
• Rendering and coordinating services to meet the expectations of the destination;
• Securing a sustainable environment (physical, social and economic) in which tourism is being developed (Jegdić, V., Cvijanović, S., Sajfert, D., 2010, pp. 122).

Destination management in the Encyclopedia of Tourism (Jafari, 2000, pp.146) is defined as “(an) integrated managing process of any of the three kinds of destinations (urban, holiday, or rural). It covers four key elements: the destination's offer (tourist experience, the destination's image, and attractiveness), visitor mix (marketing research), marketing communication (awareness and promotion), and organizational responsibility (leadership and partnership).”

According to the World Tourism Organization (UNWTO, 2007, pp. 4) “destination management represents a coordinated management of all elements that make up a destination (attractions, hospitality, approach, marketing and prices).”

A shared attitude regarding the definitions of destination management is reflected in emphasizing the need to coordinate activities among various stakeholders. This has to do with the necessity to harmonize activity and the need for cooperative work in managing tourism development at a destination.

Achieving goals in managing a tourism destination depends on the capacity to meet tourists’ needs and wishes. On one hand, this calls for sufficient knowledge of the market, and on the other hand, for good organization and coordination of activities for all factors that influence the value and effectiveness of making and realizing a tourism product. According to Buhalić (2000, page 100), the main goals of tourism destination management are: meeting consumer needs, maximizing profitability of local entrepreneurship, securing a long-term perspective for the local population, and optimizing the existent resources through sustainable development.

Effective tourism destination management includes: 1. communicating and coordinating activities, and 2. utilizing management tools: planning, communication with the market and distribution, monitoring success and gaining new knowledge through education (Boranić, Z., Tomljenović, R., Čorak, S., 2011, pp. 24). Communicating and coordinating activities for every individual management tool utilized in tourism destination development at the destination provides a platform for joint action amongst stakeholders. Planning is considered a key management tool. As a starting point to establish sustainable development at a tourism destination, development plans should encompass all aspects of development, especially ecological, social and economic. Only planning that takes into consideration all aspects, starting with physical properties of the area, then the financial, market, social, as well as environmental aspects, can achieve the desired development vision. Tourism development production activities at a destination should include all relevant stakeholders, i.e. consider the needs of the private and public sector, and especially the needs of the local population. This kind of stakeholders approach to planning will render a synergic effect when producing and executing plans, which is of utmost importance for their successful implementation. Tourism planning without a comprehensive consultation process is likely to reduce the effectiveness of the process. Communication with the market is a management tool that encompasses all activities directed towards attracting tourists to a certain destination and soliciting them to buy certain products and services at the place of stay and during travel. Because of the distance between the buyers and the “products” at the moment of buying, communication in tourism plays a special role. These are concrete operational activities that largely encompass promotional activities, such as appearing at fairs, advertising and general public relations activities. Distribution in tourism happens by way of a series of independent intermediaries that connect producers and buyers through distribution channels. In comparison to other products and services that are delivered to the buyer, in tourism a buyer is brought to the product or service, which is what makes distribution in tourism specific and different. Monitoring efficiency is an instrument consisting of activities that monitor tourism turnover, guest satisfaction, as well as competitiveness and benchmarking analyses. Making such analyses takes strengthening the collaboration of different tourist stakeholders, and analyses results can contribute to their better business through enhancing the quality of their business policy and decision-making. In planning sustainable development, and in accordance with the idea of building “a society of knowledge,” it’s necessary to emphasize enhancing competence through continuous learning, so that education becomes an important management tool. Specific kinds and topics of education differ at each destination. Since an increase in knowledge directly affects the quality of all other management tools, it is extremely important to recognize these needs and deliver educational training accordingly. Aside from this, education is essential for realizing activities in tourism development plans. Education can be carried out in the form of seminars or workshops.

Stakeholder groups are included in the managing process via various individual management tools (planning, product and infrastructure development, communicating with the market and distribution, monitoring success and gaining new knowledge). Collaboration on any one of the management tools is achieved through communicating and coordinating activities. The question is then posed - who coordinates the activities? The World Tourism Organization argues in favor of founding a Destination Management Organization to coordinate and take care of all the factors that influence creating a tourism product at the destination, i.e. coordinate activities directed towards development of tourism.
at the destination. The current state of affairs in Montenegro is that there are representatives of interest groups within local tourism organizations that should be coordinating activities. However, praxis shows that this is not always so, and it often depends on individuals – the directors of tourism organizations.

3. Research Methodology

3.1 Research Sample

Research on destination management, stakeholder collaboration within tourism destinations in Montenegro, and implementation of the sustainable development concept was done on a sample consisting of directors from local tourism organizations in Montenegro, who were the representatives of the public sector, i.e. of the system which is responsible for managing the tourism destination. We considered that tourism organizations have the most comprehensive insight into the status of destination management and stakeholder collaboration, i.e. of the collaboration amongst all participants in the development of tourism at the level of the destination, as well as of the factors limiting collaboration. The tourism organization system in Montenegro consists of 19 local tourism organizations. Seventeen questionnaires were returned, which is a 89.5% return rate, showing that the sample is representative. The research took place in November of 2013.

3.2 Research Method

The research instrument was a structured questionnaire that asked participants to answer questions about the state of the destination’s management according to the following management tools: planning in the destination, communication with the market and distribution, monitoring success, and gaining new knowledge. Most of these were closed questions, while some were multiple choice containing lists and answers denoting intensity. A numerical scale of five scores was used to evaluate participant views regarding the level of development of individual management tools at the destination. The questionnaires were sent by email to representatives of the tourism organizations. Descriptive analysis was applied against the collected data, and then the arithmetic mean values and their standard deviation of the received scores were calculated, as well as the medians and quartiles.

4. Research Results

Below we present the review on the state of tourism destination management tools in Montenegro. Further on we give the research results on stakeholder collaboration and examples of concepts on sustainable development. For each of the management tools we first provide a general picture of the present condition. For questions requiring a yes/no answer, i.e. in nominal variables analyses, we present the frequency of certain answers, while with ranks, i.e. ordinary data, we show the arithmetic mean and standard deviation. The results acquired through this research are presented below.

Planning within the destination: The observed planning instrument was one of three plans usually made regarding the tourism development at a destination. These are: Tourism Development Plan, Tourism Marketing Plan, and Promotional Activity Plan. Bearing in mind the fact that a large number of tourism organizations make annual promotional activity plans that are not contained in their marketing plans, promotional activity plan was observed independently of marketing plan (namely, a promotional plan may exist although there is no tourism marketing plan). Each of the listed plans was investigated to see if they even existed at the destination at all. If they did, it was necessary to evaluate how they were implemented, as well as to assess the presence of the sustainable development concept. Then, the participants were asked to give their views about the limits of the plans’ implementation.

The research shows that most of the tourism destinations have a promotional activity plan (94.1%) and a strategic development plan (70.6%), while marketing plans are the least present (41.2%). Although the plans are a presumption of a system-coordinated development, they are effective only when they get implemented. According to the opinions of the tourism organization directors, marketing and promotional activities plans are better implemented than those on tourism development, and they were evaluated with a score of 3. As much as 91.7% of the participants think there are existent limits to implementing the Tourism Development Plans. As for reasons for the slow realization of tourism development plans, directors of tourism organizations listed shortage of financial resources (91.7%), limitations in human resources (25%), lack of product development strategy (25%), insufficient knowledge about market trends (16.7%), and bad stakeholder cooperation (8.3%).
Table 1: Planning within the destination

<table>
<thead>
<tr>
<th>Plan</th>
<th>Destinations having a plan</th>
<th>Plan implementation rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Tourism development plan</td>
<td>12</td>
<td>70.6</td>
</tr>
<tr>
<td>Marketing plan</td>
<td>7</td>
<td>41.2</td>
</tr>
<tr>
<td>Promotional activities plan</td>
<td>16</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Source: author’s research, 2013; Note: total no. of destinations participating in the poll: 17

According to the scores given by the directors of tourism organizations, marketing plans are the best implemented, which received an average implementation score of 3.71. This result is not surprising because numerous scientists point out that marketing activity is actually the field where collaboration between interest groups is the most developed, which is the prerequisite for their better realization.

When speaking about limitations to implementing these kinds of plans, all of the poll participants spoke positively about this problem. As for the kind of limitations, the responses are similar to those about development plans. Namely, most objections related to the lack of financial means (100%), then a passive attitude to market demands (42.85%), and limitations in human resources (28.57%). Following these are: poor collaboration amongst tourism stakeholders (14.28%), lack of product development strategy (14.28%) and insufficient knowledge of market trends (14.28%).

When it comes to promotional activity plans, their achievement was evaluated with an average score of 3.68. These plans are short-term, operative (operational activities that represent a long and well-practiced part of tourism organizations’ business) and quickly produce results. They are mostly carried out in collaboration with the private sector, which knows the market very well. However, even with implementation of promotional activity plans, most of the poll participants (80%) thought limitations existed. Again, the most pronounced limitations were shortage of financial means (81.25%), limitations in human resources (12.5%), and the absence of a product development strategy (12.5%). Next came a passive attitude towards the market demand (6.3%), and insufficient knowledge of market trends (6.3%). In contrast to the previously mentioned plans, bad collaboration among the carriers of activities was not listed at all as a limitation.

Implementation of a sustainable development concept: With this research we wanted to determine poll participants’ standpoints on the concept of sustainable tourism development, which nowadays is the only development option for a destination to achieve long-term competitiveness on the tourism market. Generally, applying this concept to a destination’s tourism development was evaluated with an average score of 3.29. Considering that the need to define a sustainability indicator received a high average score (mean score 4.0), it is obvious that the significance of the concept has been recognized. The analysis shows that 13 of the 17 tourism destinations participating in the poll are following the indicators of sustainable development (76.5%). The most significant field that the destinations believe needs to be defined and adopted is ecology and environmental protection (median 1), followed by economic (median 2), and then social indicators (median 3). Also, when it comes to applying the concept of sustainable tourism, generally it may be said that the poll participants consider the concept completely acceptable, in terms of applying it in planning tourism development at the destination level.

Table 2: Mean value of scores on communication quality with the market and distribution

<table>
<thead>
<tr>
<th>Elements</th>
<th>Number of destinations</th>
<th>Mean scores on communication with market and distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Arithmetic mean</td>
</tr>
<tr>
<td>Propaganda/Advertising</td>
<td>17</td>
<td>3.70</td>
</tr>
<tr>
<td>Promotional material</td>
<td>17</td>
<td>4.06</td>
</tr>
<tr>
<td>Public relations</td>
<td>17</td>
<td>3.94</td>
</tr>
<tr>
<td>Internet</td>
<td>17</td>
<td>4.12</td>
</tr>
<tr>
<td>Agencies’ offers</td>
<td>17</td>
<td>2.94</td>
</tr>
</tbody>
</table>

Source: author’s research, 2013

Communication with the market and distribution: Concerning the problem of communicating with the market and distribution, the poll participants were asked to state their opinion about the quality from 1 to 5 on the numerical scale. The questions were grouped into the following categories: propaganda, promotional material, public relations, the

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Internet, and agency offers. In Table 2 the obtained mean values on communication with the market and distribution are presented.

From the mentioned scores, it may be deduced that, according to the directors of tourism organizations, propaganda/advertising is the worst section of the promotional mix in tourism destinations in Montenegro. Although this was the worst rated activity of all, it is worth mentioning that it is (due to the shortage of financial means) least applied compared to all other promotional activities. Also, agency offers represent a critical point that was very poorly rated by the poll participants. This means that according to tourism organization directors, tourism agency offers are considered a poor aspect of what’s presented at the destination, and that possibilities for improvement can be found right there. According to this, I find it important to mention the ever more noticeable initiative of creating “destination management companies”. Namely, numerous professional, and also scientific institutions, are stressing the need for agencies at the destination to more actively create more complex tourist products primarily using local resources. That is, the receptive tourist agencies that, contrary to the tour operators that are basically the intermediaries, play the role of organizers of complex tourism products – excursions, events, manifestations, professional gatherings, and so on. “They stimulate the immediate providers of services to a faster adjustment to the needs appearing in the market demand” (Trezner, 2008).

**Monitoring success:** When speaking about success, we researched how tourism turnover is monitored, guest satisfaction, and the scope of competitiveness and benchmarking analyses. Of all the listed success monitoring methods (Table 3), most attention was paid to tourist turnover (88.2%), and then guest satisfaction (82.35%). Expectedly, competitiveness (47.06%) and benchmarking (47.06%) analyses, being contemporary management methods, are still a lot less used, only by a little less than a half of the researched destinations. That might be the consequence of insufficient education or lack of means, i.e. lack of human resources needed for such analyses. However, from the level of scores given to analysis significance in managing a tourism destination (Table 3), it is visible that although the poll participants highly rated the necessity to monitor all the methods, they especially recognize the importance of conducting competitive analyses (mean value 4.63) and monitoring guest satisfaction (mean value 4.57).

<table>
<thead>
<tr>
<th>Kinds of Analyses</th>
<th>Destinations that implement success analyses</th>
<th>Mean scores of analyses' significance</th>
<th>Arithmetic mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. %</td>
<td></td>
<td>Arithmet mean</td>
<td>Std deviation</td>
</tr>
<tr>
<td>Tourist turnover</td>
<td>15 88.2</td>
<td>4.53</td>
<td>0.6182</td>
<td></td>
</tr>
<tr>
<td>Guest satisfaction</td>
<td>14 82.35</td>
<td>4.57</td>
<td>0.6227</td>
<td></td>
</tr>
<tr>
<td>Competitiveness analyses</td>
<td>8 47.06</td>
<td>4.63</td>
<td>0.4841</td>
<td></td>
</tr>
<tr>
<td>Benchmarking analyses</td>
<td>8 47.06</td>
<td>4.50</td>
<td>0.7071</td>
<td></td>
</tr>
</tbody>
</table>

**Continuous adoption of new knowledge:** Continuous adoption of new knowledge is one of the fundamental tools of efficient destination management. Adopting, as well as exchanging knowledge, are essential prerequisites for recognizing and accepting tourism market trends, as well as for sustainable tourism development. Lifelong education related to sustainable development and management will create an effective destination management. The research has shown that as much as 64.7% of destinations conduct training for tourism destination management. Despite the high percentage of destinations that implement education, it has been evaluated with an average score of 2.91 for sufficiency.

**Table 4: Education for the needs of tourism destination management**

<table>
<thead>
<tr>
<th>Education</th>
<th>Total no. of destinations</th>
<th>Destinations that provide education</th>
<th>Evaluation of education sufficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>Arithmetic mean</td>
</tr>
<tr>
<td>Conducting education</td>
<td>17</td>
<td>11</td>
<td>64.7</td>
</tr>
</tbody>
</table>

**Source:** author’s research (2013); Note: total no. of destinations participating in the poll: 17
Table 5: Significance rank of fields according to the need of education

<table>
<thead>
<tr>
<th>Field</th>
<th>Number of destinations</th>
<th>Median</th>
<th>Upper quartile</th>
<th>Mod</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>17</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Product development</td>
<td>17</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Communication with market and distribution</td>
<td>17</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Monitoring success</td>
<td>17</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: author’s research, 2013

Furthermore, the significance of education was analyzed (1—the most significant, 4—the least significant) to find which fields had an outstanding need for education. So, planning was evaluated as the field in which education is needed the most (median=1, mod=1). Then followed: product development (median=2, mod=2), communication with the market and distribution (median=3, mod=3), and monitoring success (median=4, mod=4).

Stakeholders’ collaboration: Collaboration of interest groups is thought to be a fundamental prerequisite for efficient tourism destination management. This research shows that collaboration in tourism destinations in Montenegro is good. Namely, the poll participants evaluated the collaboration amongst interest groups in tourism development at the destination with an average score of 3.06. They have further evaluated the quality of collaboration per the fields of collaboration, i.e. per management tools. The mean value of all scores ranges between 2.88 and 3.59. The worst evaluation was collaboration in the field of planning (mean score 2.88) while the best rated was collaboration in the field of communication. Market and distribution (mean score 3.59) was also confirmed by research related to this topic made by the WTO, which pointed out that the collaboration between the public and private sector was the best developed in destinations’ marketing (WTO, 2000). A relatively low score in the field of success monitoring points to poor data sharing amongst the participants in destination management that could better monitor the effectiveness of activities at the destination.

The research results show that tourism organization directors see the causes of poor collaboration primarily in the lack of planning documents on tourism development (mod 1), poorly developed communication channels (mod 2), differing interests (mod 3), lack of formal modes of collaboration (mod 4), and finally, the least important, lack of a leader, i.e. activities coordinator (mod 5). The problem recognized in communication channels and differing interests was confirmed by a literature review in which different authors warn of the same problems and limitations that are encountered even by developed tourism destinations, as well as the question of how to provide better connection, communication and trust amongst interest groups at the destinations.

5. Conclusion

A system of tourism organizations represents a good foundation for tourism development. This research on the condition of managing tourism development at the destination level shows that in Montenegro’s destinations there is strategic, marketing, and operative planning. However, their realization was evaluated poorly. A shortage of financial resources, limitations in human resources, a lack of product development strategy, and a passive attitude towards market demands were stated as reasons for the slow realization of plans. However, in order for tourism organizations to become the carriers of development projects in the future, it is necessary that they grow into contemporary destination management organizations. The Law on Tourism Organizations of Montenegro of 2007 foresees establishing tourism organizations in order to improve and promote tourism, and coordinate activities with businesses and other entities. However, it does not contain the legal base for establishing the destination management organization, nor is there grounds for taking over the function of tourism destination management by the tourism organizations. Tourism destination management requires the creation of certain legal, regulatory, and financial mechanisms that will stimulate and direct it. On the other hand, tourism organizations, considering their long-term focus on promoting and organizing manifestations and less on other management instruments, are not yet ready to take over the role of leader in destination management; they do not yet have the possibility to conduct coordinated activities amongst different stakeholder groups, and “to suffer the consequences of conflicts between political goals and market demands”. (Manente, M., Minghetti, V., 2009, page 82). At the same time, no new organizations that might take up these tasks have been found.

Although at the moment, with the existent structure and jurisdiction, local tourism organizations in Montenegro are not capable to completely take over the management at the level of the tourism destination, their capacities for doing so should be strengthened. Because of that, it is necessary to stress the present trends in tourism that prioritize sustainable
development, tourism destination management, and stakeholder collaboration.

Establishing and operating destination management organizations is especially important for the key, i.e. priority tourism destinations in Montenegro. The lack of legal capacities to establish these organizations certainly will not contribute to adequate management of tourism destinations in Montenegro.

References


The Usage of Sentiment Analysis for Hearing the Voice of the Customer and Improving Businesses

MSc. Majlinda Axhiu  
International University of Struga,  
m.axhiu@eust.edu.mk

PhD. Florida Veljanoska  
International University of Struga,  
t.veljanoska@eust.edu.mk

PhD. Biljana Ciglovska  
International University of Struga,  
b.ciglovska@eust.edu.mk

MSc. Mirlinda Husejni  
University of Wales Trinity Saint David  
mirlinda.husejni@gmail.com

Abstract

Thanks to social media, organizations now have the opportunity to continuously monitor customer feedback, laws regulations and policies. The voice of the customer has become more influential than ever before, because people make sure that whatever they say is heard by their friends and followers in microblogs. However, information gathered from social media has little value unless it is examined against other facts and used to forecast trends and risks. Considering the great importance of customer opinions, business stakeholders mostly care about the processing time and accuracy of big data, which is now easily found. That is why, for opinion processing we are suggesting Sentiment Analysis, which is a set of methods, that perceive, measure, report and utilize attitudes, opinions, and emotions automatically. Our aim is to show that the engagement of Sentiment Analysis in business can be used as an alert for the key stakeholders, to be informed for specific positive or negative discussions and issues which may affect the brand. From the case studies that we have analyzed about big and medium companies, we have found out that by measuring the customer’s perception of different goods, services and commercials, Sentiment Analysis has helped on improving their products, operations and department communications. It has even reached a great impact on intangible assets of the companies. The main contribution of this paper comprises of the usage of Sentiment Analysis in companies, in a manner that they can improve their business and reach more potential customers and business values, as well as to become a good reference point for further researches in this field.

1. Introduction

Sentiment analysis is a set of methods, usually implemented in computer software, that perceive, measure, report and utilize attitudes, opinions, and emotions, which generally are called sentiments and can be found in online, social, and enterprise information sources.

Once it has been a sleepy area of computing, which now is no longer dormant. It has been around in computer science circles for some time, but is progressively becoming more sophisticated and therefore useful. The rise and proliferation of social media and social networks such as Facebook and Twitter, has fueled major interest in this field and a growth in tools to respond to the demand.

Customer conversations and reviews are taking place 24/7. Thanks to social media, organizations now have the opportunity to continuously monitor customer feedback in real time, laws regulations and policies. Information gathered from social media has little value unless it is examined against other facts, applied to changing models and used to forecast trends and risks. The sentiment analysis tools are united in using technology to monitor opinions and gather qualitative insights, measure them and report what is found in a palatable form. The main focus is on the specific
application of classifying reviews as to their polarity (either positive or negative).

The most attractive sources of data that business stakeholders want to use are microblogs. Microblogs like Twitter, on which users post real time reactions and opinions about "everything", poses newer and different challenges. People make sure that whatever they say is heard by their friends and followers, so they have become more influential than ever before.

Researchers inquire about sentiment at various linguistic levels, such as: words, phrases, sentences and documents. These tasks analyze sentiment at a fine-grained level and can be used to improve the effectiveness of a sentiment classification.

To automate sentiment analysis, different approaches have been applied to predict the sentiment of words, expressions or documents. There are Natural Language Processing (NLP) and pattern-based, machine learning algorithms such as Naïve Bayes, Maximum Entropy and Support Vector Machine. (Abbasi, Chen & Salem 2008)

Opinion mining is not just about analyzing social media conversations but it is about any information source that captures subjective information. It can involve social conversation and also direct and indirect feedbacks, online news, presentations, even scientific papers. (Grimes 2011)

Sentiment analysis lets marketers and market researchers, customer service and support staff, product managers, etc. get at root causes, at explanations of behaviors that are captured in transaction and tracking records.

It means better targeted marketing, faster detection of opportunities and threats, brand-reputation protection, and the ultimate aim, profit.

2. Social Media Presence

Taking a look at the way of communication that occurs within an organization and outside of it- including all stakeholders, historically, there are radical differences.

Starting with emails, of which the basic idea has remained essentially unchanged since the first email was sent, which is really good for one-on-one communication, then passing to instant messaging, with which are allowed real-time communication, and ending to social media.

Nowadays there are a lot of changes in the way that businesses approach employees’ social media use. Not long ago chatting or tweeting in office hours was prohibited. Lots of companies have even been cracking down on what employees have posted on personal Facebook pages in their free time. However, all the researches have shown that forbidding employees to use social media, at the end of the day has just resulted into bad business. Lately, some big organizations have gotten the message and started to be more active on this field.

According to the statistics that MarketTools provided at the end of 2011, 23% of companies offered customer service via Facebook and 12% offered customer service via Twitter. However, the total percentage of 35% differs a lot from the percentage that is shown in the statistics at the end of 2012.

The top users understand that social media is a conversation between their company and their stakeholders, not a monologue. More effective companies use social media to interact with customers by creating online customer groups, including review sites, multi-media sharing, blogs and discussion forums.

Trying to learn more for the benefits of usage of social media, a survey is conducted in which there have been asked the effective users and the ineffective ones. Below is shown the graph of the answers and as it is seen the major effort (50%) is related to the increase of awareness of the organization or brand.

The main point that we should be concerned about is that the opinion of effective users have encapsulated the main object of the sentiment analysis research.
A large percentage of organizations still hesitate to get serious about social media and as a result they cannot see the benefits that they can get. The toughest challenges for executives entail tying social investments back to the outcome-measuring its effectiveness, involving social media efforts to ROI and understanding the real difference that social efforts make to the business. Although they are aware of how social media can be a powerful tool, most of them still aren’t sure enough.

While on the other hand for the effective users it is clear now, that beside the old methods of marketing with the usage of social media they can better promote their brand, monitor trends among customers, learn the opinion and perceptions of the products and services, increasing the value of the business, and even research new product ideas.

Taking into consideration all of the above mentioned possible advantages, experts support the idea that companies should hire special staff dedicated to social media activities. However, only 12% of the companies have done it. In most of the companies social media has also trouble in getting a piece of the budget pie. Only 20% of social-media-using companies have dedicated a part of the budget to it.

The reason why these percentages should rise has to do with the strong belief that social media can change the culture within an organization and increase the outcomes in unexpected ways.

First of all it helps companies to hire better people. If the job openings are published in social media, the entire process will be public, transparent and available for everyone to see. This may represent a labour market where all job hunters and staff are together. Through social media, companies get to know candidates on a more personal level and sometimes this can be very useful.

Secondly, social media can help in breaking down the hierarchies in the workplace, by closing the gap between management and operation level. The managers now give the freedom to anyone including the employees and interns to tweet them as well as other department heads at any time. Twitter, with its conciseness and informality, makes possible for the managers to communicate with hundreds of their employees, in a way that would be unimaginable on email or in person.

At last, social media empowers employees to become brand missioners. The final outcomes of this king of social engagement are really huge. When the employees share their experiences all the time on social networks and they blog about their work, they reach an influential audience of colleagues, peers and potential customers. It is important that all of this communication is a two-way benefit: employees are able to build their individual brand and on the other hand cultivating the company brand at the same time. Taking as an example if a company has 30 employees, and each of them has 200 followers, then altogether the brand of the company is spread to 6,000 people.

That is why social media should not be considered as a threat; on the contrary it is a way to improve internal communication within the company, seek out better hires and turn employees into brand ambassadors.

This statement also is supported by McKinsey, when in its recent report (2012) is shown that more effective use of social technologies could release $1.3 trillion in value for businesses.

Below are discussed some examples about the companies of different categories and their usage of social media.
According to some research that “Hotelmarketing” has done, 62% of customers are looking for more support through social media. So, the brand reputation and promotions depend on how companies use social media.

However the gap between the customers' desires and what companies emphasize is in fact growing. This happens because not many destinations or destination management organizations try to use their online presence to support the needs of their customers, or potential customers. They are occupied mostly by promoting the qualities of their goods and don’t have time to ask what their customers want. And more importantly to answer to the customer questions and offer quality, individualized advice.

Likely this passiveness also is present in Health Care institutions, because only 9% of customers are using social media to contact hospitals.

On the other hand there are a number of big companies that use social media in massive way. Last year, 73% of Fortune 500 organizations were active on Twitter; while more than 80% of executive managers believed that the engagement of social media led to increased sales.

More precisely, the sale departments use social media to generate leads and track customers as they move through the sales channel. Human Resources departments are using social media to connect with job seekers and simplify the application process. Operations and distribution teams estimate supply chains, while research and development group brainstorm product ideas.

Taking the data from social media and using them in real-time analysis through sentiment analysis tools can be very useful for business decisions. These tools have already been used by eminent companies such as Nestle for following customer sentiment, Wall Street to predict stock prices, GE to speed up repairs to the electrical grid and T-Mobile to prevent customer defections. As it is seen the usage of social media is not limited and can be helpful for any sector; such as food and healthcare, pharmaceutical, governmental, electrical, engineering, etc.

3. Benefits of Sentiment Analysis in Businesses

Taking into consideration that reaching the big data is very easy in this age, by using sentiment analysis, the business owners can easily find out how the public is feeling about certain things.

It is very important to know the specific goal of gathering data, for instance if they will help us to understand how people feel about our brand, or they will help on understanding an emerging problem concerning a product or service from our company. So, there are a lot of reasons why the collected data may be needed and analyzed, but we need to specify beforehand so that the gathered data are inline with the expected outcome.

By measuring the customer’s perception of different goods, services and commercials, businesses can use sentiment analysis to improve their products, their operations, departments, and even to have a great impact on intangible assets of the companies.

Advertising companies and businesses use sentiment analysis also to discover exclusive strategies for their advertising materials and advertising campaigns.

So, the general purpose is to gain the trust of the consumers, which will result in business growth and expansion. That is why the business owners should take care of customer’s issues also. It is very common for a consumer to write a bad viewpoint about a specific product, service or brand, in online communities. It is very important for the companies to detect these letdowns and take appropriate actions. They should get in touch with the consumers and solve their concern at the earliest.

By creating a sense of respect among consumers, social media and sentiment analysis have a vital importance for the growth of an organization. The consumers will believe in the brand and will be convinced about the quality of the products and services.

Another benefit from tracking the positive and negative points of the business in real time (24/7) is the detection of urgent threats to reputation, as well as to benchmark the performance of the company against its competitors.

The engagement of sentiment analysis in business can be used as an alert for the key stakeholders to be informed of specific positive or negative discussions and issues which may affect the brand. By this the companies will have a continuous control of their brand reputation.

4. Case Studies

4.1 Burger King Smoothies

Since there were a lot of competitors for Smoothies, Burger King decided to use sentiment analysis applications and to
see how people like this product.

The methodology that they used included the process of collecting opinions, cleaning them, categorizing and calibrating them. So, first of all they searched the Internet for relevant opinions and messages, and then cleaned them out of spam and non-relevant comments. After that all the data was categorized into different content areas, for instance pricing, flavor, commercials, etc. And at last their sentiment was calibrated into 5-point Likert scale.

During a search that was done in 2012 for each month separately considering the question “Where to find Smoothies?” resulted that firstly the main actors were Smoothie King and McDonald’s, whereas Burger King had just a tiny slice of the pie. But, the situation changed drastically just after few months, where the main actor turned to be Burger King.

This situation is also shown in the following graph where it is shown a great increase at that period of time.

![Graph showing the fame of Burger King Smoothies](http://www.slideshare.net/ResearchNow/conversition-august-webinar-can-cheeseburgers-and-fruit-smoothies-coexist)

There were several categories in which were analyzed the opinions for Burger King’s Smoothies, including the taste, healthy ingredients, ice and creativity.

Regarding the taste, people found the smoothies really tasty, which resulted in 67% of positive opinions. All of the positive comments which were much more in number stated that can be felt the real taste of fruits. On the other hand, the customers also found them very healthy and most of the comments were positive also in comparison with the Smoothies from other places.

Beside the positive aspects there were also some complains. The company found out that people complain about the ice, declaring that the smoothies are watered down or that the ice pieces are very big. So, for a great number of people smoothies were defined as “chunks of ice with some flavoring”.

Except this issue a considerable number of people remarked that Burger King had a lack of creativity and was just copying McDonald’s, so their smoothies were copycat. However, from the research it can be seen that people in fact liked the fact that Burger King served the same smoothies as McDonald’s and they were asking for them.

In overall, the usage of sentiment analysis had a lot of benefits for the company, because beside the positive things that they heard about their product they also learned about the issue of ice and about copying one of its competitors. Even though at first sight the negative comments were a little bit disappointing for the company, it is good that they learned about these problems, which is of great importance.

Now, it was on their hands to improve their product and to solve the issue with the ice. On the other side, they also learned that copying the main competitor is not always a bad thing, and it can have a positive influence on the product, because a lot of people asked for smoothies just because they were the same as those from McDonald’s.

### 4.2 Big Mac vs. Whopper

Another good point of sentiment analysis is that besides using it for measuring the overall sentiment toward a brand, it can be used also for comparative analyses among several products, services or brands.

This case study is conducted among two great competitors. It is done a detailed analysis for the McDonald’s Big Mac and the Burger King Whopper.

For this evaluation are used thousands of comments and messages, which are gathered from different websites, including blogs, forums, questionnaires, photos, videos, etc.
The data collected is a random sample and is valid for the period Nov. 1, 2010 until Jan. 31, 2011. This meticulous analysis is achieved by social media research and combining content analysis. So, both hamburgers are evaluated piece by piece, starting from the bread and ending to the sauces.

Regarding the bun of the hamburgers, there were much more positive conversations for the Whopper (30.5%) compared to Big Mac (20%). The negative comments are with less difference, however still the percentage of Big Mac (13.6%) is greater than the one of Whopper (10.7%).

The other main ingredient of the hamburgers is the meat. The hamburger patty of the Big Mac is discussed much more, and respectively the positive sentiments (22.6%) are more in number than those of Whopper (19.2%).

Comments about tomatoes are more frequent for Whopper which has tomato, than Big Mac which does not have. Considering the fact that in Big Mac you may have tomato only when you ask for it, the comments for Whopper are far more positive.

On the other hand the lettuce on Big Mac gains more positive sentiments (22.9%) than the lettuce on Whopper (15.4). Disproportionally the negative comments of Whopper’s lettuce are almost doubled in number, compared to the amount of negative comments of Big Mac.

Considering the other ingredients, as it can be seen from the graph, the pickles of Big Mac generate more positive comments than the pickles of Whopper. However, the Big Mac pickles also collect more negative sentiments.

Even though with a slight difference, again Big Mac wins the battle against Whopper in thanks to onion.

Taking a look at the cheese of both burgers, we can easily notice the similar percentages of positive mentions; however the percentage of negative comments for Whopper’s cheese is greater than Big Mac.

Passing to the ketchup, Big Mac does not include it and that is why it’s positive percentage is only 17.7 which is almost half of the percentage of Whopper (34%). The shortage of the ketchup in Big Mac is the main reason for the negative sentiments as well.

Considering the fact that Whopper does not have a unique sauce, there was a very small discussion about it (only 0.1%) that is why here the main focus is on the Big Mac sauce, where the positive sentiments has reached up to 36.8%.

Opposite to this, the main actor in the discussion of mayonnaise has been Whopper, since Big Mac doesn’t include it (same as the ketchup). So, if a customer wants to eat his Big Mac with mayonnaise, he should ask for it. As a result the positive sentiments of Whopper were about 40.4% while those of Big Mac were around 37.5%.

By all these partial evaluations which were done for all ingredients of the hamburgers, with a higher percentage of positive ratings and a lower percentage of negative ratings, the winning burger has been Whopper.

The overall parentages for the positive, negative and neutral sentiments for both burgers are shown in the figure below.

![Figure 3: The overall sentiment about Whopper and Big Mac](image)

Both companies were satisfied for entering this analysis, because now they were aware of their positive sides and of their weaknesses. Now, they could use all of this information and try to improve themselves, to gain competitive advantage and why not to enter in a new battle by using sentiment analysis.

5. Conclusion

In this paper it is taken a look at sentiment analysis and the classification of user opinions. Considering the great importance of customer opinions and the influence that they may have in business companies, the processing time and accuracy are the most significant factors. That is why in the automated classification, each opinion should be transformed into formal language and structured in a group of five elements, which will be understood by the machine. After that it is a
must for the opinions to pass through the five steps of sentiment analysis in order to gain the final results.

Considering the success stories of the big and medium companies, we have seen that the gained business values are really great; starting from customer relationship management, the communication among different departments within an organization, the voice of employees, the advantages in advertising, brand reputation, etc. and ending into the final goal- business profit.

Taking into account all these values the business world has reached into a level where companies are ready even to invest in sentiment analysis and take its advantages.

Even though there are tons of benefits there are still a lot of possibilities for improvements. The first thing that should be considered in future works is the possibility to change the existing algorithms or reengineer them for reaching higher accuracy. Here should be taken into account all the challenges of understanding natural language, which are increasing each day.

Another field that should be worked on is multi-language systems, because until now the most used language in sentiment analysis systems is English; however there are huge corpuses of data that may be used also in other languages. This possibility is really important especially for medium and small businesses which may function locally in countries where the first language is not English.

At last, regarding our country and region we would say that there is needed a great work to be done, in order to awaken business people to see all the advantages that sentiment analysis may bring into their companies, and to stimulate them for implementing it.

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Postmodern Enslavement and Identity-anomie:
Anologue Modes of Escape from Freedom

Predrag Živković
Faculty of Philosophy – Nikšić

Obrad Samardžić
Faculty of Philosophy – Nikšić

Miomirka Lučić
Faculty of Philosophy – Nikšić

Abstract

The paper puts special emphasis on issue resonances identity shaft, which in postmodern orbit is not conceptual "favorite" for inaugurisanost perception of reality and value structure. Notated perception of the postmodern era, its conceptual articulation seeks to review the traditional structure, the postulates of postmodernism, not more "staff" refers to the evolution of the product technological sphere. Recline on the philosophical background of Jean Baudrillard, the authors discuss the indicative field simulacrum who have no ontological potential and whose affirmative purpose of bringing man to the stage gnoseological passivity. Communication "binder * postmodernity, represents deprivation their own (human) authority as a subjective conviction and questioning the identity of belonging. Therefore, the sense of identity of the modern era is reflected in the fragmentation and fluidity of existence, and it is right to say that a man living in the modern era of floating universe, without a certain criteria. Continuous changes that accompany burdened life courses of individuals and apparently are presented as a privilege and needs actually are hidden mechanisms by which individuals are listed and seduced by easy consumption, obviate indirectly authenticity and originality of its own spirit. It's value skeleton is ideologically determined consumer orientation.

Keywords: identity, postmodernism, simulacrum, totalitarian conscience.

Before we start with the extraction and analysis of the most important characteristics of epochal datum – postmodernism, out of which we derive the theoretical construction post-postmodernism, which is by its intermediary character the field of implemented ideology, it is necessary to test the explicatory "presence" of the topic, on the crossroad of tradition and progress, with the latent danger of primordial blindness of traditionalism and those constellations of postmodernism which according to their dynamic of expansion indicate a mystified human biography. Without occupying the space for more specific aspects of theorising, we are going to focus on introducing a line of argumentations on the epochal datum. In the background of our reflective plea, we fixate the points where the creation of epochally general tone of postmodernism have occurred, which have enabled theoretical investment as an inherited epistemic paradigm, for the creation and transformation of the postmodern subjectivity structure, into something that cannot be considered as a human construction, but a quality mutation of the basic elements of the concept postmodernity – which is recognised as post-postmodernism. A great attraction of this theoretical commitment and epistemic detection of the epoch, certainly belongs to Zeljko Simic. Namely, in the massive description that is committed to the problem of totalitarian sense, pervaded through the society structure, sense and ego-conceptuality, as well as the ratiocentric tradition, Simic suggests, through the map of postmodernism trends, those spots where the post-postmodernism has profiled and identified epistemic principles of its discourse. The appropriation and adequacy of the questions on epochal datum, are confirmed by the response of post-postmodernism that suppresses and sanctions every speech of human practicality and deprives the dignity of, what was not so long ago considered as "human" and culture. Such a tendency can be easily spotted in Simioc's lines: ….post-postmodernism accomplishes such pseudo-ontological atmosphere where an individual withdraws from gnoseological initiative as a crucial immanent ingredient of his/her subjectivity. (Let's remind that this was preceded by a diametrical opposite, postmodern insistence on humouring omnipotence of beneficial – said in Bart's manner – subject competence!). At the same time, this extirpation of natality itself is amortised by the illusion that a thing holding the initiative – technological universe – is exclusively realised due to consumer's participation in the transaction of modelled images. In short, post-postmodernity seems to be the transitional phase on the way from a complete transfer of
competence of subject to the technological system, while the fact of a parallel human objectification stuns with a participative agitation, which in the roots dismisses gnoseological impulse. Let’s emphasise: each portion of technological and mediatised post-postmodern reality is no longer placed – as in Baudrillard’s simulacrums – in order to satisfy hypertrophic narcissistic desire of an omnipotent individual-subject, dissatisfied with unambiguous monotonously paved history and tradition”. (Simic, 2012 a: VIII/XIX). According to author’s culturological vocation, his intentional consideration of constitutive elements of human existence is justified, while searching the elements of non-afflicted identity axis. It is about sophisticated mutation of distinctive elements of identity that in post-postmodern surrounding lose their ontological valence, while ceding inherent share to the technological substrate, in the creation of valuative frame. It is easy to reason an indifference of technological imaginarius which does not wish to degrade human position but his sensible and ontological set – opinions, feelings and actions, altogether, and present itself as an autobiographer of a long ago forgotten cultural creation called human! Socially employable material, Simic finds in Jung’s review of Joice’s Ulysses: “Actually, Jung’s review of Joice’s Ulysses indicated postmodern paroxysm the best. Ulysses is cold, distanced observer that observes a swarm of trivial sensuous events in which he is involved, from the perspective of an omnipotent subject. One more, but by no means less important change, is consisted in the reduction of circulation rhythm: deprived of external actions and temptations, enclosed by uniformed notions, postmodern observer abides in ultimately restricted (diurnal) temporal surroundings but needed as such in order to meet for him severely impoverished diversity of affliction of intangible identity axis”. (Ibid XIII). We are going to mark the last lines of structural changes. The thing that as a post-postmodern culture is imposed to the individual, is indeed, forcing the multitude of reflections of consumer corpus, and which aims to subjective self-recognition and installation into technological orbit. The essence is that a Western man handed contemplative and empathic powers to synergic terminal of technological requirements. The privilege and monopoly for the prophecy of postmodern destruction of the subject, certainly belong to Lyotard. Namely, even though he presented postmodernism through “a wide gate”, by giving it the plausibility, when he realized its destructivity and production of uncertainty of human existence, terror of mobilization of all social classes for serving to, as Simic notices, technological knowledge, and which is a recapitulation of Nietzsche’s defeatist vision of the existing values of civilization and culture, Lyotard newly “preached” about (post) postmodern discourse which became a meritorious center of norming technological knowledge, and which is a recapitulation of Nietzsche’s defeatist vision of the existing values of civilization and culture, Lyotard newly “preached” about (post) postmodern discourse which became a meritorious center of norming technological knowledge and culture, Lyotard newly “preached” about (post) postmodern discourse which became a meritorious center of norming technological knowledge and culture, Lyotard newly “preached” about (post) postmodern discourse which became a meritorious center of norming technological knowledge and culture, Lyotard newly “preached” about (post) postmodern discourse which became a meritorious center of norming technological knowledge and culture, Lyotard newly “preached” about (post) postmodern discourse which became a meritorious center of norming technological knowledge and culture, Lyotard newly “preached” about (post) postmodern discourse which became a meritorious center of norming technological knowledge and culture, Lyotard newly “preached” about (post) postmodern discourse which became a meritorious center of norming technological knowledge and culture. Moreover, Simic continues with merciless abrasions of “grimaces” of liberal capitalism. “A modern metamorphosis of capitalism has taken the mental image of humanist versus late capitalism, liberal democracy, new world order and similar. All of those in the essence socially manipulative techniques are anachronic. The modern Ulysses is not a slave of any concept, order or organization of people, but of a general inner contamination of mankind... Written in a typical “postmodern” non-binding tone, his (Lyotard’s) work that we are dealing with, finishes the contextualization with a subjective opposition of the progress capacity – which is, actually, agreeable derivative of all that we have endeavored to fixate as a complete archeology of a ratiocentric tradition and alternative” (Ibid, 110-111). The list of analytical disputes with the epoch of post-postmodernism, Simic continues with merciless abrasions of “grimaces” of liberal capitalism. “A modern metamorphosis of capitalism has captured a former culture autonomy, pervaded it with a wrapped war for profit, and replaced it with a capital as the only social defferential. The abolition of the autonomic culture discourse signified an abolition of critical distance, hence the newly standardized product of an ideal cultural product became a unique mixture of culture and consumption: the cultural product is the one that induces consumption, and the life has become an infinite consummative consumption because this has become “cultural” “ (Ibid, 156). The wholesome program concept of studying postmodern culture and a troublesome outcome of technological “dispute” with an axiological universe, we are going to intonate through the work of Ratko R. Bozovic “Life of the Culture” in which the author boldly researches the appearance of “the genuine myth”, all with the aim to find a different meaning of life comparing to the existing objectification and alienation. Abandoning a vision of a sacral existence, the author provides temporal novum exegesis, where the former values continuum is simply amnestied over the progress ideology flurry, while the progress, and this is a G. Vattimo’s completion of its semantic term, “is more and more shaped as a value itself” (Vattimo, 1991: 105). The only thought, as the author notices, which remains and deprives man of knowledge about axiological orbit, is the thought about technology. What is interesting in this study is applied sciences credibility abolition of a kind. In the sense of marked sententia, in today’s boom of technological civilization and serial industrial production, a need for a pseudo world is imprinted into individual consciousness which relaxes and most recently achieves catharsis of the commonplace. The axis of genuine
understanding of a human cannot be founded on ego-conceptuality. Ratiocentric orientation of the subject, had and has a completely different outcome and consequences to the civilization since the revelation in Decartes’s formulations. Finally, what is happening viewed from the Heidegger’s depth of ontology of behavior, and who should this individual give their “attention” to? * .... human essence consists in them being more than a mare person if a mare person introduces themselves as an ingenious being. This “more” must not be understood as additive as if the traditional definition [a man as animal rationale – our supplement] of a man remains, however, fundamental, while only extended by the supplement of existential. “More” is with the meaning more genuine and therefore essentially more substantial. However, the riddle appears here: a human is thrown. This means: as an ek-sisting counter-throw of Being, human is more animal rationale insofar exactly less than a man understood on the foundations of subjectivity [our cursive]. The human is not the master of entities. It gains the essential poverty of the shepherd, whose dignity consists in being called by the Being itself into the preservation of Being’s truth. The call comes as a throw from which the thrownness of openness-for-Being derives. In his essential unfolding within the history of Being the human being is the entity whose being as ek-sistence consists in dwelling in the nearness of Being. The human being is the neighbour of Being. “ (Heidegger, 2003:304, taken from Simic, 2007b:222). It is not necessary to emphasise that the human cannot search their “Being justification” in technological actions and ratio-centricity, but from the completely different observing spot of the Being.

In order to neutralise the idea of society and avulse the Being from its roots, a market evolved into the merit of all sensibilities and temporality, or the last stronghold of the correspondent individuals whose thematic medium is – the consumption. The market becomes a paradigm of directed and controlled opinion, and its ideal type is an authentic consumer, whose barren identity is mirrored in the elevation to the statically unreachable ideal – mobilised consumer. Such a development is only a form of the Subject derangement. Instead of it, the artificial aggregate is formed, whose ultimate purpose of survival is to overpower the Other in consumption and consumption.

In a modern world of simulacrums, as Baudrillard addresses it, our “human centre” is not positioned in ourselves, but dislocated and abandoned for the exterior authoritarianism of possession modus that conquers modern society human. Related to this, Charles Taylor, with reference to Plato emphasises that “a curse of a human that is ruled by their desires is in their inability for content, and in being constantly outstretched by the desires. A desire is, Plato says “by its nature insatiable” (Taylor, 1989:182). This “curse” Taylor describes in his tome Sources of the Self, is a dominant characteristic that arranges habitus of a human of the hyper-consumer society, by hypertrophying the need for possessions and at the same time annulling the need for being. Modern society human models their identity with different consumer models, “at least partially reveals who I am as a unique individual, through the things I buy, and objects that extend my personal and family life, through the signs that I combine »in my own way«. In the time when a tradition, faith and politics are less creators of the central identity, the consumption more and more takes over a new identity function” (Lipovetsky, 2006:28). In that sense the individual shapes their identity in an organised consumer universe whose essential characteristic is embodied in the possession modus. Therefore, the modern society defines its credibility using possession modus, which causes antimony of what man truly is, their original being and what others want them to be – what the market imposes as a desired self-treatment. In such a constellation of conditions, a man is crucified between their inner essence and exterior demands, whereat frequently loses their essential human orientation while trying to gain attention of the exterior. Consumer society creates a “quasi subject” of a languid spirit out of an individual, deprived of feelings and destroyed by boredom, obsessed with elegant consumer exaggerations. While Lipovetsky emphasises consumption as a central agent of socialisation in the modern society, analysing modern social trends Fommm introduces the term “marketing character personality” underlining that “the aim of the marketing character is a complete adaptation so as to be desirable under all conditions of the personality market. The marketing character personalities do not even have egos to hold onto, that belong to them, and do not change” (Fommm, 2004:163). The rapidity surrounding the individual and conditions that they live in, do not allow stabilization of habits, but as soon as the habits are accepted the need for innovation is enforced. Modern trends tend to create an eternal child out of an adult, not allowing them to mature, offering the abundance of trivial pleasures and ready-made “recipes” for a comfortable life, thus making the person powerless over the authority force of civilisation products. This practice in terms of hyper consumer society is becoming a necessity that determines the existence, while elusiveness and speed under which the conditions of modern society change and innovate Z Bauman addresses as a liquid life. Emphasising that “Liquid life is consuming life. It casts the world and all its animate and inanimate fragments as objects of consumption: that is, objects that lose their usefullness (and so their lustre, attraction, seductive power and worth) in the course of being used” ( Bauman, 2009:18). Continued changes that with a burden follow the life events of individuals and groups, are seemingly presented as the privilege and necessity, but are actually disguised mechanisms that lure and seduce individuals and groups by easy consumption, while negating indirectly the authenticity of the being. Referring to the consumer society, Veblen uses the terms “conspicuous consumption”, “wasteful economy”, “deliberate wasting”, “individual competition”, and “pecuniary
emulation”. Therefore possessing is a primal determinant using which a person evaluates themselves and gains a reputation in the eyes of others. As Veblen realises, even though possessing had always been valued in primitive communities, along with the civilisation progress it “now even more becomes the most easily recognised evidence of a reputable degree of success as distinguished from heroic or signal achievement. It becomes indispensable to accumulate, to acquire property in order to retain one’s good name. The possession of goods, whether acquired aggressively by one’s own exertion or passively by transmission through inheritance from others, becomes a conventional basis of reputability” (Veblen, 2008:91). Consumption is not only incorporated in everyday life in the domain of a mere existence, it is established in the field of culture, religion, sport, and therefore people present themselves not through their ‘self’ but through their possessions, i.e. through the extension of their own being imposed by consumer culture. “In the modern community there is also a more frequent attendance at large gatherings (…); in such places as churches, theatres, ballrooms, hotels, parks, shops and the like. In order to impress these transient observers, and to retain one’s self-complacency under their observation, the signature of one’s pecuniary strength should be written in characters which he who runs may read. (Ibid, 2008:138). A necessity for consumption becomes a custom, and as soon as the well adopted custom becomes incorporated in the fashion of behaviour, it becomes a standard which defines reputability and becomes a condition for acceptance.

Behind this pageant are principles of liberal doctrine that incorporates all elements of the repression and is a worthy rival to the totalitarian mind. Our choice of engaging a credible source came down to a detailed view of Alan Touraine, who says: “that extreme liberalism used to be an avant-garde of modernism but it got off the stage and now creates a type of economic society where the postmodern culture is developed…. As the society more and more resembles to the market without ideological or even political problems, all that remains is a struggle for money or search for identity. Social problems have been replaced by non-social, and individual problems by global problems, that far exceed the social and political sphere, thus destroying much of its content. It is a society that rejects the analysis, which does not believe in great ideas and solemn speeches that disturb its pragmatism and its dreams. The greatest strength of the liberal vision is that it seems to provide the best protection against all attempts of the governing elites to take power, especially those who claim to speak on behalf of mankind and society. Money seems to be the least personal and therefore the least cruel of all masters while people with convictions that include grandiose projects are always trying to impose their religion and their power over others” (Touraine, 2007:148). Completely negating the prospects of humanity, modern civilization creates existentially disoriented individual whose merit of valorisation is trapped in a range of instant pleasures and instant living. Postmodernism is in compliance with the logic of neoliberal capitalism, whose oxymoron is consisted of a hypnotic profit and a consumption lever, reflected as a workflow.

Hermut Krauss , sees postmodernism as a period of undefined paradigm in which performs general cognitive theoretical destruction, within which “antagonistic tensions replace joyous crowd, narration suppresses the law, and the regression of opinions is transformed into a change of paradigms” (Kuljic, 2006: 54). An important support of postmodernism is the fragmentation, as seen from the perspective of the parts, while the whole is unreachable. The idea of the whole is replaced by the idea of the unstable crowd that before managing to evolve, becomes anachronistic or at least has its alternative. Therefore, we live in a world filled with alternatives and possible choices, and again it all comes down to the individual's decision what to choose as their "own" in the range of given opportunities. In addition, the whole or the totality, as well as the reality, remain in the past, and the present promotes the world of virtuality as if "we no longer live in the reality or we oppose it, as well as we handle a multitude of equal realities" (Ibid, 2006:55). From the perspective of Habermas, postmodernism is a phase which deepens the existing and from the existing derives new forms, focusing on the present moment, and neglecting the future. Therefore, whatever happens, happens in the present, and thereby postmodernism lacks historical vertical (according to Kuljuca), because it does not reflect on the past, nor does it direct the perspective to the future. Zygmunt Bauman defines postmodern society as consuming, and modern society as a productive. Thus, modern society socializes its members as producers, while postmodern society prepares them for the role of the purchaser and the consumer. As a metaphor for postmodernism, similar to Baudrillard, Bauman uses the term giant shopping centre: “we can understand postmodernism as a giant shopping centre full of goods whose main function is enjoyment of the shopping itself, the existence that acts like the eternal stay at the shopping centre. This also represents a constant freedom to do whatever we want, along with a constant questioning, what is worth doing, and who should we do it for” (Bauman, 1992:499).

“Faustian Bargain” and panegyrical enthusiasm with postmodern and modern science that uses man as a mere servant, can be found in the words of the liberal doctrine spokesperson Francis Fukuyama. Revising epochal pages of philosophical records of Hegel and Kojève, in the creation of a Universal History and Truth embodied in the liberal doctrine, in his paradigmatically transferable title, dictated in a essentially ideological manner and liberated from gnoseologic standards-settings, in an attempt to glorify liberal democracy, Fukuyama will in the end quite unconsciously,
anticipate an actual end of mankind, as we can understand his work "The End of History and the Last Man" through a thematic diminutive. Exactly due to a prior condition of social progress is predestined by liberal freedoms, Fukuyama recklessly anticipated a Western man scripture, who is a tactical potential of global production. This systematic manoeuvre is an image of the Western man being, influenced by technological imaginarius or a brainwashing of a kind. In addition it remains to notice Fukuyama's priceless importance, which naturally is in the context of postmodern man cataloging. "The first way in which modern natural science produces historical change that is both directional and universal is through military competition. The universality of science provides the basis for the global unification of mankind in the first instance because of the prevalence of war and conflict in the international system. Modern natural science confers a decisive military advantage on those societies that can develop, produce and deploy technology the most effectively, and the relative advantage conferred by technology increases as the rate of technological change accelerates"(Fukuyama, 1997:97). Fukuyama's explicit voice - secured by the ideological status of technological merit, which votes for the progress, creates and seeks a new identity sphere that would support such a truth as the previously launched framework of postmodernity. In this rapture of images, Fukuyama's manifest cannot be introduced as a credible "paradigm of the time", due to most strictly specified penetrations listed. Using a fatality of a kind, postmodernism ruptures with the mantra of "eternal return" of which modernist myths were speaking. Strongly supporting arguments of "disqualification" of postmodern culture and the search for an adequate time equivalents, Dugin's explicit "message" is that: "postmodernism comparing to modernism, does not have a programme and does not tend to overcome or crash modernism. Postmodernism is deeply indifferent towards modernism values, the whole patois of its critics, the whole tension of the "spiritual Enlightenment". Postmodernism is not active but passive. What is interesting is as follows: during the change of the paradigms – from, modernism to postmodernism – once sunken continents of the "traditional society" emerge, seemingly long time ago outdated and scattered guidelines. Postmodernism – especially of the Third World, but not only there – uses the critical phase of the transition to remind of itself. In this way, no matter how paradoxal it seemed, archaic identities are more and more noticed: in the language of politicoogy a term "empire" and "empires" (plural); after the centuries of suppression by national states, ethnicities remind of themselves; religions (among other – Islam) reappear as the factor of world’s real politics, and sects and radical political organisations reproduce parameters of ancient hierarchies. That is how, in our world, evolves a complex mosaic system of the identity" (Dugin, 2009:37).

“Geopolitics of Postmodernism” by Aleksandr Dugin, whose lines we quote is an initial reading and historical subtext for the political geography of postmodernism. The author warns that the term ‘Empire’ must be differed from this term used in traditional societies. “Empire in the postmodern context represents a network (nota a spatial) structure. That “empire” does not oppose the “civil society”, but practically overlaps with it. It is based on the absolutisation of liberal values and principles, but nowise on the archaic systems of hierarchies. It does not deny but continue the modernism, leading it to a new, quality higher level, without proposing an alternative. That “empire” actually represents a synonym for the globalisation" (Dugin, 2009:39). Theoretical investment of our epistle provides Baudrillard’s vision of a well-known Narcissus, who, according to Baudrillard, is not fascinated by his own reflection as a perfect erogenous identity, but as a situation of cancelling the Other. “Bending over a pool of water, Narcissus quenches his thirst. His image is no longer “other”; it is a surface that absorbs and seduces him, which he can approach but never pass beyond. For there is no beyond, just as there is no reflexive distance between him and his image. The mirror of water is not a surface of reflection, but of absorption” (Baudrillard, 1994:75). A post-postmodern individual cannot be a vulnerable narcissus. Their identity must be emphasised by euphoric enjoyment of everyday rhythm of consumer culture. Today’s individual is characterised by a statelessness of a kind, banished out of their identity orbit.

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From Balkanization to Regional Economic Integration Project: Cefta Agreement

Muharrem Can, Candidate Ph.D
muharremcan@hotmail.com.tr

Abstract
The years of the 1990s for Balkan Regions were this era was remembered war, political unrest and collapse of Former Yugoslavia. This means despite of regional economic integration in rest of the World, this region had political unrest, the emergence of new states and economic problems. Between 2002 and 2006, before CEFTA Agreement signed, more than bilateral free trade agreements were signed between these countries. After signing CEFTA in 2006, these agreements that signed before replaced with this agreement. Both bilateral FTAs and after CEFTA agreement has a positive impact on trade volume between the countries in the regional. Although there are some obstacles regional economic integration, especially technical barriers, the countries in the region, have some advantages. Some of these are common language, common border, land areas, cultural similarity, geographical position and historical links.

Keywords: Regional Trade Agreements, Balkanization, Bilateral Trade Agreements, Western Balkan countries, CEFTA, Non-technical barriers.

1. Introduction
In our study, we discuss Regional Trade Agreements (RTAs) and the reason of the increase number of this kind of agreements in 1990s years. On the other hand, the years of the 1990s for Balkan Regions were this era was remembered war, economic sanction, political unrest and collapse of Former Yugoslavia. From the first years of the 2000s years to 2006, 32 bilateral trade agreements were signed between the countries in the regions. In 2006 Albania, Moldova, Croatia, Bosnia and Herzegovina, Macedonia, Montenegro, Serbia and Kosovo signed Central European Free Trade Agreement (CEFTA).

Beside the Free Trade Agreements (FTAs) and Regional Trade Agreements (RTAs), some factors such as common language, common borders and common history has a positive effect on the trade volume. We analyze export and import data from 2001 to 2012 years, after the Free FTAs and CEFTA agreements, intraregional trade especially export volume increase between the member countries. Although there is a marked progress in regional trade, it is still under the potential. Main obstacles seem to technical barriers and political problem between the countries.

In our study, we argued balkanization concept, RTAs and bilateral trade agreement and the reason of the increasing number of the RTAs in 1990s and after 2000s.

2. Methodology
In the study, export and import data from year 2001 to 2012 for 8 Balkan countries has been used. The data has been collected from different sources as; International Trade Center Database, United Nations Commodity Trade Statistics Database, Kosovo Central Bank Statistics, National Bureau of Statistics of the Republic of Moldova, Bosnia and Herzegovina Statistics Agency and Turkish Statistics Institution. As it has been stated the aim of the study is to analyze the effect of trade agreements on trade volumes of countries in the Balkan region.

3. Regional Trade Agreements
In accord with article XXIV of the General Agreement on Tariffs and Trade (GATT), there are two forms of preferential agreements’ free trade areas, in which member countries eliminate internal barriers to trade and custom unions, in which members also adopt a common external tariff (Bagwell & Staiger, 1999, p. 218) (Bagwell & Staiger, 1999, p. 218). In February 1996, World Trade Organization (WTO) realized the important of RTAs and appointed a Committee on Regional Trade Agreements (CFTA) to congruent these agreements (Panagariya, 1999, p. 8) (Panagariya, 1999, p. 8). An important source of concern with PTAs is that they can damage non-members. One direct channel is occurred if the PTAs members divert their import demand away from the non-members and this effect cause of reduce non-members’ export prices (Karacaövali B. 2010, p. 2).
A number of studies PTAs have a ‘trade creation’ and ‘building bloc’ or ‘trade diversion’ and stumbling block effects. Baldwin (1993 and 1995), Ethier (1998), Laird (1999), Clausing (2001), Glick and Rose (2002), Lee et al. (2008) Krugman (1991 and 1993) conceive that PTAs would raise intra bloc trade is outweigh the losses from trade diversion. Emerging of several PTAs would result in inter-bloc trade discrimination and tariff barriers and thus, would injure multilateral corporation and hamper global free trade (Singh 2010, 1546). PTAs are more trade diverting and more likely to be supported by member countries. Each countries firms have some advantages to access partner’s market and by diverting trade away from rest of the world (Krishna, 1998, p. 229).

In 2010, 26 new notifications involving 18 regional trade agreements (RTAs) were received by the WTO. 484 RTAs notified to the WTO as of 31 December 2010, 293 were in force. RTAs include bilateral and inter-regional free trade agreements (WTO, 2011a, p. 54) (WTO, 2011a, p. 54). Among the best known are; The EU, The European Free Trade Association (EFTA), The North American Free Trade Agreement (NAFTA), The Southern Common Market (MERCOSUR), The Association of Southeast Asian Nations (ASEAN) Free Trade Area (AFTA), and - The Common Market of Eastern and Southern Africa (COMESA) 1

According to Lawrence (1996) unlike multilateral trade liberalization, regional arrangements promote (especially FTAs)2 "deeper" integration. Rather than being confined to "shallow" integration in terms of liberalization of trade among members, they involve "deep" integration through coordination (Panagariya, 1999, p. 43) (Panagariya, 1999, p. 43).

Most of the East Asian countries, especially countries in Northeast Asia, have been well-known to prefer non-discriminatory multilateral liberal efforts rather than a discriminatory regional liberalization policy. However, after realizing the importance of regional economic cooperation from the East Asian financial crisis in 1997, these countries have changed their policy attitude affecting from global approach to favoring a regional approach (Invonn, 2008, p. 4) (Invonn, 2008, p. 4).

Years of the 1990s, RTAs were increasing worldwide. However in Balkan Region, this is not the case. Indeed, this decade was remembered as disintegration, balkanization even war for Balkan countries. Indeed, during these years, new states emerged in the region.

4. Balkanization and Cefta

4.1 Balkanization

On every continent, in almost every major nation override political reality is that of increasing social separatism and fermentation-sometimes violent splintering of humanity by ethnic group, race, and religion. The most dramatic change is found in the countries used to be known Yugoslavia and Czechoslovakia. Even in America melting pot racial, ethnic, and other varieties of separatism are distinctly on the rise. Blacks identify themselves as “African American” (Glynn, 1993, s. 21)(Glynn, 1993, s. 21).

It was coined at the end of World War I to describe the ethnic and political fragmentation that followed the breakup of the Ottoman Empire; particularly in the Balkans (the term Balkanization is today invoked to explain the disintegration of some multiethnic states and their devolution into dictatorship, ethnic cleansing, and civil war). Balkanization has occurred in places other than the Balkans, including Africa in the 1950s and ’60s, following the dissolution of the British and French colonial empires there. In the early 1990s the disintegration of Yugoslavia and the collapse of the Soviet Union led to the emergence of several new states—many of which were unstable and ethnically mixed—and then to violence between them. The concept of ‘Balkanity’ as a political and geo-cultural concept should be located within the historical landscape organized by the 1878 Congress in Berlin. The modern history of the Balkans properly begins in the Berlin Congress—home to ‘ carve-up of the Balkans’ (Grubacic, 2012, s. 442)(Grubacic, 2012, s. 442).

Although Balkanization originally referred to Europe’s Balkan Peninsula and its historic break-up after control by the Ottoman Empire. The term balkanization itself was coined at the end of World War I following this break-up as well as that of the Austro-Hungarian Empire and the Russian Empire (Grubacic, 2012, s. 443)(Grubacic, 2012, s. 443). It can be said that one meaning of the Balkanization is dismantling of the empires such as ottoman, Austria and Hungarian and emerged some new independent states. This is closest meaning to Balkanization. The ethnical, religious, cultural and even cult, etc. is a social richness and live together in peacefully. It is other meaning of balkanization.

Malcolm traces the migration of Croats, Serbs, Vlachs, Jews, Gypsies, and others who settled in Bosnia over the centuries (Mestrovic, 1996, p. 77)(Mestrovic, 1996, p. 77). Like the Balkans itself, balkanization was a project of inter-

1(http://www.wto.org/english/tratop_e/region_e/region_e.htm).
2My own idea.

There is no convincing reason to assume that the war in the former Yugoslavia has been a religious war, or that the religious factor has been the crucial one in it (Vrcan, 1994, s. 117)(Vrcan, 1994, s. 117). A visible and almost official usage of the current interpretation of national history, on the one side, in terms of a genuine and sacred martyrology (in Serbian orthodoxy) or a Cavary (in Croatian catholicism) or a holocaust (in Bosnian Islam) (Vrcan, 1994, s. 120)(Vrcan, 1994, s. 120). My contention is that the destruction of state-socialist Yugoslavia was a project of the same century-long process of Balkanization from above. In contrast, Socialist Yugoslavia was a result of a long tradition of movements for Balkan unity, a manifestation of Balkanization from below (Grubacic, 2012, p. 43)(Grubacic, 2012, p. 43). In short, the wars in Balkan region in late 80s and 1990s were based on ethnic, religious reason. The war collapse of the Balkan and ended Balkan dream and peace.

It is no accident that when Yugoslavia collapsed in 1991, the term Balkans came back (Grubacic, 2012, p. 43)(Grubacic, 2012, p. 43). Yugoslavia dissolved in 1990 and its member republics begun the stiff road toward political pluralism and market economy. The first years of 1990s were marked by many political shocks, the military conflict in Croatia, the war in Bosnia and Herzegovina, the UN embargo and NATO intervention in Serbia and the subsequent refugees’ crisis. These resulted in a loss of the traditional markets, built physical borders and trade barriers among the republics and loss of the natural trade partners (Petreski M., 2013, p. 29).

4.2 Bilateral Free Trade Agreements and CEFTA Agreement

At the beginning of the 21st century for the first time in the history, all the countries in the region have common strategic goals: to provide security, political stability and socio-economic operation was seen as an integral part of the preparation for integration into development to their citizens through a process of becoming members of NATO and the EU (Kuščujić, M., p. 48).

Glikov found that history had discouraged the Balkan countries from engaging in regional trade, thus preventing them from exploiting geographical proximity as a meaning of achieving increasing benefits from intra-regional trade (Delevic, 2007, p. 14). External and internal shock in 1990s in Balkan region (all military economic and political crises) directly affected neighboring countries for example through influxes of refugees’ disruptions in transport and trade and loss of investor confidence. Good economic activities started in the region only after 2000 when political changes took place first in Croatia then in Serbia. Trade in export, import and trade have continued since 2000 (Delevic, 2007, p. 48).

Among the activities within the Stability Pact, a Memorandum of Understanding was signed on trade liberalization and facilitation (27 June 2001 in Brussels) (Kapetanović & Kulundžić, 2009, p. 110). The main obligation of the memorandum was for the countries to start negotiations on bilateral FTAs that should be concluded before the end of 2002 (Krizmanic, 2007, p. 560).

The critical moments in this evolution of ownership came with the establishment of the Stability Pact in 1999 and finally with its transformation to the Regional Cooperation Council (RCC) between 2006 and 2008 (Kuščujić , p.93). The Stability Pact designed a two-stage trade liberalization process. During the first stage, the SEE countries were to remove administrative barriers, suspend the introduction of new trade barriers and reduce all trade barriers in a coordinated way. During the second stage, the SEE countries would join the WTO and establish a free trade area (Balic & Zdravkovic, 2009, p.101).

In June 2001, the auspices of the Stability Pact for SEE, a MoU was signed on trade liberalization and facilitation to development of a new work of bilateral trade agreements and to dismantle of regional non-tariff barriers (Delevic, 2007, p. 56).

The activities already developed within the Stability Pact in addition to the initiatives from the region, served as a basis to enlarge the scope of regional co-operation with the Thessaloniki Agenda of 2003, which is considered as another important benchmark of the process of EU integration of the Western Balkans. While remaining in the context of reconciliation together with enhancing regional co-operation, the targets and areas for regional co-operation became much more ambitious (Jordanova, 2009, p. 66). As part of this, the Stability Pact designed a two-stage trade liberalization
process. During the first stage, the SEE countries were to remove administrative barriers, suspend the introduction of new trade barriers and reduce all trade barriers in a coordinated way. During the second stage, the SEE countries would join the WTO and establish a free trade area (Balic & Zdravkovic, 2009, p. 101). The bilateral versus multilateral approach from the outset, and especially since the Thessaloniki EU Summit in 2003. Conflict between the bilateral and multilateral approaches and its impact on regional co-operation is elaborated in detail (Kušljugić, M. p. 50).

After 2002 till 2006 before CEFTA agreement, more than 30 bilateral FTAs were signed between the countries in the region.

Table 1: Bilateral FTAs between the CEFTA Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>SAA agreements with the EU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Serbia and Montenegro 2006 2004</td>
</tr>
<tr>
<td></td>
<td>Montenegro (as of 2008 01.01.2008)</td>
</tr>
<tr>
<td>Croatia</td>
<td>2002 2003 2005 2004 2006 2004 01.03.2002</td>
</tr>
<tr>
<td>Montenegro (as of 2008)</td>
<td>01.01.2008</td>
</tr>
</tbody>
</table>

Source: (Petreski M 2013..5).

These FTAs result in free trade to the signatories, although not completely liberalized, has established free trade area for almost all industrial products and some agricultural products. (Krizmanic, 2007, p. 560)(Krizmanic, 2007, p. 560). But it is not enough for deep economic integration.

By the end of the 2004, a key report of the SP ‘Working table II’ stated that there was a consensus that a multilateral free trade agreement would greatly contribute the economic efficiency of the liberalization process. It should be the geographic expansion of the CEFTA agreement or the evaluation of the existing network of bilateral free trade agreement into a new multilateral agreement (Dangerfield, 2006, p. 320) (Dangerfield, 2006, p. 320).

CEFTA agreement is defines a unified free trade area in WBC. This agreement was initially formed among the Central European Countries, the countries co-called Vizagrad Group: Poland, Hungary and Czechoslovakia (later Czech Republic and Slovakia). This agreement was signed on December 21, 1992 in Poland and took effect in July 1994. In the second round, Slovenia (1996), Bulgaria (1996), Romania (1997), Croatia (2003) and Macedonia (2006) joined to this agreement (Jelisavac&Zirojevic, 2009, p. 118).

The new agreement, called CEFTA 2006, was started on November 9, 2006 in Brussels and signed on December 19, 2006, at the SEE Prime Minister’s meeting in Bucharest. The agreement was approved on March 31, 2007, and finally went into effect on July 26, 2007 (Jelisavac&Zirojevic, 2009, p. 118) for Albania, Macedonia, Moldova, Montenegro and UNMIK Kosovo, for Croatia it entered to force on 22 August, for Serbia on 24 October and for Bosnia and Herzegovina on 22 November 2007. Full implementation and application CEFTA 2006 started at the end of the 2007 (Druzić, Penava, &Sekur, 2009, p. 102). After signing and implementation these FTAs, almost all custom duties of industrial products and some agricultural products were eliminated.

4.3 Trade Liberalization and Its Effect on Trade Volume

There are a number of extra conditioning variables that affect trade other than multilateral trade liberalization. There are many extraneous factors such as culture (e.g., whether a pair of countries share a common language), geography (whether none, one, or both are landlocked), and history (Rose A. K., 2004, p. 99). Probably these factors affected positively on intra CEFTA trade volume. But trade liberalization (especially FTAs) is the key factor that effect trade volume between the countries in the region.
4.4 \textit{Import Share of the Intra CEFTA}

As we accept the year of the 2001 as a base year (as a 100), the increase rate is 315.7 in 2006. In these years, more than 30 bilateral trade agreements were signed. It should be said that these agreements result in positive effect on the trade increase but modest. The share of the import rate of the intra CEFTA is 12\% in 2001 and 10.2\% in 2006.

After CEFTA agreement signing in 2006, the year of the 2006 is decided as the base year; in 2012 the increase rate is 163. From 2007 to 2012 share of the intra CEFTA is almost the same, 11.9\% and 12.4\% respectively.

\textbf{Table 2: Import Share of the Intra CEFTA}

<table>
<thead>
<tr>
<th>Years</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intra CEFTA/Total (%)</td>
<td>12</td>
<td>13.1</td>
<td>8.7</td>
<td>10</td>
<td>9.1</td>
<td>10.2</td>
</tr>
<tr>
<td>Index (2001 intra CEFTA=100)</td>
<td>100</td>
<td>127.9</td>
<td>120.9</td>
<td>190</td>
<td>231.8</td>
<td>315.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intra CEFTA/Total (%)</td>
<td>11.9</td>
<td>11.5</td>
<td>12.1</td>
<td>12.8</td>
<td>12.6</td>
<td>12.4</td>
</tr>
<tr>
<td>Index (2006 intra CEFTA=100)</td>
<td>157</td>
<td>185.9</td>
<td>138.7</td>
<td>150.6</td>
<td>176</td>
<td>163</td>
</tr>
</tbody>
</table>


4.5 \textit{Export Share of the Intra CEFTA}

As we accept the year of the 2001 as a base year (as a 100), the increase rate in 2006 is 453.9\% these years, as I stated above, more than 30 bilateral trade agreements were signed. It should be said that these agreements result in positive effect on the trade increase, and this effect is more than import effect. The share of the export rate of the intra CEFTA is 15.9\% in 2001 and 26.4\% in 2006. It is a fairly good growth if compare import rate of the same years.

After CEFTA agreement signing in 2006, this year is decided as the base year; in 2012 the increase rate is 150. But in 2009 the index is 113 which is the lowest. This is probably because of global economic crises. On the other hand, from 2007 to 2012 share of the CEFTA are 30\% and 27.1\%.

\textbf{Table 3: Export Share of the Intra CEFTA}

<table>
<thead>
<tr>
<th>Years</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intra CEFTA/total (%)</td>
<td>14.5</td>
<td>24</td>
<td>24.1</td>
<td>15.8</td>
<td>23.2</td>
<td>24.4</td>
</tr>
<tr>
<td>Index Intra CEFTA (2001=100)</td>
<td>100.0</td>
<td>164.8</td>
<td>165.9</td>
<td>108.6</td>
<td>159.8</td>
<td>167.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intra CEFTA/total (%)</td>
<td>28.0</td>
<td>27.9</td>
<td>29.2</td>
<td>26.1</td>
<td>25.0</td>
<td>24.6</td>
</tr>
<tr>
<td>Index (Intra CEFTA 2006=100)</td>
<td>115</td>
<td>114</td>
<td>120</td>
<td>107</td>
<td>102</td>
<td>101</td>
</tr>
</tbody>
</table>


Generally, from beginning of the 2000s to 2012, intra CEFTA trade share increased. Still this is not enough. Due to the lack of the energy sources and lack of the high- tech industries, countries in the region are dependent on import. Export similarities and political problem are the other two problems, but main problem is non-tariff barriers.

4.6 \textit{Technical Regulations and Non-Tariff Barriers}

The main obstacle to implementation of CEFTA 2006 is non-tariff barriers (Jelisavac & Zirojevic, 2009, p. 120). Apart from removing custom duties, CEFTA also implies the removal of non-tariff barriers (co-operation on technical obstacles to trade, standards, sanitary and phytosanitary measures, co-operation of customs and other cross-border authorities, etc.), liberalization of public procurements, etc (Kapetanović & Kulundžić, 2009, p. 110). In practice, the most prevalent
measures with which Companies reported to face difficulties are: product characteristic requirements (70%), labeling and/or packaging requirements (67%), testing, inspection and quarantine requirements (60%), traceability requirements (origin, processing history) (Margaf, October 8, 2009, p.11). Companies per party that faced partly difficulties regarding testing, inspe ctional quarantine requirements by the countries are Bosnia and Herzegovina (98.2%), Macedonia (74.1%), Serbia (71.7%), Montenegro (61.9 %), Albania (40,5) and Kosovo (27 %) (Margaf, October 8, 2009, p. 14). The agreement establishes to eliminate non-tariff barriers through the work three subcommittees: subcommittee for non-tariff and technical barriers, subcommittee for the cooperation of customs organs, including rule of the origin and subcommittee for agriculture, including sanitary and phytosanitary measures (Jelisavac&Ziriojevic, 2009, p.120). These subcommittees such as the Sub-Committee on TBTs and NTBs and the Joint Committee are the appropriate forum to identity and agree on actions that can be undertaken to reduce and eliminate NTBs on the multilateral and plurilateral level (OECD, 2009, p. 4).

5. Conulsion
The scientific innovation part of the study lay in two folds; theoretical and practical bases. The theoretical base represented with rich and deep literature review of world scholars, while the practical part represented by means of analyses of the trade agreements on trade volumes in the Balkan region. 1990s years for Balkan region mean war, disintegration, and embargo and new states. However, number of the RTAs increased every region in the world. Beginning of the 2000s, some regional initiatives were launched. These initiatives aimed economic integration and political stability for the region. Thus from 2002 to 2006 more than 30 FTAs were signed. In 2006 a regional trade agreement was signed that is CEFTA agreement was replaced with FTAs. Both FTAs and CEFTA agreements have a positive effect on the trade volume between CEFTA countries. Still trade volume and economic integrating are not completed yet. But coming years, economic integrations will take place more deeply.

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The impact of Trade Agreements on Agriculture Sector, Import and Export: Albanian Case

Mergleda Hodo

Epoka University, Tirane/Albania
mhodo@epoka.edu.al

Abstract

This study examine the impact of Albanian free trade agreements on the overall economy in general and in agriculture sector, exports and imports in particular, turning out to be increased in significant amounts. These trade agreements have provided the Albanian economy with a competitive advantage and economic space. Among the countries with which Albania has free trade agreements Turkey, Kosovo, Croatia, Macedonia can be mentioned. This means free exchange of goods and services between these countries by exploiting better their competitive advantages. The possibility of the development of agro-industrial industries continues to be high for Albania, because many products can be exported customs duty zero, facilitating the burden of tariffs and taxes. All analyses done about the impact of the FTA on trade facilitation, price reduction and the volume of imports and exports results that generally in 2008 and especially since 2010, there has been seen a positive trend in the increase of the volume of trade, indicating the positive effect of these agreements in the mentioned sectors. Furthermore, there is a need for deep structural changes, including changing the size of the farm, further development of the land market, increased competitiveness, more domestic production, and an increase the level of public and private investments in the future.

Keywords: Agriculture, exports, imports, tariffs, customs duty, impact

1. Introduction

As Albania is one of the developing countries, it can be said that agriculture is one of the most important sectors of the economy. It contributes about 30 to 60 percent to the overall economy. Large segments of population are employed in this segment, ranging from 40 to 90 percent. When a trade relation is signed between countries, especially between the developing ones like Albania, the main items that are exported include agricultural items. And once these items are traded, a high contribution is given to agricultural sector. In studying the international arena and Albanian agro-industrial sector integration, it's implied the Analysis of the exports and imports of agro products, the problems of it, what are its needs and the process of integration of this sector in the international trade. The positive impact of Free Trade Agreements of Albania is reflected deeply in imports and exports, providing an increased supplementation with market needs, promoting more the import of goods and services that are difficult to find in Albania. Prices are reduced, also taxes are reduced, which promotes economic competition and boosting of production to be traded associated with improvements in technology for facilitating trade. The amount of exports is increased due to the facilitation of free movement of goods and services with no customs duties or with reduced tariffs. Trade exchange opportunities are increased between Albania and other countries, increasing the trade of industrial and agricultural products that are subject to reduction in customs duties. These agreements aim at achieving step by step liberalization, open up the markets between each other and open up trade between them. Economic development and prosperity are also among their most important aims.

2. Albania’s Trade

Albania is an import-oriented economy where the export base remains small, narrow, and undiversified, due mainly to a lack of price competitiveness, poor infrastructure, and a challenging business environment. According to the estimates of the Ministry of Finance, the trade deficit continues to extend and reached 26% of GDP for 2008, up from 23.3% in 2006. In the end of 2009, Albania trade deficit amounted to 327, 668 million ALL and increased only by 0.3% as compared to 2008. During the 2009, exports volume have confirmed and deepened the negative trend of 2008. According to the 2009 statistics, Albanian Total exports in 2009, amounted to 103.438 million ALL and decreased by 8.1% as compared to 2008. Also, Albania was the 143rd exporting country in the world. During the first half of 2009 has concentrated the most important decrease of exports. The third quarter of the year represented a stop in the decline trend and exports figures achieved almost the same levels as in the same period of 2008. The slight recovery in October was followed by an
improvement during the last two months of 2009, where December represented the most successful month for all 2009 with an increase of 41%, as compared to the same month of 2008.

2.1 Low volume of exports

A variety of factors influence the quantities of exports that are supplied and demanded, the more goods and services will be produced for export the higher the real return on exporting, relative to returns from other uses for the resources used in exporting. The supply of and demand for export volumes are influenced by the exchange rate and in the same time some firms may have the ability to charge ‘different’ prices to the norm. This is correlated with the degree to which a product is differentiated from other products. On the contrary, dairy products and most agricultural commodities are comparatively undifferentiated, and their prices are determined in world markets. The low level of exports is affected by many factors such as the energetic crisis which has had an important impact on all economic sectors profitability and be one of the reasons why the Albanian economy has not exploited the domestic capabilities adequately. The domination of very small agriculture unit with a very little production of market, the domination of small workshops mainly with old equipment with just regional importance and so cannot fulfill the conditions of the European market, the difficulties of small producers organizing to collect the adequate amounts of production, the lack infrastructure and weak marketing to improve the image for tourism development, lack of capital to invest on modern equipment, the production levels are lower than the aimed countries etc.

In order to increase the export, there are many conditions to be fulfilled by all suppliers aiming to get the control of a part of these markets like hygienic standards, product presentations supply continuity etc.

3. Crisis is Challenged by Agro-Industry

The only industries that increased in times of crises were agro-food and agricultural industry. In order to enhance the presence of agricultural products in foreign markets, their quality and standards have been increased. Great improvements have been seen in the exports of eggs, vegetables, sea products, medicinal plants and fruits. After so many years, for the first time more products are issued in the market, increasing in this way the food industry operations. Total exports of agro industry have been around 6.6 billion in 2011, which means they have increased by 35% compared to 2010. A greater dynamism in activity characterized this sector, compared to 2009-2010, years in which Albanian industrialists were very pessimistic about the effects of the international financial crisis.

Figure 1. Agro –product exports-imports in Albania

More entrepreneurs have turned their eyes from investment in agro industry, at a time that crisis had affected trade, construction and many other sectors. Among reasons behind the improvement of the agricultural sector, there can be mentioned the increased quality and taste of products, cheap labor and improved standards in accordance to the ones of the EU. In year 2011-2012 floods had a positive effect on the export of vegetables and fruits, thus the demand for these items increased.

Albania exports towards foreign markets about 54.9 percent of the total agricultural exports for 2011, meaning that these exports have increased by 35% compared to one year ago. (Ministry of Agriculture and Food). An increase by 12% has been noted in exports of agro-industrial products, in the first six months of 2010 in comparison to the first six months of 2011. The countries of Eastern Europe, including here Albania have signed many agreements for free trade with the
EU and the Agreement “CEFTA”, which gives them a great opportunity to develop agro-industries, because of the o
customs duties at which products can be exported.

Sea food products grew by 10.2%, which makes up a great percentage in exports of Albanian agro industry. The
main countries with which Albania has exported are Italy, Greece and Germany Regarding exports with Kosovo, there
has been noticed a positive trend, because of the improved infrastructure, the new road Durres-Kukes-Morine and
Albanian population. But regarding exports with the United States, it can be said that they occupy just a little percentage,
including organic products and medicinal plants mainly.

3.1 Exports and its most potential sectors

Albania is relatively competitive on some agro-industrial and agricultural products. Seafood, eggs, organic products,
essential oils, fish, medicinal plants, vegetables, fruits, milk and milk products, are some of the main products that are
traded, exported by Albania to the other countries.

3.1.1 The eggs exports raise

Among the most potential sectors for export it can be mentioned the eggs industry. About 50 percent of the productions is
exported to Kosovo, Greece, Italy and Croatia. Comparing agriculture exports of egg production in the first months of
2012 with the first months of 2011, there is a change of 275% (Ministry of Agriculture, 2012). Sales in the foreign markets
have increased since 2006, when Albania won the right to export to foreign markets. The only two companies in Albania
that are given the right of exporting eggs to the European Union markets are Floryhen and Aiba, because they’re the only
companies that meet the requirements set by Europe. Various food productions use Albanian egg industries. They say
that there are facilities in exporting and income generated is high because of the high prices and easy distribution, and
the facility in the collection of payments.

3.1.2 The exports of medicinal plants increase

The products that are said to benefit more than other products in the European market are teas and herbs, or medicinal
plants. The potential of medicinal herbs export was potentially low, but recently, there has been noticed a positive trend
towards their export. In year 2011, the export of medicinal herbs reached 8780 tons, equivalent to 2.2 billion lek, which is
22.7 percent more than in 2010.

Table 1. The volume of total exports under the FTA and expressed in tons

<table>
<thead>
<tr>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Ton</td>
<td>FTA Ton</td>
<td>Total Ton</td>
</tr>
<tr>
<td>1,687,884</td>
<td>306,898</td>
<td>1,566,457</td>
</tr>
</tbody>
</table>

Figure 2 - Volume of Exports in Ton, Total and FTA
According to figure 1, 2008 has been the year in which the largest amount of exports has been reached, while in 2009, exports fell by 7% in comparison to 2008 calculating in total tons, and 69.3% calculating in total tons under the FTA. In 2010, exports increased by 70 percent compared to 2009 and by 57% compared to 2008. Whereas under the FTA, a 171% increase was seen comparing with 2009 and a 16.9% decrease comparing to 2008.

Table 2. Volume of Exports in mln leks, Total and MTL

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tbody>
<tr>
<td>Total</td>
<td>Value/mln leks</td>
<td>FTA Value/mln leks</td>
<td>Total Value/mln leks</td>
</tr>
<tr>
<td></td>
<td>112,572</td>
<td>10,326</td>
<td>103,214</td>
</tr>
</tbody>
</table>

According to figure 2, a decrease of 8.3 percent is shown in comparison of the total 2008. And in year 2009, a 60 percent increase is noted in comparison to 2009 and 43 percent increase in comparison to 2008. Expressed in lek, according to FTA, all tests show that in 2009, a 78 percent decrease is seen, while compared to 2009, in 2010 a 440 percent increase is seen, and compared to 2008, 17.2 percent increase.

3.1.3 Flour Industry

The largest share in the sector of agro industry is occupied by flour industry. The impact on economy growth has been very positive. Flour production in year 2011 was 7.5 percent higher than in 2010 (Ministry of Agriculture). The major number of businesses in the agro-industry are bakeries.

There are some reasons for restricting Albanian exports such as

- Insufficiency and low levels of agricultural production and agro-processing industry;
- Lack of marketing services (storage, processing, packaging of products);
- Low standards on food safety;
- Low degree of competition in the Albanian market of agricultural products because of low
- Feature and relatively high cost of Albanian products.

4. Conclusions

In this research paper, it is analyzed the impact of FTA on the facilitation of trade for Albania, resulting in price reduction and an increase in the volume of imports and exports. In recent years it is seen a great attention to the implementation of free trade with the countries of the region, because it boosts the volume of exports of goods produced in Albania. While regarding agriculture, it’s revealed that it’s a sector to which a high priority is given in recent years. Despite the economic crisis, the agriculture department keeps growing. Incomes from agriculture are not very high in comparison to European Countries, but competitiveness is boosted because the quality of agro-food products is increased. A high priority is also
given to the export of these products, because of the integrated management of productions systems. Domestic productivity has reached a significant improvement, almost in all the sectors, but specifically in the agriculture sector, which consequently increases the export of agriculture related goods. The removal of taxes on export and import of agricultural machinery, equipment and goods, has lead to technological improvement and rapid growth in the volume of imports and exports. Flour industry is developed, also the export of eggs, and the export of medicinal plants. All these achievements in the Albanian economy are due to its free trade agreements with the countries of the region and with the European countries. They have had an extremely positive effect on the developing sectors of the economy, and on the sectors that make up the most of Albanian economy.

It’s through international fairs that our Albanian products can be recognized in the countries of the region and in the European Union countries. The Ministry of Tourism can help through stands and make this mission possible. In order to increase the exports towards European Union countries, Albania must consolidate the land market, which can be achieved through an increase of information in farmers’ hands by brochures of different services. And in order to increase the agricultural products export, it’s recommended that Albania raises the domestic productivity, by increasing state subventions for farmers, high standards and quality of the domestic produced goods, guarantees for products in the sector of agriculture, and to monitor sanitary and veterinary situation. The institutions that are responsible for creating independent laboratories should be committed to this responsibility.

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The Law of State on Religious Communities during Zogu's Governance and Enver Hoxha's Governance (The Example of the Catholic Church in Albania)

Prof.Assoc. Nertila Haxhia Ljarja

University of Shkodra “Luigi Gurakuqi”
Department of History

Abstract

This essay is a historical analysis which compares the common cause as well as differing viewpoints from the people with regards to the Catholic Church. The main focus is on the law that required it to be under complete control of the state. Both time periods that have been analysed below, had the ultimate aim of separating the state from religion. The varying political views that were followed managed to alienate the relationship with the Catholic Church in Albania, this was especially the case during times of Communism.

Keywords: Catholic Church in Albania, religion, monarchic state, dictatorial state.

1. Il Trattamento Legislativo delle Comunità Religiose nello Stato Monarchico di re Zog e Quello Dittatoriale di Enver Hoxha (Il Caso della Chiesa Cattolica in Albania)

1.1 Decreto - legge sulla formazione di comunità religiose nel periodo della monarchia Zogista

Il 1° settembre 1928 l’Assemblea decise all’unanimità la proclamazione dello Stato Albanese come monarchia, proclamando Ahmet Zog il Re degli albanesi. Subito iniziò il lavoro per la modifica dei precedenti Codici come quello penale, civile e commerciale, basandosi sul modello europeo. Inoltre accelerarono anche le preparazioni per la legge sulle comunità religiose, approvata il 16 luglio 1929, in base alla quale gli venivano consentiti il riconoscimento della personalità giuridica e l’approvazione dello statuto riguardo al loro funzionamento. In base all’articolo 1 della suddetta legge, chiunque gode della libertà di coscienza e di religione che desidera, libertà questa garantita dagli articoli 5 e 203 dello Statuto Fondamentale del Regno. Attraverso questa legge il re Zog intendeva ottenere il pieno controllo delle tre comunità religiose. Inoltre il prossimo obiettivo era la sottomissione della popolazione cattolica, con centro la città di Scutari, dove operavano istituzioni educative e culturali importanti come il Convento Pontificio, il Collegio Saverino, la tipografia gesuita ecc. Secondo il ricercatore Della Rocca: “Zog, appena salito al potere, alla fine del 1922, prende misure a danno dei cattolici albanesi i quali generalmente non sono suoi sostenitori e hanno nelle loro fila alcuni dei suoi avversari decisi.”

La politica di Zog è stata formalmente indirizzata verso una laicità assoluta, (non causata dai bisogni pratici della modernizzazione dello Stato, ma dal suo desiderio di limitare i poteri politici dei potenziali avversari, interni ed esterni), e da un punto di vista pratico intesa a sottomettere le comunità religiose all’autorità dello Stato. Il decreto di Zog del 16 luglio 1929 viene sancito ufficialmente l’esistenza di tre religioni in Albania, che in un breve periodo dovrebbero elaborare i propri statuti. Secondo questo decreto, le comunità religiose non avrebbero più l’appartenenza giuridica all’interno dello Stato Albanese, dovrebbero essere riconosciute dallo Stato, il quale decide sulla nomina degli amministratori più alti e controlla la loro attività finanziaria. Le comunità religiose, secondo il decreto, devono astenersi da qualsiasi attività politica, non devono ricevere sovvenzioni dall’esterno e non devono avere relazioni con istituzioni, organizzazioni e persone straniere, oltre a legami culturali e spirituali. Tramite questo decreto le comunità religiose venivano sottomesse all’autorità statale, fatto inaccettabile per loro.

1 Art. 1 “Çdo njeri ne Shqipni gëzon lirinë e ndërgjegjes dhe të fesë që dishron; kjo liri është e garantueme me artikujt 5 e 203 të statutit themeltar të Mbretnisë.” Dekret-Ligjë mbi Formimin e Komuniteteve Fetare, 9 korrik 1929. Fletore Zyrtare Nr. 38 datë 16 Korrik 1929.


Nello Stato fondamentale del Regno albanese veniva citato: "Lo Stato albanese non ha una religione ufficiale. Tutte le religioni e credenze sono considerate sacre e la loro esterna libertà di pratica è garantita. La religione non può formare ostacoli legali, in qualsiasi modo. Religioni e credenze non possono eventualmente essere utilizzati per scopi politici" (art. 5). Questa legge esprime chiaramente la politica religiosa che avrebbe successivamente seguito lo Stato albanese verso la laicità, la libertà e l'uguaglianza religiosa, verso una completa sottomissione delle comunità religiose.

La richiesta per la redazione del statuto non ha preso risposta dalla Chiesa cattolica che non può accettare una Chiesa cattolica nazionale formata solo da clero autoctono, chiuso ai missionari stranieri, soggetto al controllo del governo, un punto questo che di vista dogmatico è stato completamente inaccettabile. Qualcosa di simile verrà eseguito dopo l'arrivo al potere dei comunisti. La Santa Sede aveva molta paura che le misure del 1929, avrebbero portato ad una vera e propria resa dei conti. Questo dubbio derivava dal fatto che il decreto statale era stato in contrasto con alcuni principi dogmatici, ai quali la Chiesa romana non poteva rinunciare. A questo punto, il Vaticano esercitò pressioni sul governo italiano per intervenire sul governo di Tirana.

Nel nuovo Codice civile (redatto dal modello francese), una serie di articoli erano in contrasto con i principi fondamentali del diritto canonico, come probabilità prevista di divorzio. Dopo la promulgazione del codice civile, la famiglia non sarebbe più oggetto del diritto canonico. Ma comunque Zog era determinato a non fare concessioni su questo punto, perché questo porterebbe la sottomissione del diritto civile a norme ecclesiastiche.

Ma il più grave conflitto tra il governo e la Chiesa avvenne riguardo alle scuole cattoliche, fatte chiudere nel 1933 per riaprire il 9 maggio 1936. La presenza cattolica nel campo educativo, soprattutto nel nord dell'Albania, è un fattore importante anche socialmente. Il divieto di istruzione privata era collegato con l'elemento cattolico in questo settore. Forse questo era uno dei motivi che chiudendo tutte le scuole private straniere, lo scopo era di limitare la diffusione delle scuole finanziate dall'Italia (nei casi in cui Zog in questo periodo cercava di staccarsi un po' dalla dipendenza italiana, questa è stata una misura soprattutto anti-italiana) che specificamente era incentrata su popolazione cattolica del nord. I fatti che hanno contribuito a risolvere il problema sono stati accordi politici con gli italiani nel 1936, in cui uno degli elementi che è stato rivisto era la questione educativa e la frase di Zog dal Consiglio della Società di Nazioni Unite, che nel 6 aprile 1935 criticava la politica educativa del Regno albanese.


Tuttavia dobbiamo sottolineare che i cambiamenti di atteggiamento non si aspettavano nemmeno dal Vaticano, né dai membri della Chiesa cattolica in Albania, ma soprattutto da parte dello Stato albanese. In un lento processo "di obbedienza", a quanto pare, finalmente, nel governo albanese decise di ritirarsi.

Le scuole cattoliche nel Settembre del 1936 vennero riaperte perché la loro chiusura, in qualche modo, si prosegue lungo un precedente molto pericoloso per la stabilità sociale - politica in Albania. Questa politica perseguita dai governanti del regno manifestava l'esistenza di una disposizione ufficiale contro la libertà attraverso l'uso improprio del processo di laicizzazione, una disposizione segreta antieuropa e anti-cattolica, dissipata attraverso l'azione di alcuni individui.

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4 Giovanni Cimbalo, Pluralizmi e besimit dhe komunitetet fetare në Shqipëri, Naimi, Tiranë, 2013, pg.72-74.
6 "Nacionalizmi i sistemit arsimor kishte për qëllim t'i vinte ledh përhapjes së shkolive të sponsorizuar a drejtpërdrejt nga Qeveria.... Kështu që qeveria u përpoq të eliminonte propagandën shkombëtarizuese, që ishte e pashmangshme në kulturën shqiptare, meqë kishin interesa të përbashkëta: kishës katolike i duhej për shkollat e veta mbështetja financiare nga shteti, ndërsa Zogut i duhej gjithëmbarshme. Raporti në mes të mbretit mysliman dhe katolikëve, të cilët në qeveri merrnin pjesë shumë rrallë, nuk ishte i pattrazuar, rëndësishëm në jetën kulturore e shoqëror e të vendit, se ç'mund të supozohet nga për qindja e vogël e katolikëve në popullsinë e Shqipërie. Nga mesjeti i vitit 1935 minorit eteve sërish u njihet e drejta, 7 PRO. FO. 371. 16625, C 8029/8029/90, Petition
governanti cattolici incorporati nelle loro dottrine anti-clericali, o facilmente gestibili. Tale politica sarebbe stata un indicatore importante che prefigurava le difficoltà che avrebbe affrontato il paese nel prossimo secolo, nell’avanzamento verso la democrazia, lo stato di diritto e l’occidentalizzazione. Inoltre, fu un indicatore del fatto che l’equilibrio nella direzione politica del paese si sarebbe ulteriormente polarizzato da potenti forze conservatrici e non dalla parte più emanipatata, illuminata e civile di questo paese.

Quello che i cattolici era un caso specifico, perché nei loro confronti, il re non rispettò pienamente la legge sulle comunità religiose. Questa legge stabiliva l’obbligo che il clero attivo in Albania avrebbe dovuto essere di nazionalità albanese ed è stato previsto il controllo statale sulla gestione della tenuta di ogni religione. Ma in pratica l’applicazione della legge non era la stessa per tutte le comunità religiose albanesi. I cattolici, contrariamente ai musulmani e ortodossi, rifiutarono di sottoscrivere la legge delle 16 luglio 1929 per la creazione di comunità religiose ufficialmente riconosciute. Come risultato, hanno rinunciato al profitto della personalità giuridica, dal diritto di essere assistiti economicamente dallo stato, hanno continuato i legami non solo spirituali, ma anche amministrativi e finanziari con la Santa Sede (che è stato interamente conforme alla legittimità di fede dei membri della chiesa universale) ed elementi di clero cattolico non albanesi hanno continuato l’attività in Albania.

I cattolici non sono stati sottoposti alla legge del luglio 1929 creando così un clima di incertezza giuridica nelle relazioni tra lo Stato e la Chiesa cattolica che continuò fino al 1939.

Quasi lo stesso percorso sarà seguito dai comunisti albanesi, con l’arrivo al potere, che ripeteranno in campo educativo le stesse politiche impressionanti contro il clero, ma questa volta con conseguenze fatali per il futuro delle giovani generazioni. Per raggiungere questo obiettivo avranno la storia degli anni 1933-1936, come punto importante di riferimento.

1.2 Decreto "Sulle comunità religiose" nel periodo della dittatura comunista

Tra le prime misure inaprese della dittatura comunista contro le comunità religiose in Albania è stata la realizzazione della riforma agraria attraverso la confisca dei loro beni. Particolarmente grave colpo subì la Chiesa cattolica come in possesso di molteplici attività. Particolarità per la Chiesa cattolica è stato il fatto che da quando ha rinunciato alla personalità giuridica civile in legislazione di Zog, gli fu affidato lo stipendi, che avrebbe dovuto essere di nazionalità albanese. In pratica, la Chiesa cattolica è stata costretta a funzionare con piccoli stipendi e aiuti economici, che potevano non essere sufficienti per coprire le esigenze della comunità religiosa.

La sopravvivenza delle comunità religiose si condizionava sugli aiuti dello Stato. Nel corso del tempo, la perdita di indipendenza economica spinge le comunità religiose verso la bancarotta. Particolarità per la Chiesa cattolica è stato il fatto che da quando ha rinunciato alla personalità giuridica, dal diritto di essere assistiti economicamente dallo stato, hanno continuato i legami non solo spirituali, ma anche amministrativi e finanziari con la Santa Sede (che è stato interamente conforme alla legittimità di fede dei membri della chiesa universale) ed elementi di clero cattolico non albanesi hanno continuato l’attività in Albania.

Possiamo dire che, in termini di misure economiche relative alla confisca del patrimonio delle istituzioni religiose, questo era un fenomeno nuovo che non si incontrava nei periodi precedenti o periodi analizzati sopra.

Un’altra area di confronto tra lo Stato e la Chiesa cattolica era quella dell’educazione attraverso la riforma dell’istruzione che ha avuto due direttori principali: la secolarizzazione dell’insegnamento e la separazione della scuola dalla religione. Questa riforma ha raggiunto il suo picco nel 1947, quando una circolare del Ministero della Pubblica Istruzione ha vietato l’insegnamento della religione nelle scuole pubbliche. Queste misure hanno portato al divieto di insegnamento e di preparazione dei prossimi clerici e anche la chiusura della stampa religiosa. Passo dopo passo si viene riducendo lo spazio delle comunità religiose e crescendo il controllo statale su di loro.

Il 26 novembre 1949, il governo comunista annunciò il decreto nr. 743 intitolato "Sulle comunità religiose", attraverso la quale era vietata l’attività religiosa di culto nelle moschee e nelle chiese e li limitano solo a tenere servizi religiosi. Questo decreto limitava il diritto dei credenti a seguire le pratiche religiose e di praticare le loro credenze religiose, a condizione che tali norme e credenze religiose non dovrebbero essere in contrasto con le "leggi dello stato, la legge e l’ordine, e di buoni costumi". Il decreto ha inoltre richiesto che tutte le lettere pastorali e altre comunicazioni di
La fine del decesso ordinava ciascuno dei quattro principali comunità religiose in Albania, il musulmano, bektashi, ortodossi e cattolici, per preparare i loro progetti di statuti e di presentarla entro 90 giorni ai organi dello Stato. Nel progetto di statuto va sottolineato fedeltà al governo. Dato che nessuna delle comunità religiose non può portare una cosa del genere in questo breve periodo di tempo interamente ad una svolta così radicale, i statuti di ogni comunità sono stati dettati dal Consiglio dei Ministri della Repubblica Popolare d'Albania e immessi sul loro conto.13

Il problema della separazione tra la Chiesa e la Santa Sede, e il papato, verrà inserito in questo periodo al centro dello scontro tra lo Stato e la Chiesa, o più precisamente: il resto della Chiesa cattolica in Albania. Ma la Chiesa non poteva fare concessioni, perché questo porterebbe a una chiesa autocefala, il che è inaccettabile per il cattolicesimo perché è contraria alle leggi dogmatiche e il funzionamento amministrativo della chiesa nel suo complesso.

Nel 1950, i leader del dittatura comunista, aveva iniziato qualche sforzo per ottenere il sostegno nel paese e attirare elemento non - comunista. In questo contesto, hanno cominciato un "approccio" con il clero. L'élite della Chiesa era quasi tutto finito, e non c'era alcuna possibilità di sostituirla dopo che i seminari gesuiti e francescani furono completamente eliminati. La necessità di questo dialogo in questi momenti viene dal fatto che lo Stato è stato costretto davanti agli internazionali, come facciata, per costruire relazioni formali con il clero cattolico. I sacerdoti sono stati annunciati che inizierà la discussione di un "progetto" di una legge, che avrebbe dovuto essere firmato dal clero, per ordine dello Stato. Dal momento che i musulmani ed i cristiani ortodossi non avevano problemi significativi, loro avevano approvato i loro statuti. Mentre per i cattolici lo scontro importante era collegato con la Santa Sede (Vaticano), e l'incapacità di un distacco dal Papa. Ora, con le faccianze e la scomparsa delle figure chiave principali del clero, si sperava che si sarebbe mosso qualcosa.

Nel decreto nr. 743, si ordinavano tutte le comunità religiose a presentare un statuto, che dovevrebbe essere in armonia con la costituzione vigente.14 Lo statuto sarà analizzato dal governo per l'approvazione. Questo decreto divenne la legge "Sulle comunità religiose", Nr.743, dt.26.11.1949. Questa legge cercava da tutti gli organismi religiosi di dichiarare la loro fedeltà al Partito e il Governo albanese. Altre comunità erano soggette a questo ordine15, ma solo la Chiesa cattolica creava problemi.

La legge era destinata a fissare di nuovo le relazioni tra le comunità religiose e lo Stato. Non si prevedeva solo la questione dello statuto, ma la legge costringeva le comunità religiose a cercare dai credenti "la fedeltà al governo popolare e della Repubblica Popolare d'Albania" per rafforzare l'identità nazionale. I leader delle comunità religiose che portavano i "contatti canonici" con l'estero, devono essere certificati da parte del Consiglio dei Ministri - questo articolo trattava solo con la Chiesa cattolica in Albania. I Statuti ufficiali delle altre sette religiose sono stati elaborati e approvati dal governo. Solo quello della Chiesa cattolica è tornato tre volte.16 L'attecgiamento severo del governo nei confronti delle comunità che avrebbero voluto un distacco dal Papa, è stata una delle cause principali della sua repressione.17

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12 AQSH. F.890, v.1951, D.561, fl.3.
14 "Perspektiva e zhvillimit të vendit tonë diktonte nevojën e përputimin të një vije politike të drejtë dhe e një qëndrimi të përshtatshëm ndaj aparatit fetar dhe ideologisë fetare. Thelbi i këtë qëndrini duhej të ishte i tille që të shtërbente vetëm sheptomrin "vdekes së natyrshme" të ideologisë fetare. Vetëm në këtë drejtim do të përputohej dhe do të ka kalonte në provë vije politike e partisë dhe e shtetit tonë për sa i përket problemet të fesë. Në këtë drejtim vepronin krajt masat dhe reformat socialo-ekonomike me karakter demokratik apo socialist, por më drejtëpërdrejt vepronin masa e parime të tilla që ishin: Ndarja e komuneteteve fetare nga shteti dhe nga qendrat fetare të huaja. Ndarja e shkolës nga feja dhe laicizimi i saj. Shpaljja e fesë si "çështje private" e shtetase." Hulusi Hako, Gjyk Zoti, Shtëpia botuese e libit politik, Tiranë 1972, pg.20.
16 "Perspektiva e zhvillimit të vendit tonë diktonte nevojën e përputimin të një vije politike të drejtë dhe e një qëndrimi të përshtatshëm ndaj aparatit fetar dhe ideologisë fetare. Thelbi i këtë qëndrini duhej të ishte i tille që të shtërbente vetëm sheptomrin "vdekes së natyrshme" të ideologisë fetare. Vetëm në këtë drejtim do të përputohej dhe do të ka kalonte në provë vije politike e partisë dhe e shtetit tonë për sa i përket problemet të fesë. Në këtë drejtim vepronin krajt masat dhe reformat socialo-ekonomike me karakter demokratik apo socialist, por më drejtëpërdrejt vepronin masa e parime të tilla që ishin: Ndarja e komuneteteve fetare nga shteti dhe nga qendrat fetare të huaja. Ndarja e shkolës nga feja dhe laicizimi i saj. Shpaljja e fesë si "çështje private" e shtetase." Hulusi Hako, Gjyk Zoti, Shtëpia botuese e libit politik, Tiranë 1972, pg.20.
17 "Në mbylljen e tij të datës 22 dhjetor 1950, Sekretariati i Komitetit Qendror të Partisë e punëtarëve të SHP ndërsa barën kërkueshme përshtatjet e kërkuar mendimi, në formë këshillimi, i shkëkove sovjeti... Ndërsa barrën kryesore në këtë pikë, duhet të mbante Sigurimi i Shtetit, i cili duhej të shfrytëzonte disa mosmarrëveshjet që kishin drejtuesit e..."
della chiesa era ispirato anche dall’accettazione ragionevole del statuto di governo d’altri sette religiose. Poi, dopo molti scontri, il governo ha interrotto i colloqui con la chiesa e riprese la sua politica di intimidazione con la violenza. Lanciò nuove misure per arrestare i sacerdoti, specialmente quelli che stavano mostrando più resistenza. Nonostante questa ripetuta pressione, il clero rimase unito.\(^{17}\)

Nel 26 giugno 1951 i clerci cattolici sopravvissuti dal genocidio di cinque anni prima, sotto forte pressione da parte dei promotori di questo genocidio, nella loro assemblea generale, approvarono il nuovo statuto.\(^{18}\) La formazione della Chiesa Cattolica Nazionale Albanese *"Ispirata a principi religiosi della Chiesa Universale Cattolica, che è stata fondata da Gesù Cristo a capo Papa, succursore di Pietro*, ma senza tenere "con il Papa alcun legame organizzativo, economico e politico", è stata la legge firmata\(^{19}\) dall’unico vescovo sopravvissuto e dai 63 sacerdoti religiosi e secolari, di cui 2 da altre fonti figuravano morti e 10 prigionieri, mentre quattro sacerdoti gesuiti figuravano come sacerdoti secolari.\(^{20}\)

Il 30 giugno 1951 il Governo ha approvato il nuovo Statuto della Chiesa Cattolica Albanese, presumibilmente *"sulla base della decisione presa dall’assemblea generale degli ecclesiastici albanesi a Scutari nel 26 giugno 1951"*. Il decreto è stato etichettato come *"Approvazione dello Statuto della Chiesa Cattolica d’Albania"*, e lo statuto è diventato legge. La legge ha dichiarato che la Chiesa Cattolica Albanese non doveva avere legami organizzativi, politici o economici con il Vaticano e che il coordinamento degli affari religiosi deve assolutamente passare solo attraverso i canali statali.\(^{21}\)

La legge prevedeva una completa sottomissione allo Stato, e bisogna notare che, alcuni articoli (divieto di partecipazione in politica, i statuti, il sostegno del patriotismo) erano anche in un decreto dello stesso nome di Re Zog,

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Peter Bartl, *Shqiptarët*, Instituti i Dialogut & Komunikimit, Tiranë.
Animal Husbandry in the Middle and Lower Polimlje in the Middle Ages

Marijan Premović, PhD

University of Montenegro, Faculty of Philosophy, Department of History, Danila Bojovića bb, 81400 Nikšić, Montenegro
Email: premovicmarijan@yahoo.com

Abstract

In this paper, the terms such as Middle and Lower Polimlje refers to the area of the following medieval parishes: Lim, Ljubovidj (now the territory of municipality of Bijelo Polje, Montenegro), Žvijezd, Crna Stena (the territory of the municipality of Prijepolje, Serbia) and Dabar (includes Prijepolje, Serbia and Rudo in Bosnia and Herzegovina). The nature in this region, as elsewhere, affected human interests. Meadows and pastures are spread along the rivers and streams, in the villages, in the foothills and mountains. The configuration of the terrain and geographic and climatic characteristics of Polimlje influenced the economic life of the medieval population, which was based on livestock farming as one of the most important industries. As for the original sources for this work, i.e., research material on this topic, in addition to relevant published literature, Serbian sources (charters), I used the works of several travelers who visited the area. It should also be noted that the documents of the Ottoman Empire dating from 1475/77 and 1585 were used as well. This Ottoman material has, so far, little been used in researches related to this branch of industry. Professional cattle breeders, known as Vlachs, were organized in kind of pastures and kept a large number of cattle, which they bred through the regime of seasonal movements between winter and summer residences. These livestock groups are listed in defter (cadastal tax census of the Ottoman Empire) from 1475/77 in the districts: Mataruge, Kuknj, Mileševa and Ljubovidj. In the area of Middle Polimlje they had their winter and summer destinations. Livestock breeding in the Middle Ages had multiple significance, animal products provided the necessary food: milk, cheese, sour cream, butter and meat were irreplaceable as food. Livestock had also been used, mainly oxen, in field work. Most of the cultivated animals were sheep, cattle and goats.

Keywords: Polimlje, Animal Husbandry, Middle Ages, mountains, defter

1. Introduction

Historical sources and bibliography mention five differently sized regions as medieval districts in the area of Middle and Lower Polimlje: Lim, Ljubovidj (the area of the present-day Municipality of Bijelo Polje, Montenegro), Žvijezd, Crna Stena (now Municipality of Prijepolje, Serbia) and Dabar (which included the areas of the present-day Municipalities of Prijepolje in Serbia and Rudo in Bosnia and Herzegovina). So far, no expert studies (Hadžibegić, 1969; Lutovac, 1977; Katić, 1978) have dealt with the development of animal husbandry in these areas. This paper will attempt to merge the foregoing fractional studies, to expand and synthetize them. At first, the scarcity of preserved original source documents may reasonably seem to pose a research problem. However, a thorough study of the available sources offer sufficient information necessary for the analysis and scientific verification. This study aims to resolve some very important issues that concern the economy of the mentioned area in the Middle Ages which have not been dealt with thus far.

Middle Polimlje stretches longitudinally along the central valley of the Lim river including the surrounding mountains: Bjelasica (2137 m) and Lisa (1509 m) to the left, Ozren (1641 m), Jadovik (1734 m) and Zlatar (1627 m) to the right, as well as the karst plateaus Bihora and Korita. The area of Lower Polimlje is surrounded by Pobijenik (1423 m) and Starovlaške mountains and Sijenička ravine (Dragović, 2004). As everywhere else, human activities in these parts have always been defined by their environment. Therefore, the terrain and geo-climate features of Polimlje determined animal husbandry as one of the key economic activities of the medieval population of this area. Owing to its profitability, animal husbandry developed not only in the mountainous parts but also in the district valleys where farming was a more probable choice.

2. Mountains and Pastures

Middle and Lower Polimlje are exceptionally suitable for the development of animal husbandry due to the extensive mountains, pastures, woodland, rivers, streams and fresh water springs. Grazing land stretched by the rivers and streams and also included village meadows and mountain clearings. People of the area practised seasonal transhumance – a semi-nomadic animal husbandry. The animals would spend only a part of the winter and early spring in the district valley,
and that part of the year corresponded to the sheep lambing period. When the snow started to thaw on the south-facing slopes, the cattle was moved to selinas (T. N. selina is grassland near a village) for about twenty days. From there, they moved on to the lower part of the mountains – the most significant region for animal husbandry as it was the prime source of forage. Towards the end of May, the animals were moved to higher altitudes where they spent several months (Lutovac, 1933). Such transhumance stockbreeding was probably the basis of the regional lifestyle the Middle Ages.

At those times, a configuration would be called “a mountain” only if its peak was very high (over 1000 m above sea level) and if it contained pastures. In such areas, livestock – sheep and other farm animals – grazed amply from spring to autumn (Blagojević, 1966). In 1662, an Ottoman Turkish travel writer – Evliya Çelebi – wrote that the shepherds of mountain pastures lived in Priboj, Lower Polimljë (Čelebija, 1957).

The charts and other Serbian medieval legal documents, mention numerous mountains, pastures, meadows and katuns of the Middle Polimljë (TN: a katun is a shepherds’ summer hut in the mountain and also, as used further in the text – a basic social unit of a stockbreeding community). Some villages in this area even had their own mountains; for instance, we learn from the Ston Chart (issued in 1252) that the village Prošćenje owned a mountain – Konj (it is now the mount of Konjic on the right of the river Tara) (Mošin, Čirković, & Sindik, 2011).

Meadows or grassland are bigger or smaller plots of land overgrown in grass. Forage grass – fresh or dried (hey) – was the basic livestock food of the time and the Lim valley abounded in it. In Middle Polimljë, the Humska Eparchy had their own grassland and there is record of the church grassland within the boundaries of the village Cerovo. The forage was stored on the meadows and grassland and was the main component of the winter fodder. As it was very difficult to make the supplies for the entire duration of winter, the animals were held on the winter pastures as long as it was possible (Blagojević, 2007). We learn from an Ottoman defter dated 1475/77 that in some areas a tax was paid on forage. This register informs us that the villages owned pastures as they paid tithe on them (Aličić, 1985). Along with the mountains, the major sources of livestock fodder were valley meadows near the villages and pastures on lower altitudes (Blagojević, 2007).

3. Livestock and Its Products

Raising farm animals in the Middle Ages was of multiple importance as their products provided day-to-day food such as milk, cheese, kaymak, butter and meat, while wool, fleece and skin provided clothes. Cattle, mainly oxen, were used in land farming. Additionally, as records show, livestock was used as commodity in trading (Kovačević–Kojić, 1987). The main farm animals were sheep, cows and goats. These animals could survive moving over long distances and goat raising was exceptionally profitable owing to their feeding habits as they did not require any food storing for the most part of the year. This area abounded in deciduous forests that provided the main food source for these animals. The number of cattle was closely related to the food supply capacity that directly depended on the size of the available pastoral areas.

A variety of pastures throughout Polimljë provided sufficient food for the cattle. These cows and oxen belonged to the indigenous busha breed which is small in size and weight – from 100 to 200 kilos – and capable of moving in steep hilly terrain. However, they were comparably fewer in number than other domestic animals. Additionally, poultry was kept – mostly chicken and more rarely – geese and ducks (Katić, 1978). An insight into the approximate livestock population of a household can be gained from a complaint lodged in 1464, by a Stanica Ratkova against three Miokani brothers – Božidar, Vukče and Mluš – from Popovo in Herzegovina for stealing four oxen, ten sheep and ten goats from Stanica’s niece Ivana (Mišić, 1996). A Venetian travel writer, Paolo Contarini (1580), wrote that the monks from Mileševa monastery in Prijeplje received a substantial income from raising livestock (Hrabak, 1969).

As a distinctly stockbreeding area, this region needed huge amounts of salt for both people and livestock as salt increases appetite which in turn boosts growth and milk production in livestock. Therefore, stock breeders from Polimljë procured this food ingredient in large quantities. A number of documents from Dubrovnik archives testify that their merchants predominantly traded salt in Polimljë and that region exported livestock, livestock products and leather which they then took to Dubrovnik (Čuk, 2005).

4. The Role of Fresh Water in Stockbreeding

Access to fresh water was one of the key prerequisites of successful animal husbandry (Mišić, 2007). This area abounded in water sources such as rivers, springs and streams making it exceptionally suitable for stockbreeding and breeders always provided their livestock with plenty of water. The main river of the area is the Lim with its dense net of tributaries – the Ljubovljica, Lješnica (Bijelo Polje), Bistrica, the Mileševska river and the Uvac being the biggest among them (Dragović, 2004).
The Lim Chart (1254 – 1263) mentions mountain Smračnik as a property of St Peter’s Monastery in the Lim District and within its boundaries – the Ravna river and its tributary Bistrica. The village of Cerovo’s area included a pond and a stream and villages Rastetina i Nedakusi had streams within their boundaries (Mošin et al., 2011). Ponds and streams served as watering places for the livestock. Water holes in karst areas were of special importance as running water was scarce.

5. Vlachs – Professional Stockbreeders and their Katuns

In the first half of XV Century, the number of Vlach communities increased and that enhanced animal husbandry in the region. Professional stockbreeders – known as Vlachs – kept numerous livestock. Vlachs were stockbreeding population of a special status and with a particular organisation. The sheep kept by the Vlachs had black or white wool of lesser quality. Their cheese production, however, was noteworthy since the product was of good quality and in demand on the markets of the coastal towns (Dubrovnik and Kotor) (Babić, 1987). In addition to stockbreeding, transport of merchandise was the key activity of the Vlachs. Together with captains from Dubrovnik, Vlachs brought various commodities on their horses to places in Polimlje, had a rest there and after exchanging goods, returned to Dubrovnik bearing different merchandise (Dinić, 1937).

The first and the oldest Ottoman Census of Herzegovina as a separate administrative division started in 1475 and was completed on 7 – 16 December 1477 (Individual Enumeration of the Sanjak Vilayet Herzegovina – the original title: Derter-i esami sancak-i vilayet Hersek). Roughly speaking, the population of Herzegovina fell into two groups – Vlach stockbreeders and common farmers (rayah). Vlach districts (nahiyas) of Sanjak Herzegovina were a part of the imperial property (Hass). Vlachs had some military obligations to the Ottomans and, in return, had some agricultural taxes concessions and were exempted from the rayah status. According to the Individual Enumeration of the Sanjak Vilayet Herzegovina of 1475/77, this administrative division comprised Vlach (stockbreeding) nahiyas. The census informs us about the number of katuns in each district, where the stockbreeders and their animals wintered and where their best summer grasslands were (Aličić, 1985). This seasonal transhumance was also terrain induced. Apart from meaning “shepherds’ summer hut in the mountain” the term katun in the Middle Ages also denoted Vlach’s local social organisation based on their lifestyle. Katuns were headed by the leaders called katunar and knez. The katunar was the head of a katun responsible for the vital role of the Vlach stockbreeding production. The knez was the political head of the local self-government who represented the Vlachs, determined winter and summer accommodations and regulated inter-relations in the katun (Hrabak, 1997).

Vlach stockbreeding communities were listed in the following nahiyas: Mataruge, Kukanj, Mileševa and Ljubovidja. In this area, winter accommodations were in Drenova, Bistrica, Izbicno, Dolne Prnar, Varine, Ljesnica, Hranac, Ljubovidja and some other places. Summer pastures were in the mountains Ljubišna, Jadovik, Pobjenik, Zlatar, Babina, Hranča, Krmja, Kričani, Boranje, Barica, etc. Seasonal movements of the Vlachs from winter to summer accommodations had been a tradition for several centuries in this part of the Balkans, and katun was the primary social unit of a stockbreeding society in the Middle Ages. The Census enumerated 38 katuns, 911 households and 169 single adult members in these Vlach nahiyas. 4704 Vlachs lived there (Aličić, 1985). In addition to this stockbreeding community, the mountains accommodated some members of the gentry, as well. Ivanš Pavlović stayed on the Bujak mountain in September 1442 and from there confirmed the privileges that Dubrovnik had been granted. Mountain Bujak is situated on the right bank of the Lim near its confluence with the Drina (Dinić, 1978, 256).

6. Sheep Raising in the Ottoman Defter of 1585

The tax on the small livestock was paid exclusively to the state and the livestock population was noted in a special defter (tax register – T. N.) which was then used for collecting the state revenue. These regulations contained the detailed information which included: names of the settlements, livestock owners and the number of animals. A tax was collected for sheep and goats excluding lambs and kids less than a year old. During the reign of the Sultan Mehmed II (1451 – 1481) an akçe was taken for every three sheep, and towards the end of his rule – for every two sheep. This amount remained unchanged almost until the end of XVI Century. Such small taxation was a good incentive for the development of animal husbandry. In addition to the sheep tax, a sheepfold tax was also collected and in XV Century and the first half of XVI Century it was three akçe per flock. Later it was raised to five akçe. Both taxes were collected at the beginning of April every year (Hadjžegić, 1969). The mountainous area of Polimlje with its vast and rich pastures was ideal for sheep raising. Regarding the pastures, the best region was Peštersko-sjenička plateau (Lutovac, 1977). The sheep and sheepfold tax defter for kaza Bihor of 1585 gives evidence that sheep raising was a major economic activity. A certain
number of villages in kaza Bihor belonged to Middle Polimlje. The Census recorded that the majority of stockbreeders were Orthodox Christians (Hadžibegić, 1969). The number of animals enumerated in the Census was substantial and this further proves our notion that sheep raising was the chief economic activity of the region in the Middle Ages.

7. Horses and Pigs

The degree to which animal husbandry was developed can also be measured by the oats tax. Oats was mainly used as horse food and that is why it was sowed. Similar to Medieval Bosnia and Serbia, special attention was paid to horse breeding. A small, sturdy, mountain horse which did not require much food and could endure hard labour was most frequently bred. Horses grazed near the settlement and in the evening they were brought into the stables and given oats for further feeding (Kurtović, 2014). The 1475/77 Ottoman defter contained records of tithe on oats being paid in almost every settlement which implied a considerable number of horses there (Aličić, 1985). Horses were very important as load carrying animals and had a significant role in the caravan trade. They were the only means of transportation in Polimlje (Mlijković, 2010).

Pig farming was also developed in this area. Pigs did not have big needs in terms of maintenance and were taken out for feeding to the nearby rough grazing and groves where they fed on various plants and oak and beech acorns (Mrgić, 2013). Two sorts of pigs were raised – black and white (Hraban, 1995). Besides being locally consumed, they were a trading commodity since their number exceeded domestic needs. Pigs were sold in Dubrovnik and in the town squares elsewhere (Kovačević-Kojić, 1987). The information collected from the individual enumeration conclusively prove that pig raising continued throughout the Ottoman rule. In this area, pig tax was collected in 152 villages (Aličić, 1985). Although Muslim Faith prohibits pig raising and pork consumption, the Christians were allowed to keep pigs and consume their products.

8. Conclusion

The territory of Lower and Middle Polimlje was very suitable for the development of animal husbandry because of the numerous high and vast mountains, pastures, forests, rivers, streams and springs. In the Middle Ages, livestock keeping was of multiple importance for the population since its products provided everyday food and milk, cheese, kaymak, butter and meat were irreplaceable parts of the local diet. Other products, such as wool, fleece and leather were used for clothing. Principal livestock was sheep, followed by cattle and goats. Due to its profitability, animal husbandry was practiced not only in mountainous regions but in arable valleys as well. Additionally, stockbreeding products were important trading commodities – the fact that also had a favourable effect on the development of animal husbandry. Among livestock products, skin was an important export item as well as meat and cheese which were taken to Dubrovnik both by local people of Polimlje and by Dubrovnik merchants. In the Middle Ages, Dubrovnik was a stable market for Polimlje livestock products.

A number of records on pastoral tithe give evidence that villages had their own grassland. In addition to village pastures, the area had the district grassland as well. While animals grazed in summer, they were mainly fed on dry forage in winter. Professional stockbreeders – known as the Vlachs – kept large transhumance flocks and herds that moved between fixed summer and winter pastures. In these parts, a katun was the basic unit of the stockbreeding society. These communities were enumerated in the 1475/77 defter in the following nahiya: Mataruge, Kukanj, Mileševa and Ljubovidja. They had fixed winter and summer pastures in Middle Polimlje. Pig farming was extensive and lasted throughout the Ottoman rule as recorded in the 1475/77 Census.

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Critical Incident Analysis in Measurement of Hotel Guest Satisfaction.  
A Case Study from Tirana, Albania

Majlinda Godolja
University of Tirana
Email: majlinda.godolja@unitir.edu.al

Alma Spaho
University of Tirana
Email: alma.spaho@unitir.edu.al

Abstract

Services sector continues to be the big contributor in GDP of Albania, with about 60% in 2011, where trade, hotels and restaurants constitute the main part of this sector. Number of hotels is increased during the last years. In 1995, the number of hotels was 62 with 2,016 beds places, whereas in 2012 the number of hotels was 248 with 18,905 beds places (INSTAT). To be successful in the market it is not sufficient to attract new customers, hotel managers must concentrate on retaining existing guests implementing effective policies of customer satisfaction. The best products in all aspects of product services not necessarily provide the best quality of services. The hotel managers need to constantly monitor the guest needs that are changeable, in order to facilitate their analysis and ensure the effective management of change in the performance of the hotel product. The aim of this study is to evaluate hotel guest satisfaction based on the critical incident analysis (Hayes 2008) and determining the extent to which the quality of hotel services meets customer needs and preferences. The research was conducted in 3- star hotels in Tirana, Albania. The data are collected in 10 mid-range hotels in the period July - August 2013. Through the analysis of this case we evaluate the overall customer satisfaction level for the hotels and for each service supplied. The results obtained in this study indicate that the level of customer satisfaction is very good considering the overall evaluation but also the lower level than expected in terms of hotels facilities and Food & Drink. The research results can be used by hotel managers in order to improve and adapt hotel services to customer needs.

Keywords: customer satisfaction, service quality, critical incident analysis, hotels, Tirana.

1. Introduction

Service quality and customer satisfaction have a significant impact on business development. Service quality has a direct impact on customer satisfaction, and consequently increases the profit. These two concepts have been continually in the focus of managers and researchers of the field. In order to achieve customer satisfaction, it is important to recognize and to anticipate customers’ needs and to be able to satisfy them. Enterprises which are able to rapidly understand and satisfy customers’ needs, make greater profits than those which fail to understand and satisfy them (Barsky & Nash, 2003). One of the methods used for measuring customer satisfaction in hotels is Critical Incident Analysis. The Critical Incident Technique is a qualitative interview procedure which facilitates the investigation of significant occurrences (events, incidents, processes, or issues) identified by the respondent, the way they are managed, and the outcomes in terms of perceived effects. The objective is to gain understanding of the incident from the perspective of the individual, taking into account cognitive, affective, and behavioral elements. The purpose of this study is the evaluation of customer satisfaction in hotels of Tirana, Albania. In this study was used Critical Incident Analysis according to the recent applications of Critical Incident Technique in hospitality service. The strength of Critical Incident Analysis lies in its utilization of customers in defining customer requirements. Customers are in a good position to help the hotel management to understand these requirements because they are the recipients of the hotel services. The results of this study provide the hotel management staff, an evaluation of the current methods for measuring and managing customer satisfaction in hotels of Tirana, Albania.
2. Literature Review

2.1 Service quality and customer satisfaction

The primary function of the hotel units is to offer quality service to its customers. Service quality is defined as how well customer's needs are met, and how well the service delivered meets the customer's expectations (Lewis and Booms, 1983). Gronoos (1984) has shown that the perceived quality of service is a function of the comparison of expected service with perceived service, in other words it is the result of a comparative evaluation process. Parasuraman et al. (1985) has defined "quality of service" as the degree and direction of discrepancy between perceptions and expectations of their customers, where "perceived service quality" is the gap between customer's expectations and perceptions as a measurement of service quality. Smaller the gap, the better is the quality of service and greater customer satisfaction is.

2.2 Measuring customer satisfaction

The main reason for measuring customer satisfaction is to collect information from one side to see what customers require to be done differently and in turn to assess how client needs are met. However the reasons for measuring customer satisfaction differ from one hotel to another. Some of the hotels fail to properly pursue programs dedicated customers not only because they have not defined program to get feedback from customers, but because they lack a complete database which not only monitors sales but it is also a source of innovation.

According to literature customer satisfaction measurement is done in different ways, for example one of the ways is to include a single question in customer satisfaction questionnaire: "In general, how satisfied are you with...?" where responses of the questionnaire questions are made according to a system with 5 degrees from " very unsatisfied" (coded 1) to "very satisfied " (coded 5), known as Likert scale. Problems associated to the answer of one single question in this case, are mitigated by the simplicity of the question. (Heskett et al., 1994; Schneider and Bowen, 1995) have developed a theory for the measurement of customer satisfaction based on key elements of satisfaction in service and price, but their valuation is done independently through the "index service" and "price index".

2.3 The Critical Incident Technique (CIT)

Critical Incident Technique, a method that relies on a set of procedures to collect, content analyze and classify observations of human behavior, was first introduced to the social sciences by Flanagan (1954). Chell (1998) provided the following description of the CIT method: The critical incident technique is a qualitative interview procedure which facilitates the investigations of significant occurrences (events, incidents, processes, or issues) identified by the respondent, the way they are managed, and the outcomes in terms of perceived effects. The objective is to gain understanding of the incident from the perspective of the individual, taking into account cognitive, affective, and behavioral elements. A critical incident is described as one that makes a significant contribution, either positively or negatively, to an activity or phenomenon (Bitner and Booms, 1990; Grove and Fisk 1997). Critical incidents can be gathered in various ways, but in service sectors, the approach generally asks respondents to tell a story about an experience they have had. The CIT method provides a rich source of data by allowing respondents to determine which incidents are the most relevant to them for the phenomenon being investigated. The CIT is a research method that allows respondents as “free a range of responses” as possible within an overall research framework (Gabbott and Hogg 1996). With the CIT method, there is no preconception or idiosyncratic determination of what will be important to the respondent (de Ruyter, Perkins, and Wetzels 1995); so the context is developed entirely from the respondent’s perspective (Chell 1998). The CIT method reflects the normal way service customers think (Stauss 1993) and does not force them into any given framework. During an interview, respondents are simply asked to recall specific events; they can use their own terms and language (Stauss and Weinlich 1997). Thus, CIT is an attractive method of investigation because it does not restrict observations to a limited set of variables or activities (Walker and Truly 1992).

A CIT study consists of 5 main steps ranging from the problem definition over the data collection to the analysis and interpretation of the results. The main idea is to ask a sample of respondents to address important aspects that they liked, and did not like, during the service production. By categorizing these so-called critical incidents and counting them out across the sample, the analyst obtains a list of important categories/attributes and over the relation between positive and negative comments in these attributes a performance evaluation

The CIT studies can be conducted to determine the factors that influence the customers’ satisfaction. It is vague to define if the mentioned attributes whether evaluated as important or not, do really have influence on the satisfaction of the
customer. However, according to Martilla and James (1977), every performance analysis should determine the decisive importance and performance aspects and use customer or professional interviews during its establishment. However, it can not be expected that the factors that lead to dissatisfaction, when they are not sufficiently met, were not determined.

3. Research Methodology

The target population of the study consists of hotel guests in 3, 4 and stars hotels in Tirana, Albania. During the period July - August 2013, a questionnaire was distributed to guests of 10 central mid-range hotels of Tirana, in order: 1) to identify which factors are important in developing customer satisfaction in hotels of Tirana, Albania, 2) to study the feedback of customers on these factors, 3) to identify factors on which customers are highly satisfied and dissatisfied, 4) based on this what recommends can be done for improvement.

Questionnaires were built in two parts. In the first part the clients are required to evaluate: Cleanliness, Comfort, Location, Facilities, Staff and Value for money, from 1 (below average) to 5 (excellent). In the second part with respect to critical incidents, we collected data on both positive and negative incidents. For positive incidents, we asked the respondent to think about the experience of staying in the hotel and to recall if there was any particular incident during this period which had made him or her particularly satisfied. If the answer was yes, the respondent was asked to provide a verbal account of this incident. In addition, we asked the respondent to assess the degree to which the selected incident was perceived as satisfying; the question was “How satisfied were you with that?”, and we provided a response format with three steps comprising somewhat satisfied, satisfied, and very satisfied. The same approach was used to capture data about negative incidents, but in this case the question was “How dissatisfied were you with that?” and the three response alternatives were somewhat dissatisfied, dissatisfied, and very dissatisfied.

The questionnaire, together with a personal letter from the hotel managers and the researchers, were sent by email to the guests after they checked-out and were asked to fill the questionnaire and return the completed questionnaire by email. The response rate was about 62% and 104 questionnaires were collected.

4. Results and Discussion

Research results related to the average values and standard deviation are presented separately in table 1, for 3 and 4 star hotels. The overall service perception is very good, the hotel staff are the most, while comfort and facilities are the least valued. The overall assessment is better for the 4 star hotels, but the guests perceive more value for 3 star hotels. The standard deviation is low for evaluation of staff and value for money and it is higher valued for location and comfort in 3 star hotels. In 4 star hotels the standard deviation values are almost the same for all services and overall assessment.

Table 1.

<table>
<thead>
<tr>
<th>Hotels</th>
<th>Overall</th>
<th>Cleanliness</th>
<th>Comfort</th>
<th>Location</th>
<th>Facilities</th>
<th>Staff</th>
<th>Value for money</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-star</td>
<td>Mean</td>
<td>4.242778</td>
<td>4.326667</td>
<td>3.96</td>
<td>4.376667</td>
<td>3.943333</td>
<td>4.486667</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>0.228508</td>
<td>0.275724</td>
<td>0.40541</td>
<td>0.450344</td>
<td>0.244121</td>
<td>0.174711</td>
</tr>
<tr>
<td>4-star</td>
<td>Mean</td>
<td>4.426042</td>
<td>4.242778</td>
<td>4.621875</td>
<td>4.453125</td>
<td>4.271875</td>
<td>4.5625</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>0.280026</td>
<td>0.250977</td>
<td>0.260428</td>
<td>0.374374</td>
<td>0.2875</td>
<td>0.239792</td>
</tr>
</tbody>
</table>

Verbal expressions obtained have been first grouped by service related and then expressions are classified according to the judgment of the respondent. What emerges from the questionnaires is an overall positive customer satisfaction level. The main strengths of the hotels are: the staff and location; the weaknesses are the hotel facilities like parking, small rooms and bathrooms, limited number of restaurants, visible signs from the street etc...
Table 2.

<table>
<thead>
<tr>
<th>Answers</th>
<th>Services (in parenthesis the number of respondents that answered using the phrase)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Staff</td>
</tr>
<tr>
<td>1. This is a nice hotel (60)</td>
<td>9. Friendly and helpful staff (58)</td>
</tr>
<tr>
<td>2. Good location (71)</td>
<td>10. Attentive staff who can arrange trips (15)</td>
</tr>
<tr>
<td>3. Good service (24)</td>
<td>11. The staff is very professional and responsive (32)</td>
</tr>
<tr>
<td>4. The ambiance is that of a home (34)</td>
<td></td>
</tr>
<tr>
<td>5. Value for money (36)</td>
<td></td>
</tr>
<tr>
<td>6. No parking place (17)</td>
<td></td>
</tr>
<tr>
<td>7. Limited entertainment options (8)</td>
<td></td>
</tr>
<tr>
<td>8. A little bit noisy (12)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Service Perception</th>
<th>Judgment</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressions</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of Answers</td>
<td>20, 55, 9, 10, 18</td>
<td>40, 16, 15, 24, 18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reception Service</th>
<th>Judgment</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressions</td>
<td>9, 10, 11</td>
<td>9, 10, 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of Answers</td>
<td>42, 6, 11</td>
<td>16, 9, 21</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Room Quality</th>
<th>Judgment</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
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</thead>
<tbody>
<tr>
<td>Expressions</td>
<td>12, 13, 14, 23</td>
<td>12, 13, 14, 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of Answers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food &amp; Drink</th>
<th>Judgment</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressions</td>
<td>25, 26, 28, 29, 30</td>
<td>25, 26, 28, 29, 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of Answers</td>
<td>12, 17, 10, 8, 15</td>
<td>20, 2, 17, 0, 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissatisfaction Incidents</th>
<th>Judgment</th>
<th>Very dissatisfied</th>
<th>Dissatisfied</th>
<th>Somewhat dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressions</td>
<td>6, 7, 8, 15, 16, 17, 18, 21, 22, 24, 27, 31, 32</td>
<td>6, 7, 8, 15, 16, 17, 18, 21, 22, 24, 27, 31, 32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of Answers</td>
<td>14, 2, 10, 1, 10, 4, 2, 10, 0, 4, 6, 1, 5, 3, 6, 2, 6, 5, 3, 7, 4, 8, 7, 6, 11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Conclusion

The objective of this study was to find out the level of customers satisfaction with the services provided by hotels in Tirana using CIT method. The strength of Critical Incident Analysis lies in its utilization of customers in defining customer requirements. Customers are in a good position to help the hotel management to understand these requirements because they are the recipients of the hotel services.

The average score, of overall evaluation is very good. It means that in general, the hotels in Tirana are providing their customers with a good service and keeping service quality on a good level. The main strengths of the hotels are: the staff and location. The overall assessment is better for the 4 star hotels, but the guests perceive more value from 3 star hotels.

Despite of good feedback, there are some problems, which influence customer’s satisfaction. The weaknesses are the hotel facilities like parking, small rooms and bathrooms, limited number of restaurants, better variety for breakfast, visible signs from the street etc…

The hotel business in Albania have to review the evaluation methods of customer satisfaction and service quality in order to be in compliance with all the best practices identified so far. Valid information and reliable data will enable hotel managers to make appropriate decisions about the quality of services that hotels offer.

References


The Challenges of Accounting Standards in Intellectual Property’s Reporting, an Albanian Approach

Phd. Candidate Marsel Sulanjaku
Lecturer at “A.Xhuvani” University, Faculty of Economic, Faculty of Economic, Elbasan
msulanjaku@gmail.com

Abstract

Intellectual property has become a key factor in measuring the business performance and its market value. Although the valuation and reporting of intellectual property is important for all companies, it is more crucial, especially to the intellectual property high intensively companies. Accounting standards were created keeping in focus the tangible assets, and despite the efforts and changes that are made, still they need revisions to track successfully the intangible assets. The rigid structure of accounting standards does not allow them to be more flexible in tracking and reporting the intangible assets in a new environment where most of businesses have in their financial table’s components of intangible assets like intellectual property. We will briefly discuss some details regarding the treatment that international accounting standards like IAS 38 and FAS 142 reserve to the intangible assets and especially the intellectual property. Aside with our opinion, we will expose some of the well known researches and academics point of view, to suggest a fair disclosure and to give new insights in intellectual property reporting. The purpose of the research is to establish the inadequacy of the accounting standards in intellectual property reporting and to give new insights and advises regarding the discussed topics to overpass these inadequacies. The methodology used in the preparation of this paper will be that of utilizing the foreign and national literature, and the utilization of the questionnaires and interviews with the certified accountants and the finance departments of selected businesses in Albania.

Keywords: Intellectual property, IAS 38, accounting standard inadequacy, fair disclosure.

1. Introduction

Valuation and reporting of the intellectual property in today’s modern economy has become a very discussed topic among the business entrepreneurs, academics and researchers from different areas. The intense research of intellectual property is related to the strategic competitive advantage that these assets can provide to the company, resulting in increasing performance and their market value.

Today, there is a general shift of investments from tangible to intangible assets, because of the competitive advantages and earning power that these assets can provide. In our modern global economy value creation takes place through innovation, knowledge, relationships and trademarks. If we observe the most successful companies worldwide we can see that they are based either on knowledge and innovation or they have based their investments and success in intangible assets.

Even despite the fact that intangible assets and intellectual property has a crucial role in company’s performance and it’s market value the traditional accounting systems are inadequate to measure and report the value of these assets. The abstract nature of these assets and the lack of the physical form leads to subjective treatment in their definition, recognition and valuation.¹

The researchers of the field have not reach to a common definition or classification of intangible assets, but for the intellectual property there has been made more progress in their definition and their classification. That is because of the fact that intellectual property is more “tangible” compared to the other intangible asset. Intangible assets generally are accepted to be composed of two main components, human capital and structural capital. Structural capital is composed of two main components, external and internal structural capital. Intellectual property is part of external structural capital and in comparison with other intangible assets, intellectual property can be registered as such in the respective institutions and be protected by law. Intellectual property create strategic advantage by creating barriers to the third parties to use the specified intellectual property without the permission of the organization that posses it. Some types of intellectual property are: patents, trademarks, copyrights, broadcasting rights, trade secrets, know how, licensing

¹ Getting a Grip on Accounting and Intellectual Property. By Roya Ghafele, Associate Economic Officer, Intellectual Property and Economic Development Department, WIPO
agreements, franchising agreements etc.

Even that intellectual property compared with other intangible assets is protected by law and registered in related institutions, the accounting standards do not consider them differently from other intangible assets and treat them under the same category. For this purpose we will use the term intangible assets when considering the accounting standards and will specify differently the intellectual property when we think it should be considered differently from other intangibles.

2. The Gaps of Accounting Standards in Intellectual Property Disclosure

Accounting system was first created in the beginning of XV.th century, and then developed in an environment where the main categories of a product’s cost where material costs, labor costs and other overhead costs. In today’s economic environment we observe that businesses are investing in new directions such as R&D, brand names, patents, copy rights, know how, distributions channels etc. In intellectual property high intensively companies operating in sectors such as entertainment and media, software development and pharmaceutical sectors the traditional cost indicators are not the main cost of the product, but expenditures like R&D, advertisement, investment in skilled labor are main cost of the products. In most of the cases investments in such sectors are not classified as such, but as expenditures. Based in these kind of businesses one can ask: How will the accounting standard evaluate the products’ cost of these companies and the value of the whole company itself?

In this section we will discuss some of the “weak points” of accounting standards in the treatment of intangible assets and the intellectual property. As the accounting standards do not make a clear distinction of intellectual property and consider this element inseparably from intangible assets, we will use the general term “intangible assets” when referring to accounting standards and when needed we will consider the “intellectual property” differently. The effects of the accounting standards in financial statements and the inconsistencies between the financial perspective and real situation will be another element that we will consider in parallel with the discussed topics.

2.1 The rising conflicts in accounting principles

From the creation of the accounting system the accounting standards have made much progress in its development and adoption to the new market and economic conditions, that is because it is based in some general principles, where in focus of them is the user of these financial statements. According to a survey based on the interviews made to high level management of most success companies worldwide, they listed, according to their importance, the following information as the most important information they need to know related with the company they manage:

- Information regarding the consummators or clients preferences or needs
- Information regarding the trademark and the reputation
- Financial projections regarding the future
- Information regarding the efficiency of R&D projects
- Information regarding the supplier network chain

The actual accounting system cannot provide the in their financial statements information regarding the investment made in intangible assets as well as the basic information that managers require as listed above. The information regarding the above listed management priorities cannot be disclosed in financial statements because the difficulty that these information have to be “translated” in monetary base. The obstacle that accounting has in translating performance indicators in monetary based information makes the financial statements not sufficient for decision makers. The insufficient information regarding the company performance can be in conflict with the “full disclosure” principle.

We have the same situation regarding the intangible asset reporting on financial statements. Based on accounting standards (IAS 38, FAS 141 & FAS 142) an intangible asset can be recognized as an asset if and only if it fulfills all the following conditions:

- The intellectual property should contribute directly or indirectly to future net cash inflows
- The entity should control this intangible asset or prevent others’ access to it

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4 http://www.ifrs.org/
- It's cost should be measured in a reliable way

In practice it is difficult for an intangible asset to fulfill all of the above requirements. For example a brand name if it is internally generated can be generated through intense years of advertising, effective distribution channels or superior quality to obtain the customers trust. For a company it is difficult to trace all these expenses and to capitalize them as the cost of the brand name. Even though you might have an idea that these expenses would be considered later as the brand name's cost, you cannot capitalize them because you cannot be sure when this brand name can be created and whether it should generate future net cash inflows.

Even the fact that the accounting standards cannot recognize the internally generated intangible assets or other assets that do not fulfill the above requirements, it is obvious that these intangible assets like brand name, trade secrets, know how or patents exist and generate considerable cash inflows for their economic unit. Being conscious that even these intangible create much value to their company why do the accounting standards still not adapt to disclosure these intangible assets?!

The situation is the conflict between the accounting principles, where the accounting statements are required to be reliable to the users, that is, the information reported in these statement should be objective and based on transactions that have occurred or are reported that will happen for sure in the future. In the economic treatment of intangible assets we do not have that accuracy or objectivity regarding the possible cost of the intangible asset it's future economic cash inflows that can reliably evaluate its value.

On the other point of view, despite that we cannot measure in a reliable form the cost or future economic cash inflows, the managers and the third parties are conscious that they have a success because of a certain intangible asset or intellectual property that the economic unit might have. In this case even that a intangible asset exist and create value to the economic unit the potential investors cannot “see” this valuable asset in the financial statements, distorting the financial statements but not valuing accordingly the economic unit. The distortion of financial statements or the “hiding” of the intangible assets that generate cash inflows or that can create strategic advantage can prevent this economic unit from potential investments. In this situation we can ask which of the accounting principle is more important the “objectivity” or the “reliability”?! According to a research it is suggested that there is a positive correlation between the efficiency of the capital markets and the information regarding the intangible assets disclosed in the annexes of the financial tables, even that this information may not be based on “objectivity” principle provided by the standards.  

It seems that these principles are in a continuous conflict especially in intangible asset treatment because the emphases on the reliability principle can make the financial statements more subjective, trying to report an intangible that although might exist and has concrete earning power, it might not fulfill the other standards requirements causing the loss of the financial statements’ objectiveness and on other hand being “objective” by not including the intangibles that have value and earning power for the company we practically “hide” these assets, and as a result the financial statements can lose their reliability.

2.2 Lack of a common framework for Intellectual property valuation

An economic unit should provide a detailed information related to intangible assets bought or internally developed by the unit, in relation to main classifications where it classify these assets. This information should include useful information such as their useful lives, depreciation policies that the company has chosen and the policies that will be used in the statement of financial statements. The financial statements should be able to give useful information regarding the depreciation expenses, different revaluation methods committed and other related information regarding these intangibles.

Even though many valuation and measurement models of intangible assets and intellectual property have been developed we still have lack of a common work frame in measurement and valuation of these assets. There exist different models regarding the measurement and valuation of intangibles. These models are divided in two main categories: monetary models and non monetary models. Financial accounting prefers to use the monetary models, because these models take in consideration only monetary values, while the non monetary models takes in consideration other performance factors that can not be expresses in monetary value like customer royalty, brand name recognition, future expectations etc. The most used monetary models are: market to book value, “Q” of Tobin for the intangible assets, Value added intellectual coefficient, Sullivan method for intangible asset valuation, economic value added model etc. Although there is a considerable number of monetary models, the accounting standards, IAS 38, uses only the cost model and the revaluation model for intangible asset measurement and valuation. This is a very restrictive way in

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5 Barth, M. E., Clinch, G. and Shibano, T., 2003, Market effects of recognition and disclosure, Journal of Accounting Research
intangible asset valuation that does not permit the valuation of intangible assets that are generated within economic unit, but it only takes in consideration the valuation of an intangible asset that is acquired separately or with a business combination. As a result the revaluation model can not be used in intangible assets that has not been initially valuated with the cost model, by not taking in consideration the intangible assets that exist and can have a significant contribution to the economic unit, but that is not obtained through a transaction in the past through separate acquisition or as a part of a business combination. The information regarding the valuation and measurement of intellectual property is heterogeneous and the accounting standards are very selective in using these models. In the actual situation where various models fail to converge into a common framework regarding the measurement and valuation of intellectual property accounting standards remain rigid and are not able to report the intangible assets.

2.3 The “lost” of investments on intangibles, in general expenditures

As a result of the accounting system not to track successfully the intangible assets the real investments made on intangibles despite the fact that are recognized or capitalized they also contribute in decreasing the financial performance. The investments on intangibles that are not recognized by accounting system are categorized as expenditures affecting negatively the earning performance of the economic unit.

Below we have listed some of the expenses required for creating and adding value to intangible assets, and that in fact very few of them are recognized by the accounting standards as investments in intellectual property and therefore not capitalized, such as costs associated with the acquisition, licensing or legal protection, patents, trademark and copyright, investments in marketing campaigns and brands, acquisition of customer lists, manufacturing or quality certificate etc.

The treatment of different investment on intangible assets by accounting standards as expenditures results in discouraging the managers to invest in intangibles and intellectual property. If an economic unit is not encouraged to invest in intangibles it will lose its earning power as well as the strategic advantage in long term. On the other side the “hiding” of intangibles in general expenditures, contributes in the asymmetry of information.6 The asymmetry of information consists in spreading the financial information regarding an economic unit in a not fair way. That is the big investors who have the rights founds or connections can have a detail information regarding the investments made in intangibles that normally is “hidden” in general expenses, and on the other side the other not privileged potential investors cannot get a detailed information about the possible investments that the company might have undertake.7

2.4 “Agency conflict ” in intangible’s investments

Agency conflict is a well known term, and is used to describe where the interests of management is to show good performance indicators in short term that can be in conflict with shareholders’ interests in long term. The lack of accounting standards reporting of internally generated intangible assets can lead to an agency conflict. It is almost accepted that the investments in intangible assets and intellectual property creates a strategic advantages towards other competitors as well as creating value for the company in a long run. The lack of recognition by the accounting standards of investments made for internally generated intangibles classify these investments as expenses, results in a decrease in earnings performance of the company. Thus the management is discouraged to invest in intangibles and intellectual property because these investment would contribute to lower the earning performance in financial statements. On the other hand the shareholders are interested in investing in intangibles in order to create value or strategic competitiveness in the future.

2.5 High volatility of companies’ value in possession of intellectual properties

The internally generated intangible assets are very difficult to be recognized by accounting standards, mainly because the cost of internally generated intangibles is difficult to be measured appropriately and the difficulties in demonstration the future cash inflows. Because of these restrictions mostly of internally generated intangibles are not recognized in the financial statements even when the company has registered them in intellectual property protection offices. The international accounting rules are the same but there exist different approaches and adoptions of these standards regarding the intangibles in different countries. Below have classified the different treatment of internally generated

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intangibles by different countries:

Table 1.

<table>
<thead>
<tr>
<th>Internally generated intangible assets</th>
<th>Non recognition or very restrictive recognition</th>
<th>Recognition with short time amortization periods</th>
<th>Voluntary recognitions according to accounting standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S.A</td>
<td></td>
<td>Holland</td>
<td>France</td>
</tr>
<tr>
<td>England</td>
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The failure to recognize these assets in balance sheet, results in very distorting situation in case of company acquisitions or if the company decides to sell an intellectual property. In these case the acquisition price of the company can be much higher than its accounting value which leads to a distortion of the users of financial statements which makes the users of these financial statements to be skeptic the financial accounting system can really measure a company’s value.

In the case of a simple intellectual property selling / buying procedure we have two asymmetric situations where the seller of this intellectual property appears to have incomes out of nothing, and this situation can be paradoxical in case of high valuable intellectual properties. On the other hand the buyer of this intellectual property can register in its financial statements, based on the buying price which in this case is market value.

In this specific point we have an asymmetry in treatment of the parties dealing in intellectual property acquirements by accounting standards. The economic unit which holds this cannot report this intellectual property even it can be valuable but the buyer in the same moment can report this intellectual property based on the buying transaction. In this specific time the selling company, seems that is making money out of nothing, and the buyer is seen as it is buying a normal, tangible asset.

3. Analysis of the Survey

In the previous session we discussed some of the inconsistencies in regard of the accounting treatment of intangibles and the gaps that accounting standards create between the financial and the real situation of an economic entity.

In this session we will examine the main issues mentioned above, in regard of the Albanian certified public accountants point of view and companies managers’ that have intellectual property assets in their financial statements.

The data used in the survey is gathered mainly by questionnaires and interviews distributed to Albanian certified public accountants and the managers that have intellectual property assets in their financial statements.

Asked about the conflicts between “objectivity” and “reliability” principles, the Albanian accountants prefer to be objective rather than reliable. This is because the Albanian market is still not open to the new investors because the stock exchange is not yet opened. For this reason the managers of the companies that deal with intellectual property are not focused to disclose the real value of the intellectual property to attract new investors rather than to disclose it strictly according to the accounting standards avoiding any possible penalty from the tax office. For this reason 86% of the replies of the questionnaires were that Albanian CPAs prefer to be strict in the accounting regulation appliance.

Asked about a lack of common framework for IP valuation, 75% of the replied questionnaires reported that the management is shifting from the usage of the monetary models in the usage of non-monetary models. Monetary models generally are based in the idea of the comparison of the earnings ratios like ROI, ROE and other ratios with similar companies or sectors average ratios, and the surplus difference is then calculated and finally treated as the value of the intangibles. Monetary models are not preferred because in Albania there is an absence in the official statistics like sector’s earning capacity ROE, ROI and other companies earning indicators resulting in a non comparison between the

9 The responded rate of questionnaires were relatively limited in number mostly due to the time limitation.
studied company and the similar companies. Instead, the managers are focused in using non-monetary models because they take in consideration more factors, rather than just the monetary factors and serve as a strategic tool to evaluate the company value creation in the future.

Asked about the “lost” of investments on intangibles, in the general expenditures 84% of the accountants and managers agree that the actual accounting standards do not distinguish the investments made in intangibles and report them as general expenses. They are conscious that accounting standards should be more flexible in the treatment of the investments made in intangibles, by adopting new rules in the recognition of these investments.

In regard of agency conflict and the high volatility in companies value that have an intellectual property, 80% of the CPAs understand the problem theoretically but are not concretely conscious of these conflict due to the lack of the big enterprises in Albania, and where most of the companies decisions are influenced directly from the owner. In this circumstances we are at an early stage to discuss the agenda’s conflict.

4. Conclusions

The fair valuation and reporting of the intangibles and specially the intellectual property is one of the most discussed topics among the accountants as well as the managers that are involved in companies that possess intellectual property. The reason is the rising of the investments from companies in the new, global economy in these assets and on the other side the abstract nature of these assets leads to subjective conclusions among the accounting professionals.

As in the developed countries the investments and importance of intellectual property is raising day by day even for the Albanian companies and the business concepts. The Albanian accountants aware of the importance of the intangibles and the debates among professionals and academics in the field of accounting are being part of this debate, in accordance of the problematic that the Albanian economy and the business practice that they are facing.10 In this respect they are becoming aware of the inadequacy of accounting standards in treatment of intellectual property, and they are being organized in giving suggestions in the improvement of the accounting standards, as the intellectual property now is a common asset that they face in most of the financial statements of the Albanian companies.

From our research, based on the questionnaires and interviews made with Albanian CPAs and managers, regarding the most discussed topics related to intangibles and intellectual property in particular, we can state that one of the biggest obstacles in intangibles reporting is, like other developed countries, the valuation of the intangibles. As the valuation models of intangible assets still do not converge in a similar framework the accounting standards cannot rely on them to report the intellectual property value. This situation implies the need to encourage voluntary reporting of intangible assets within the framework defined by current accounting models in financial statements notes.

In our opinion, in this situation the accounting standards should encourage the voluntary reporting of intangible assets and intellectual property in their financial statements notes, in order to provide a more complete and reliable information about the investments and the value of these “hidden” assets. Although, based on the specific economical situation of Albania where the informalism do not motivate the business owners and managers to disclose the real value of the companies and on the other side the lack of a stock exchange makes almost impossible the usage of monetary accounting models to measure and evaluate the intellectual property properly, even for the companies that are interested in reporting their intellectual property the Albanian accountants and managers aware of the importance that the intangibles are gaining are becoming more interested in this topic. In this regard they are being involved in the debate for a fair disclosure and reporting of intangibles. For the Albanian economic situation, issues like agency conflict and high volatility are still not “tangible” because of the lack of big enterprises and the stock exchange.

Issues like the “hiding” of investments made for intangibles in general expenses and a common framework for intangible valuation are involving each day more the Albanian accountants and managers in the debate for an improvement of the accounting standards in this direction. In this respect we can state that the Albanian accountants will be soon an active part of the debates regarding the improvement of the accounting standards in intellectual property disclosure and reporting.

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The Beginning of the Parliamentary in Albania (1920-1924)

Prof. Assoc. Nertila Haxhia Ljarja

University of Shkodra “Luigi Gurakuqi”
Department of History

Abstract

The years that followed post World War 1, proved to be a difficult time for the renovation of the Albanian population. A few radicalized Albanian patriots, with varying views on politics went as far as to hold meetings in the Congress with the common cause of improving the state of the country. These delegates were chosen from all different parts of the country and served as representatives of those parts. They were representing the country as well as its sovereignty. Of all these organizations, one in particular stood out. The Congress of Lushnja (28-31 January 1920) was the one to put best practice methods into place with regards to rebuilding Albania. As of this moment, the process of institutional and legislative Europeanization in the country begins.

Keywords: government, parliament, election campaign.

1. Le Origini del Parlamentarismo in Albania (1920-1924)

In un momento critico per il futuro del paese, soprattutto dopo l'accordo Tittoni - Veniselos è stata necessaria una politica comune per proteggere i diritti e l'indipendenza degli albanesi. Da questo l'accordo, in congiunzione col confine meridionale, e dalle rivendicazioni italiane a rimanere in Vlora, per gli albanesi divenne chiaro che l'Italia non era nella loro difesa senza interesse, ma già si è visto, così come i greci e serbi hanno sostenuto di avere la loro quota in Albania, distruggendo le speranze albanesi per una Albania unita.1

2. Congresso di Lushnja

Tale situazione portò a una necessità di organizzare un congresso di patrioti albanesi a Lushnja, un'area al di fuori del controllo italiano, che si riunì il 28-31 gennaio 1920. Questo congresso formò un governo centrale che rappresentasse tutti gli albanesi. La si sono riuniti 50 delegati da tutte le terre albanesi, tranne Kosovo e Çamëria. Aqif Pashë Bicakçiu (Elbasani) ha diretto i lavori, una persona con sufficiente autorità. Il Congresso ha preso diverse misure: ha sciolto il Governo Provvisorio di Durazzo definendo responsabile per l'anarchia nel paese, completamente opposto da lei politicamente, è stata inviata una risoluzione alla Conferenza di Pace di Parigi, dove si protestava contro i piani di divisione d'Albania ed è stato nominato una delegazione di tre persone a rappresentare l'Albania li; i membri del Congresso di Lushnja hanno chiesto al Senato degli Stati Uniti di intervenire a vantaggio della questione albanese, il Congresso ha nominato un Consiglio Supremo (con le funzioni di capo dello stato) di quattro persone, rappresentanti di credenze religiose mussulmane, bektashi, cattolici e ortodossi (Aqif Pashë Elbasani, Abdi Toptani, Mons. Luigi Bumçi, Dott. Mihal Turtulli)2, che avrebbero avuto il potere di un re o presidente e avrebbero funzionato fino all'arrivo di un re; è stato eletto un governo con sette membri sotto il primo ministro Sulejman Bej Delvina, Ministro degli Interni Ahmet Zogu e il Ministro dell'Istruzione Sotir Peci. Il Congresso ha anche eletto un Consiglio Nazionale detto il Senato3, con le funzioni

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3 “Një tjëtrë organ i lartë i shtetit shqiptar, që u vendos të knxojë në Kongresin e Lushnjës, ishte Senati. Në fakt natyrave e kë tëj organi nuk pajihojë me emrin e tij. Në këtë rast, nuk kishin të bënën me një senat, si dhomë e dytë, që ndeshet zakonisht në parlamentet, por me një institucion që kryeje funksionet e organit përfqësues, të parlamentit të vendit. Këtë karakter i senatit bëhej i qartë si nga formulimi i vendimeve të Lushnjës mbës poziitën e tij juridike, ashtu edhe nga vetë veprimtarja e më-vonshme e kë tëj organi, që nisi të fshionton, qysh në fillim, si parlament i shtetit shqiptar. Për më tepër qysh në Lushnjë lidhin dyshime për saktësinë e emrit të kë tëj organi, ndërsa...
del parlamento, con 37 membri in rappresentanza di dieci prefetture. La capitale albanese divenne Tirana, dove furono trasferiti gli organismi governativi.

Il Congresso di Lushnja è stato un atto molto importante per determinare l’indipendenza dell’Albania senza mandato e proiettato straniero, per la determinazione del sistema di governo democratico e dei principi costituzionali del nuovo Stato. L’Albania continuerà ad essere una monarchia costituzionale, in cui il Consiglio Supremo di Stato esercita le funzioni del regno, dunque la monarchia sarà rappresentata non da una sola persona, ma da un organismo collegiale senza presidente. Il completamento dei posti vacanti sarà effettuato dal Consiglio Nazionale, in particolare nei casi in cui la composizione del Consiglio Supremo sarebbe rimasta con meno di tre membri. Le sue decisioni avevano un carattere evidente democratico e si basavano su modelli occidentali governativi, fenomeno questo ancora sconosciuto negli stati emersi dall’Impero Ottomano. Questo organismo ha poteri limitati, che sarebbero due funzioni principali: l’esercizio di governo attraverso l’elezione del primo ministro e la promulgazione di leggi che devono essere adottate dal Parlamento. In legislativa il Consiglio Supremo approvava le leggi che si voteranno dai rappresentanti e adottava misure per la loro attuazione, mentre in relazione alla formazione del nuovo governo, in caso di dimissioni o licenziamento, il Consiglio Supremo nominava il primo ministro, che insieme con il governo formato da sé, dovrebbe prendere il consenso dei rappresentanti (che poteva rifiutarsi fino a tre volte il primo ministro).

I Delegati del Congresso di Lushnja, per il modo del funzionamento degli organi statali approvarono il documento costituzionale "Le basi del Canone di Consiglio Supremo", che stabilisce i principi costituzionali dello Stato, le caratteristiche di base della costituzione o dello statuto, da dove ha preso il nome con il quale si riconosce nella storia dello stato albanese "Statuto di Lushnja". Questo statuto, in quanto il documento costituzionale (in particolare con caratteristiche di base della costituzione o dello statuto, da dove ha preso il nome con il quale si riconosce nella storia dello stato albanese "Statuto di Lushnja". Questo statuto, in quanto il documento costituzionale (in particolare con conseguente espansione), per il tempo e le condizioni dell’Albania, è stato un documento molto avanzato e democratico. Le sue disposizioni definiscono chiaramente il rafforzamento delle istituzioni del Capo dello Stato e delle sue relazioni dello stato albanese "Statuto di Lushnja". Questo statuto, in quanto il documento costituzionale (in particolare con conseguente espansione), per il tempo e le condizioni dell’Albania, è stato un documento molto avanzato e democratico. Le sue disposizioni definiscono chiaramente il rafforzamento delle istituzioni del Capo dello Stato e delle sue relazioni

Consiglio Nazionale.6

Negli ultimi due punti, ovviamente, il potere dominante era il Senato, poi con la nomina del nuovo Consiglio Nazionale, cioè il primo parlamento albanese, indipendente dal Consiglio Supremo. Anche se non sono stati eletti i suoi 37 membri, loro sono stati membri adottati da rappresentativi di ogni provincia. Il suo compito era l’attività legislativa dello stato albanese, attraverso l’approvazione di leggi che il Consiglio Supremo non può né annullare, né restituire al Consiglio Nazionale per la discussione. Il suo compito successivo è stata la nomina e la revoca del governo. La formazione del nuovo governo, a seguito della nomina da parte del Consiglio Supremo, dovrebbe prendere il voto di fiducia del Consiglio Nazionale. Quando il voto di fiducia si rifiutava, allora si procedeva con la formazione di un altro governo, e quando si rifiutavano di fila due governi, poi si considerava come un conflitto sorto tra il Consiglio Supremo e il Consiglio Nazionale.5

Secondo il ricercatore Gramoz Hysi, se analizziamo la situazione giuridica dei tre organi statali più alti, il Consiglio Supremo, il Senato (Consiglio Nazionale) e il Governo, creati nel Congresso di Lushnja, si nota che "nella loro formazione è seguita il principio della separazione dei poteri"7.

In conclusione possiamo dire che il Congresso di Lushnja costituisce un evento di importanza storica perché ha gettato le basi per la costruzione della vita parlamentare, ha deciso le origini di uno stato organizzato in termini di separazione dei poteri, risultato questo degli sforzi delle forze politiche democratiche e patriottico albanese per impostare il nuovo stato albanese in basi costituzionali, secondo i principi riconosciuti degli stati liberali e democratici in Europa.

3. I Lavori del Nuovo Parlamento Albanese

Congresso di Lushnja ha gettato le basi del nuovo stato albanese e sarebbe un punto di partenza per lo sviluppo continuo delle attività degli organi statali. Da questo momento inizia il lavoro per organizzare tutti i rami amministrativi del governo che avrebbe diretto tutti i settori vitali della società albanese. Compito principale era quello di redigere la costituzione come un atto di base di stato che sarebbe in fatto l’espansione dello Statuto di Lushnja, anche l’elaborazione di un atto di base di stato che sarebbe in fatto l’espansione dello Statuto di Lushnja, anche l’elaborazione
di una nuova legislazione, al posto del quello esistente ottomano. Il Congresso di Lushnja, attraverso queste funzioni, ha iniziato il processo di europeizzazione istituzionale e legislativo dello stato albanese, già indipendente. In realtà, questi problemi vedremo che porteranno disagi all'interno delle forze politiche.

Dopo aver definito i nomi dei deputati, il 5 febbraio e imposto la prima riunione del nuovo parlamento, che ha iniziato a lavorare al suo primo incontro con il giuramento dei deputati, il 27 marzo 1920. Nella cerimonia di apertura hanno partecipato autorità civili, militari e tutte le persone. Il Parlamento ha tenuto nella prima sessione dal 27 marzo al 27 maggio al 43 sessioni e la seconda sessione dal 23 settembre al 15 novembre al 27 sessioni.

Tra le prime questioni discusse in parlamento ci fu l'organizzazione interna del parlamento, la redazione del regolamento interno con 72 articoli e 13 capitoli\(^8\); sono stati organizzati comitati per il lavoro amministrativo e militare, della finanza e post - telegrafo, l'istruzione, lavori pubblici e giustizia politica; si è deciso di pubblicare la gazzetta ufficiale per la pubblicazione delle leggi, le discussioni e le decisioni del parlamento; sono stati fissati norme per la tutela e la garanzia dell'immunità parlamentare, la tutela della sua libertà ed attività.\(^9\)

In base alle norme stabilite dal Parlamento, le leggi del governo e le iniziative dei parlamentari entro cinque giorni dovrebbero essere esaminate in commissioni parlamentari e dovrebbero essere approvato dal 2/3 dei voti. La votazione è aperta con carta bianca (pro) e carta nera (contro), mentre il voto segreto era una cassa chiusa senza i nomi.\(^10\)

Questo Parlamento ha esercitato un potente controllo parlamentare sul governo. I deputati hanno cercato di ottenere più autorità e potere attraverso la pressione parlamentare sul governo, che aveva potere esecutivo e amministrativo. Particolare importanza, soprattutto in termini di creazione di tradizione della separazione dei poteri, avevano i rapporti del parlamento con il Consiglio Supremo. Quest'ultimo inviava per ogni apertura della sessione parlamentare un messaggio di benvenuto. A questo messaggio il parlamento ha risposto per iscritto dove ha cercato da parte del Consiglio Supremo di esercitare pressioni sul governo per intervenire sulla situazione nel paese, una pratica che oggi non è implementata in Albania, ma ha continuato ad essere applicata in alcune democrazie europee. Nel corso del tempo i dibattiti politici interni che hanno luogo nel governo e il Consiglio Supremo si sono sentiti anche in parlamento. Al suo interno è venuto un gruppo di opposizione che non è d'accordo con il governo. Qui hanno avuto origine due nuovi partiti politici in Albania: il Partito Popolare e il Partito Progressista.\(^11\)

Quindi, anche se in forma embrionale, e tra le molte difficoltà, a causa della sottolineata arretratezza del passato, sono chiaramente visibili le caratteristiche fondamentali di un governo del tipo parlamentare. Questo Parlamento è in qualche modo espressione di un governo rappresentativo anche se costituito da elementi non eletti direttamente dal popolo, ma dai suoi rappresentanti. Il Consiglio Nazionale è stato un potere legislativo come progettare e approvare leggi tramite la votazione della maggioranza. Tra potere legislativo ed esecutivo c'erano rapporti di fiducia e di recente al suo interno sono stati creati dei partiti politici che avranno la loro influenza sui successivi sviluppi. Per quanto riguarda il ruolo degli elettori, si sentirà nelle fasi successive.

In conclusione possiamo dire che, anche se ha avuto le sue caratteristiche distintive, il tipo di governo parlamentare che si stava stabilendo in Albania portava per sé le caratteristiche fondamentali comuni che definiscono un tale tipo di governo.

Nel 17 dicembre del 1920, l’Albania è stata ammessa alla Società delle Nazioni, così si e ottenuto il riconoscimento internazionale. Già, secondo la decisione del Congresso di Lushnja, si richiedeva la selezione di una Assemblea Costituente per determinare la forma di governo. Questa decisione ha provocato dibattiti in parlamento, poiché parte dei parlamentari ha chiesto nuove elezioni perché in questo momento dovrebbe essere presa la fiducia del popolo, ma dai suoi rappresentanti. Il Consiglio Nazionale è stato un potere legislativo come progettare e approvare leggi tramite la votazione della maggioranza. Tra potere legislativo ed esecutivo c'erano rapporti di fiducia e di recente al suo interno sono stati creati dei partiti politici che avranno la loro influenza sui successivi sviluppi. Per quanto riguarda il ruolo degli elettori, si sentirà nelle fasi successive.

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Ministro, Iliaz Vrioni con mandato temporaneo fino all'elezione del nuovo parlamento che eletto il nuovo governo. Dopo la votazione del governo Vrioni, praticamente il parlamento non è più stato convocato ed era il governo che ha amministrato la vita politica del paese.

Il Ministero degli Interni, senza chiedere il parlamento e contrario ai principi costituzionali di separazione dei poteri, nel 2 dicembre ha annunciato per sciogliere il parlamento. Il 5 dicembre 1920 si è approvata la legge "Sulla elezioni dei deputati ", sulla base dei quali si sono tenute le elezioni per il Consiglio Nazionale, le prime del suo genere in Albania, che saranno reso con voto indirettamente, attraverso un sistema elettorale misto e elezioni in due fasi. Per quanto riguarda il diritto di voto, la legge in questione aveva abbastanza restrizioni e non eccelleva dei principi democratici. Il diritto di voto l'avevano solo i maschi di età superiore ai 20 anni che avevano vissuto per più di 6 mesi nella zona di voto.12 La legge escludeva le donne dal voto e l'esercizio e aveva le restrizioni basato sul reddito. Una limitazione importante per le condizioni che hanno caratterizzato la società albanese di questo periodo è stata la analfabetismo della maggioranza della popolazione, perché secondo la legge, perché nelle schede elettorali erano stati scritti i nomi dei candidati e dei partiti, il nome scelto dovrebbe essere scritto con la mano da l'elettore o da una terza persona. Di ogni 500 elettori veniva fuori un secondo elettore con età da oltre 25 anni, e da i secondi elettori, per ogni 12 mila persone si sceglieva un elette più di 30 anni13 (anche se questo criterio non è stato applicato in generale, la prova di questo è l'elezione di Ahmet Zogu all'età di 26). Dai gruppi politici concorrenti si è cercato di tener conto anche dei criteri religiosi come indicatori per l'armonia interreligiosa nel paese. Tutte queste restrizioni influenzeranno la composizione del Parlamento, dove la maggioranza dei parlamentari erano i rappresentanti degli interessi di classe di bey.

Le elezioni si sono svolte nei mesi di febbraio-marzo 1921 e sono concluse nel 5 aprile 1921. Queste sono le prime elezioni democratiche e multipartitiche nella storia dell'Albania, dove per la prima volta hanno partecipato dei diversi gruppi politici, dove le più grande erano: il Partito Progressista, il Partito Popolare e un gruppo di parlamentari indipendenti che hanno fatto alleanza con il Partito Popolare. Il Parlamento aveva 78 membri, di cui 77 sono stati deputati eletti e un deputato era nominato dalla società "Vatra" negli Stati Uniti. Il Partito Popolare ha ottenuto 39 seggi, il Partito Progressista 30, mentre gli indipendenti 8 seggi. Con la creazione di questi partiti e la loro rappresentanza in parlamento in Albania per la prima volta si è creato un sistema bipartitico a malapena abbastanza distinguibili.

Gli anni 1921-1924 furono anni di crisi politica e il governo14 è stato caratterizzato dallo spirito di scisma in gruppi all'interno dei partiti, dalle irritazione dei rapporti occasionali tra il governo, il parlamento e il Consiglio Supremo, dalle contraddizioni tra le forze politiche, soprattutto in connessione con il controllo parlamentare sul governo e il Consiglio Supremo, e in connessione con l'elaborazione di una nuova legislazione. Venuta meno agli obblighi del codice civile che era molto necessario per la regolamentazione dei rapporti di proprietà in momenti del attraversamento di rapporti feudali. I risultati di questo periodo sono collegati con i settori del diritto finanziario, amministrativi e penali, organizzazione della giustizia in tribunale di tre gradi, pubblicazioni dei minuti di dibattiti parlamentari e con la proposta di parlamentari progressisti nei primi mesi del 1921, è stato istituito un Comitato ad hoc di 12 persone per l'adempimento dello Statuto di Lushnja.

Nel 14 dicembre 1922 è stato approvato un documento costituzionale in forma completa e con la gamma espansa che ha preso il nome di "Statuto Espanso di Lushnja", che sarà provvisoriamente in vigore fino all'approvazione dello Statuto dello stato da parte dell'Assemblea Costituente. In questo documento è stato determinato la forma monarchica di governo; è stato sanzionato il principio della sovranità popolare; sono stati definiti i poteri degli organi più alti statali; sono stati definiti compiti e poteri del parlamento, i suoi rapporti con il Consiglio Supremo e il governo; sono stati generalmente definiti i poteri degli organi più alti statali; sono stati definiti i poteri del parlamento e contro ai principi costituzionali di separazione dei poteri, nel 2 dicembre ha annunciato per sciogliere il parlamento. Il 5 dicembre 1920 si è approvata la legge "Sulla elezioni dei deputati ", sulla base dei quali si sono tenute le elezioni per il Consiglio Nazionale, le prime del suo genere in Albania, che saranno reso con voto indirettamente, attraverso un sistema elettorale misto e elezioni in due fasi. Per quanto riguarda il diritto di voto, la legge in questione aveva abbastanza restrizioni e non eccelleva dei principi democratici. Il diritto di voto l'avevano solo i maschi di età superiore ai 20 anni che avevano vissuto per più di 6 mesi nella zona di voto.12 La legge escludeva le donne dal voto e l'esercizio e aveva le restrizioni basato sul reddito. Una limitazione importante per le condizioni che hanno caratterizzato la società albanese di questo periodo è stata la analfabetismo della maggioranza della popolazione, perché secondo la legge, perché nelle schede elettorali erano stati scritti i nomi dei candidati e dei partiti, il nome scelto dovrebbe essere scritto con la mano da l'elettore o da una terza persona. Di ogni 500 elettori veniva fuori un secondo elettore con età da oltre 25 anni, e da i secondi elettori, per ogni 12 mila persone si sceglieva un elette più di 30 anni13 (anche se questo criterio non è stato applicato in generale, la prova di questo è l'elezione di Ahmet Zogu all'età di 26). Dai gruppi politici concorrenti si è cercato di tener conto anche dei criteri religiosi come indicatori per l'armonia interreligiosa nel paese. Tutte queste restrizioni influenzeranno la composizione del Parlamento, dove la maggioranza dei parlamentari erano i rappresentanti degli interessi di classe di bey.

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e delle libertà dei cittadini, ecc.\textsuperscript{15}

4. Il Processo Elettorale del 1923

Sulla base dello "Statuto Espanso di Lushnja" il processo elettorale si svolgerà una volta ogni quattro anni, ma escludendo le prossime elezioni (le quali dalle decisioni del Congresso di Lushnja si terranno dopo un periodo di due anni). Quindi, in questa clima così appesantito dalle crisi di governo, nel settembre del 1923, il governo di Ahmet Zogu ha elaborato la proposta di legge per le elezioni dell’Assemblea Costituente, "Per la scelta dei delegati dell’Assemblea Costituente". Dopo molte discussioni feroci tra i sostenitori del governo e l'opposizione, dopo le dichiarazioni di quest'ultimo di boicottare le elezioni e dopo ripetuti casi di boicottaggio di sessioni parlamentari a sostegno della loro richiesta di dimissioni del governo\textsuperscript{16}, la legge esaminata dalle commissioni parlamentari di giustizia e l'amministrazione, è venuto per essere adottato nel 30 settembre 1923.

Nella nuova legge con 94 articoli non c'è stato alcun cambiamento da quella del 1921. Era salvato il sistema elettorale di due gradi, dove gli elettori sceglierebbero la seconda eletto, i quali avrebbero votato la lista dei candidati per i deputati. Si è diminuita l'età degli elettori (uomini, perché le donne, così come i poveri, i disabili, detenuti, militare ecc., non erano del diritto di voto.) da 20 anni a 18 anni e si potevano essere selezionati coloro che avevano raggiunto l'età di 25 anni; come conseguenza di aumentare il numero dei parlamentari da 78-102, per ogni 800.000 residenti avrebbe avuto un deputato, mentre per il secondo eletto votavano 250 abitanti. Il primo voto sarebbe durato 25 giorni e sarebbe diventato lo stesso giorno e con la scheda elettorale.\textsuperscript{17}

Le modifiche erano apportate anche nell'organizzazione e nella gestione del processo elettorale. Cinque giorni dopo il giudizio sulla data delle elezioni, in tutti i centri amministrativi sarebbe stato stabilito un comitato di tre membri: un tribunale provinciale, un impiegato comunale e un funzionario pubblico, che dichiarierebbero e prepareranno le liste degli elettori. Le liste sarebbero verificate da ciascun partito, candidati e cittadini. Un comitato elettorale di tre membri, un giudice locale e da due membri eletti dal consiglio comunale, impegnerebbero la gestione dei voti. L’annuncio ufficiale dei risultati delle votazioni sarebbe la decisione del Ministero degli Interni. La legge contiene anche modifiche ricorsì contro le irregolarità e la condanna dei violatori della legge elettorale.\textsuperscript{18}

Le forze politiche che hanno partecipato alle elezioni del 1923 hanno mantenuto le posizioni di una politica ambigua e continuavano ad agire più sulla base degli interessi di particolari persone, e non sulla base di un programma politico definito. La maggior parte di loro sono recati alle urne nemmeno con un programma elettorale, ma la loro campagna è stata basata solo su promesse. Queste forze, le cosiddette "partito", sono stati collegati in gruppi, che il più grande era "il Braccio Nazionale", o altrimenti conosciuto come "Cricca" e in seguito "Gruppo Governo", basato sul Partito Popolare.\textsuperscript{19}

La campagna elettorale si è conclusa il 27 dicembre 1923, con l'elezione di 102 deputati. Si è svolto in condizioni difficili, ci sono stati diversi incidenti, violenza e abbastanza manipolazione. Il lato governativo (sostenitori di Zog) ha ottenuto la maggioranza, ma non un numero sufficiente di parlamentari per formare il governo. L'Assemblea Nazionale (il parlamento) ha iniziato ad operare in 21 gennaio 1924. Durante il breve periodo del suo funzionamento, da gennaio a giugno 1924 si è riunita 63 volte. Il primo compito dell'Assemblea Nazionale, stabilito nel Congresso di Lushnja, è stata la decisione sulla forma di governo in Albania. Sebbene questa questione è stata discussa in parlamento, è stato istituito anche un gruppo parlamentario di 28 deputati per preparare un progetto. Come risultato di opinioni e atteggiamenti contrastanti, sono stati presentati due progetti. Per decidere quale di loro sarebbe più conveniente per il paese, più determinante sarebbe consenso sulla questione della forma di governo, invece di definire la decisione di voto. Un'altra causa di irritazione tra le parti è stato il rifiuto di Ahmet Zogu di dimettersi, violando così lo "Statuto Espanso di Lushnja", che prevedeva che dopo le prossime elezioni, il governo e il primo ministro dovrebbero votare in parlamento.

La situazione politica in Albania era molto irritata e piena di tensioni politiche tra i sostenitori di Zog e l'opposizione.


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In una tale situazione di tensione e incidenti, la vita parlamentare sarebbe finita con la dissoluzione del parlamento, il 10 giugno 1924. Durante il governo di Fan Noli\(^{20}\), che è venuto a capo del governo dopo la rivoluzione di giugno, non c’era vita parlamentare. Il Parlamento non è mai stato convocato. Il governo ha promesso che dopo la pacificazione della situazione ci sarebbe stata una nuova elezione parlamentare a scrutinio segreto e diretto, ma la sua breve vita non ha reso possibile la realizzazione di questa promessa.

Bibliografia


Ancient and Current Toponymy of Asia Minor

Asst. Prof. Dr. Mustafa Arslan

Selcuk University Beysehir Ali Akkanat Faculty of Tourism
muarslan@selcuk.edu.tr

Abstract

Strabo, the geographer, was born (64/63-23? AD) in Amesia in Asia Minor. Today Amasia is called as Amasya in Anatolia. His book, the Geography, is an important ancient source for the toponomy of Anatolia. He described some parts of Asia Minor in his books XII to XIV. Historical conditions have changed since he wrote his book. As Anatolia is a very important peninsula like a cultural bridge between Europe and Asia, many ethnic groups of people have settled here or affected the culture of the region. At least Strabo’s Asia Minor has become Anatolia or Anadolu in Turkish. In addition to these, thousands of settlements were renamed in 1950 and 1960s. The programme for renaming the settlements also changed original Turkish names. Despite of all the changes in the history and the toponomy of Asia Minor-Anatolia, names of some settlements have survived and are still in use with little or no change in sound. In this paper, the toponomy of Strabo’s work and the toponomy of current Anatolia are compared and the unchanged or little changed place names are studied.

Keywords: Asia Minor, Anatolia, Ancient Geography, Place Names.

1. Introduction

Strabo the geographer was a native of Anatolia and a Greek citizen from Amasia in Pontus region. The meaning of his name is ‘squinty’ in Greek. He was born in a leading family of the region (Koelsch, 2004: 503) in 63 B.C. and died in his hometown in Amasia in 23 A.D (Richards, 1941: 80). He wrote his Geography in his declining years in Amasia (Pothecary, 2002: 388). His book was written by the use of written sources but he mentioned the sources from his point of view (Vliet, 2003: 259). General view on the place where he wrote his book is his hometown, Amasia (Ridgeway, 1888: 84). But there are two views on writing period of his book; there were two editions written in different times or there was only one edition written in a single period of time (Dueck, 1999: 467). Strabo aimed to introduce the Greek world to Roman people by his book; Geography (Koelsch, 2004: 504). As a result we have a very vast source for the geography of ancient world. His XII., XIII., and XIV. books are about Anatolia, but not only about the geography of Anatolia but also about the history of it (Strabon, 2012: 18).

Anatolia was called Asia or Asia Minor in ancient times. The date of appearance of the names “Asia and Asia Minor” and the regions they comprise are not very clear (Sevin, 2001:2). But the place names of Anatolia were mostly based on Hittite and pre-Hellenic place names. Their pronunciations have changed but they survived up to present. Lukkuwania became Lycaonia, Lukka became Lycia, Asuwa became Asia (Bahar, 2005:156), Milawatas became Miletos (Garstang, 1943: 42), Apasas became Ephesus (Macqueen, 1968: 175) and Tarzi became Tarsus (Sayce, 1923: 49).

During the Strabo’s age Greek and Latin were the main languages, but on the other hand there were other regional and local languages such as Phrygan, Lycian, Lydian, Luwian and Pisidian. When Greeks arrived in or took the possession of a town they used to change the names of the towns just in pronunciation to give them a Greek sound (Albright, 1925: 20). This was one of the major factors for the survival of the place names. But Colonel Leake (1777-1860) pointed out that names of ancient places were not in use during his visit to Asia Minor (Wagstaff, 1987: 28). May be, he expected to find more ancient place names being used by the locals, especially by Christian citizens. Contrary to Leake’s observations in Asia Minor, Greece which was ruled by Turks for a long time protected her Greek nomenclature and Greek names gathered mostly on the coasts of Anatolia such as Smyrna, Pergamus, Magnesia, Phocaea and Spylum (Clarke, 1867: 181-2).

The Greek effect which began mostly by Alexander the great lasted by the defeat of Byzantine at Manzikert in Asia Minor (Charanis, 1975: 9, 18). As a result of this event, Greek population of Asia Minor moved to border places (Clarke, 1866: 157).

Books XII, XIII and XIV of Strabo’s Geographika were examined carefully from Turkish translation edition of Pekman for this study and names of provinces, towns, mountains and rivers matching with the names in the books were determined. Later they were checked with the ones in “Dictionary of Greek and Roman Geography” of William Smith.
2. **Provinces in Turkey Mentioned by Strabo**

There are eighty-one provinces in modern Turkey. It was seen that names of 18 provinces were derived from their ancient names. This means, about 22% province names have survived since Strabo or earlier than him. Turkish equivalents of the names were given together with the ancient ones in an alphabetical order. These are:

1. **Amasia - Amasya**: It was a city in Pontus region on river Iris. Amasia was the birth place of Strabo and residence of Pontus princes (Smith I, 1854: 117).
2. **Amisus - Samsun**: It was a city of Pontus in Asia Minor on the west coast of Amisenus Bay (Smith I, 1854: 122).
3. **Ancyra - Ankara**: The capital of Turkish Republic in Central Anatolia. It was a city of Galatia but originally belonged to Phrygia region. Its founder is not known but its mythical founder is accepted as Midas (Smith I, 1854: 133).
4. **Attaleia - Antalya**: A touristic city on the south coast of Turkey. It was in Pamphylia region during Strabo’s time. Its founder is Attalus II, Philadelphus, Pergamum King (Smith I, 1854: 320).
5. **Caesarea - Kayseri**: It was a city in Cappadocia region on the foothills of mount Argeaeus. It was the residence of kings of Cappodocia (Smith I, 1854: 469).
6. **Cerasus – Giresun**: The city was on the coast of Pontus in the west of Trapezus (Smith I, 1854: 590). Xenophon mentions Cerasus in Anabasis (5. 3) as the colony of Sinopeans in the territory of Colchis.
7. **Cotiaeum, Cotiæium - Kütahya**: It was a town in Phrygia on a Roman road from Dorylaeum to Philadelphia (Smith I, 1854: 697).
8. **Gangra - Çankırı**: A Paphlagonian city in the south of Mount Olgasys. It was also the residence of Deiotarus who was the last king of Paphlagonia (Smith I, 1854: 974).
9. **Garsaura – Aksaray**: It was a small town in Cappadocia region (Smith I, 1854: 977). It is now called Aksaray.
10. **Iconium – Konya**: It was city in Lycaonia region. During Seljuk period it became the capital (Smith II, 1854: 12). It was an important station on a very important west-east Roman road from Ephesus to Tarsos in Asia Minor (Sevin, 2001: 5). Being the capital of Seljuk Turks and a very religious place for Muslim Turks, its name surprisingly survived up to present.
11. **Laodiceia – Ladik, Denizli**: It was a city in the south-west of Phrygia in the east of Hierapolis (Smith II, 1854: 122). There are two more towns with the name Ladik in Turkey. The first is in Sarayönü County in Konya province which is known as Laodiceia Combusta and the second is a county in Samsun province.
12. **Laranda – Larende, Karaman**: It was an important town in Lycaonia in the south-east of Iconium (Smith II, 1854: 125).
13. **Magnesia – Manisa**: It was a city near Mount Sipylus that is why it was called as Magnesia ad Sipylus to distinguish from Magnesia on Maeander (Smith II, 1854: 252).
14. **Melite – Malatya**: It was a city on the east border of Cappadocia (Smith II, 1854: 321). It is called Malatya in modern Turkey.
15. **Prusa – Bursa**: It was a Mysian city in the north of Mount Olympus (Smith II, 1854: 674). Its modern name is Bursa now.
16. **Sebasteia – Sivas**: It was in the south of Pontus, on the north bank of river Halys. It is called Sivas today (Smith II 1854, 946).
17. **Sinope – Sinop**: It was an important city in Paphlagonia on the coast of Euxine (Smith II, 1854: 1007). It is probably the least changed city name since the Strabo’s age.
18. **Trapezus – Trabzon**: It was an important city of Pontus on the coast of Euxine which was founded by colonists from Sinope (Smith II, 1854: 1221).
Figure 1: Provinces of Turkey with ancient names.

3. Towns in Turkey Mentioned by Strabo

There are twenty-two towns with ancient names in modern Turkey. I believe that there are more towns with ancient names in the country and more detailed studies are going to increase the number. The towns are:

1. **Adramyttium – Edremit:** It was a town in Mysia on the road from Hellesponts to Pergamum (Smith I, 1854: 25).

2. **Alexandreia – İskenderun:** There are several towns with the name Alexander in the world. It was called Alexandreia ad Issum to distinguish from the other towns with the same name. It was a town in the east of Gulf of Issus (Smith I, 1854: 102). The town has preserved its name originally since its foundation because equivalent of Alexander is İskender in Turkish.

3. **Amastris – Amasra:** It was a Paphlagonian city on a river with the same name (Smith I, 1854: 118).

4. **Amorium – Emirdağ:** A Phrygian city between Pessinus and Laodicea (Smith I, 1854: 124). It preserved its ancient name as “Emir” in modern Emirdağ.

5. **Anabura – Enevre:** It is probably the smallest settlement in the study. It was situated in Phrygia (Smith I, 1854: 128) but Strabo mentions about it as a Pisidian town. It was localized in Enevre by Sterrett (Sterrett, 1888: 193).

6. **Anemurium – Anamur:** It is the southernmost settlement of Turkey. It was a Cilician city which was the nearest to Cyprus (Smith I, 1854: 136).

7. **Callipolis – Gelibolu:** It was a town in Thracia opposite Lampsacus (Smith I, 1854: 482).

8. **Coloe – Kula:** It is a town in Manisa Province, modern Kula. Koloe was a very popular name for the places in Greco-Roman Lydia (Lane, 1975: 105).

9. **Coscinia – Çine:** It was a small town in Caria (Smith I, 1854: 696). Its modern name is Çine.

10. **Ephesus – Efes:** It was a big city in Ionia (Smith I, 1854: 833), in the west of Turkey.

11. **Lampsacus – Lapseki:** It was an important Mysian city of Greeks on the Hellespont with an excellent harbor opposite Callipolis (Smith II, 1854: 118).

12. **Mylassa, Mylasa – Milas:** It was the most important city of Caria. There were two Zeus temples in the city. It was also the residence of Carian Kings before the development of Halikarnassos (Smith II, 1854: 385).

13. **Pergamum – Bergama:** It was a Mysian city in the West of Asia Minor (Smith II, 1854: 575). It is called Bergama in modern Turkey.

14. **Phocaea – Foça:** It was a city in the north of Ionia (Smith II, 1854: 603). It is one of the good examples of surviving ancient name with no or less change in pronunciation.

15. **Phoenicus – Finike:** A port city in Lycia, in the east of Patara (Smith II, 1854: 619).

16. **Sagalassus - Ağlasun:** It was an important town of Pisidia (Smith II, 1854: 873), during the reign of Alexander the Great (Arrian, I. 28).

17. **Sardes – Sart:** It was the ancient capital of Lydia in Western Asia Minor. It’s situated between Tmolus Mountain and Hermus River (Smith II, 1854: 906).

18. **Seleucia, Seleucia – Selif:** It was a Pisidian border city in the north of the region (Smith II, 1854: 954). It is another small town with Anabura in the same region.

19. **Seleucia, Seleucia – Silifke:** It was an important city in Cilicia and founded by Seleucus I Nicator (Smith II,
20- **Side – Side**: It was a harbour town in Pamphylia in Asia Minor on the southern coast (Smith II, 1854: 994). Its name hasn’t changed throughout the history.

21- **Tarsus – Tarsus**: Another unchanged place name like Side from Asia Minor. It was not only the leading city of its region –Cilicia- but also the whole Asia Minor in ancient history (Smith II, 1854: 1105-6).

22- **Zela – Zile**: It was a town in central Pontus, on the bank of river Iris. It is famous for Caesar’s report “Veni, Vidi, Vici” (Smith II, 1854: 1337).

4. **Rivers in Turkey Mentioned by Strabo**

1- **Euphrates – Fırat**: It is a big river in Western Asia in the east of Asia Minor. Tigris is the twin stream of Euphrate (Smith I, 1854: 875).

2- **Maeander – Menderes**: It is a very important river in Asia Minor. Its sources are in Celaenai in Phrygia (Smith II, 1854: 243).

3- **Sangarius – Sakarya**: It is an important river in the north-west of Turkey. Its sources are in Phrygia but flows into Euxine in Bithynia (Smith II, 1854:902).

4- **Thermodon – Termel**: It is a river in Pontus, in the region of Amazons (Smith II, 1854: 1161).

5- **Mountains in Turkey Mentioned by Strabo**

1- **Amanus – Amanos**: It’s a part of Taurus Mountain chain in the south of Asia Minor, stretching the east of Issus Gulf (Smith I, 1854: 114).

2- **Argaeus – Ercıyves**: It is a volcanic mountain in Cappadocia region (Smith I, 1854: 198). It is in Kayseri province today.

3- **Olgassys – İlgaz**: It is mountain between Paphlagonia and Galatia, Halys and Sangarius (Smith II, 1854: 473).

4- **Sipylus – Spil**: It is mountain in Lydia between river Hermus and Smyrna (Smith II, 1854: 1011).

5- **Taurus Mons – Toros Dağları**: It is a great mountain range in Asia, in the south of Asia Minor (Smith II, 1854: 1115).

5. **Acknowledgements**

This study was supported by Selcuk University Scientific Research Projects Coordination Unit with 14701288 project number.

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Internet Banking Adoption and Usage in Albania: An Empirical Study

Majlinda Godolja
University of Tirana, Albania
Email: majlinda.godolja@unitir.edu.al

Alma Spaho
University of Tirana, Albania
Email: alma.spaho@unitir.edu.al

Abstract

The banking industry has undergone significant operational changes over the last decade, thanks to advances in information technology. The rapid diffusion of the Internet, in particular, has revolutionized the delivery channels used by the financial services industry. According to Central Bank of Albania, at the end of 2012, 11 banks in Albania provide internet banking services. Internet banking was the only home banking service during period 2005-2010. The number and value of internet banking transactions has increased from 2005 to 2012. The aim of this paper is to study the Internet banking usage by individual clients of banks in Albania. The objectives of this research are: to identify Internet banking services that banks’ clients use and to identify the socio-demographic factors that influence the use of Internet banking. The target population was comprised by individuals that have a bank account. A questionnaire was distributed to banks’ clients during November 2013. The hypothesis to be tested was: there exist any relationship between socio-demographic characteristics of the client (age, gender, residence, marital status, occupation, education level and monthly income level) and internet banking usage. To test the hypothesis chi-square test and logistic regression model was used. The results of statistical analysis indicated that banks’ clients with high education level (university and master), and those with monthly income higher than ALL 90,000 were more likely to use Internet banking. The findings of this study provide useful information for planning Internet banking promotion strategies, focusing to clients with secondary education and with average monthly income.

Keywords: electronic banking services, socio-demographic characteristics, Chi-square test, logistic regression, Albania

1. Introduction

Interest in the adoption of Internet banking has recently increased due to the recognition of the crucial role of the Internet within the technological trajectory of Information and Communication Technologies (ICT) and to the growing importance of the information intensive service sectors such as the banking industry in the process of development and adoption of ICT-based innovations. The banking industry has undergone significant operational changes over the last decade, thanks to advances in information technology. The rapid diffusion of the Internet, in particular, has revolutionized the delivery channels used by the financial services industry.

Internet banking has advantages for banks to maintain competition, to save costs, to enhance mass customization, marketing and communication activities, and to maintain and attract consumers (Mols, 2000; Sheshunoff, 2000). According to Jayawardhana and Foley (2000), the main benefits to the banks are cost saving, reaching new segments of the population, efficiency, enhancement of bank’s reputation and better customer service. Lee and Lee (2001) indicated that Internet banking allows consumers easier access to their bank accounts, lower service charges, and time saving. According to Laukkkanen (2007), internet banking gives customers access to almost any type of banking transactions at the click of a mouse, except withdrawal 24 hours a day. The branch banking venue is characterised long winding queues and it is quite logical for the people with knowledge and accessibility to switch over to internet banking (Kerem, 2008). Moreover, Chang (2002) showed that Internet banking had a low transaction cost and a high speed of service when compared to other banking services. Internet banking has the advantage that the customer avoids travelling to and from a bank branch. In this way, Internet banking saves time and money, provides convenience and accessibility, and has a positive impact on customer satisfaction (Karjauloto et al., 2003). Customers can manage their banking affairs when they want, and they can enjoy more.

The first bank that offered the Internet banking was American Bank of Albania (now Intesa Sanpaolo Bank Albania) in 2002, with introduction of the first internet banking product ABAflex. At the end-2012, 11 banks in Albania (from 16 in total) provided internet banking services. Internet banking was the only home banking service during period 2005-2010,
and during 2011-2012 other services except phone banking were used. The number of transactions using internet banking has increased from 15.706 in 2005 to 236.187 in 2012. The value of internet banking transactions (in ALL millions) has increased from 15.908 in 2005 to 117.233 in 2012. The number of customers' accounts accessible online at the end-2012 was around 55,000 and constituted 2% of the total number of customers' accounts. In year 2008, the number of these accounts was 11,108 and constituted 0.7% of the total number of customer accounts (Bank of Albania, Annual Reports).

Individual characteristics such as age, gender, marital status, employment status, income level, and area of residence have been found to influence the behaviours of Internet banking customers (Sakkthivel, 2006; Lassar et al., 2005; Polasik and Wisniewski, 2009).

The objective of this research is to assess the impact of individual characteristics of the customers to the usage of Internet Banking in Albania using chi-square test and logistic regression model.

2. Literature Review

Individual characteristics such as age, gender, income, occupation and education play a vital role in understanding the buying behaviour of consumers in different segments, and when the characteristics are identified, they enable companies to develop products and services according to customers' specific requirements, tastes, and preferences (Sakkthivel, 2006). In addition, for Internet banking service adoption, banks must consider a user's demographic characteristics to offer the correct range of service products. Several studies have been conducted to profile the Internet consumer's demographic characteristics and the results of these studies suggest that innovators who belong to the high income category are normally initial users of the Internet (Flynn and Goldsmith, 1993; Gan et al., 2006). Further, Sakkthivel (2006) reveal that the profile of an Internet user tends to be young, male, well educated, and earning an above-average income. According to Polatoglu and Ekin (2001) and Howcroft et al., (2002), characteristics that describe typical electronic banking customers include young, affluent, and highly educated. A Finnish study of Mattila (2003) reveals Internet banking users are relative wealthy, highly educated, and are in higher professions. Awamleh and Fernandes (2006) also find that in United Arab Emirates, young affluent and highly educated groups generally accept technological changes more readily. Sathye (1999) indicated that young, educated, and wealthy consumers were among those most likely to adapt online banking in Australia.

A typical internet banking user is usually identified as to be younger, better educated, wealthier and with a good knowledge of computers and especially the internet (Al- Somali et al 2009; Lea et al. 2003; Karjaluoto et al., 2002). In their study Lee and Lee's (2001) showed that adopters of Internet banking tend to be more highly educated, more wealthy and younger with good knowledge of computers and especially familiarity with internet usage.

3. Research Methodology

The population of the study consisted of Albanian individuals who have a bank account and use banking services. Data collection was conducted based on a self-administered questionnaire. In total, 250 questionnaires were distributed to individuals who use banking service during November 2013. Only 122 questionnaires were returned and were useful for the data analysis, representing a 48.8% response rate. The questionnaire included questions about: respondents' profile; period of time using computer and internet; computer literacy and internet literacy; and the internet banking services used.

To analyze the relationships between individual characteristics and the usage of internet banking firstly was used the chi-square test of independence and then, to assess the simultaneous influence of all demographic variables on the usage of internet banking, binary logistic regression was used.

The chi-square test of independence is used to test the independence of the two categorical variables (that is, there is no relationship between them). The test statistics is:

$$\chi^2 = \sum_{i=1}^{n} \sum_{j=1}^{m} \frac{(f_{ij} - p_{ij})^2}{p_{ij}}$$

where: $n$ indicates the number of columns and $m$ the number of rows of the contingency table; $f_{ij}$ are observed frequencies in the $ij$ cell of the $n \times m$ contingency table, whereas $p_{ij}$ are expected frequencies in the $ij$ cell if the null hypothesis of independence was true. The test statistics approximately follows a chi-square distribution with degrees of freedom equal to $(n-1)(m-1)$. The null hypothesis of independence of two variables is rejected at the level of significance $\alpha$, if $p$-value $< \alpha$.

A logistic regression model with a dichotomous response of use or not use was modelled. For the analysis, the
response was coded as 1 or 0, respectively. Logistic regression is recommended over linear regression when modelling dichotomous responses and allows the researcher to estimate probabilities of the response occurring (Hosmer and Lemeshow, 2004). The logistic regression equation takes the following form

\[
\ln \left( \frac{p}{1-p} \right) = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \ldots + \beta_k x_k
\]

\(p\) is the estimated probability that the customer to use the internet banking, and \(x_1, x_2, \ldots, x_k\) are independent variables of the model.

The estimated probability of the response occurring (\(p\)) divided by the probability of it not occurring (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.

STATA12 was used to conduct the descriptive analysis and to test the formulated hypothesis using Chi-square test and logistic regression model.

4. Results and Discussion

The respondents were from Tirana (67%), Durres (13%), Korca (10%) and Vlora (10%). Out of the 122 respondents, around 83% of them live in urban area, 51% were male, 50% were married and 49% were between 18 and 28 years old. Most of the respondents (29.5%) have completed university, and 26.2% have completed master’s degree. Majority of the respondents (54%) were professional employees (mainly economists, teachers/professors, engineers, doctors), 22% were simple workers and 13% students. Around 47% of the respondents had monthly income between ALL 30 000 and ALL 60 000. The majority of the respondents for at least 6 years have been using computer (56.5%), internet (44.3%), and banking services (41.8%). With regards to computer literacy, around 42% of the respondents declared that they had advanced level of computer use, and 41% intermediate level of computer use. With regards to Internet literacy, about 44.3% of the respondent declared that had advanced level of internet use, and 37.7% intermediate level of internet use.

The internet banking channel was used by 27% of the respondents. The internet banking services used by majority of the respondents were: account(s) balance and its transactions (around 68%) and credit/debit card statements (around 65%).

![Figure 1. The internet banking services used by respondents (n = 34)](image)

4.1 Association between Internet banking usage and individual characteristics of users

The results of bivariate analysis, chi-square test of independence, indicated the association of individual characteristics of the respondents with the use of internet banking.
The results of table 1 indicated that age, education level and monthly income level were significantly related to internet banking usage at 5% level, whilst gender, residence and marital status were not related to Internet banking usage at 5% level. Young respondents, those with high educated level and with high income level were more likely to use Internet banking compared to others. These findings are consistent with the finding of Sakkthivel’s (2006), Howcroft et al., (2002) and Sathye (1999).

The result of chi-square test indicated significant relationship between computer literacy (chi²(3) = 22.9, p < 0.01) and Internet banking usage, and between Internet literacy and Internet banking usage (chi²(3) = 25.3, p < 0.01). These findings were consistent with the findings of Lee and Lee (2001).

4.2 The results of logistic regression model

The correlation coefficients between independent variables of the model were assessed to check for the problem of multicollinearity. Marital status of the respondent was highly correlated with age (r = 0.72, p < 0.01).

The results of logistic regression model indicated that the model was statistically significant (LR chi²(7) = 42.72, p < 0.05). Pseudo-R² value was 29.6% and the percentage of correctly classified cases was 78.7%. According to Hair et al. (2009), the classification accuracy should be at least 25% greater than that achieved by chance.
The results of table 3 indicated that education level and monthly income were statistically significant, whereas age, gender and residence were not significant at 5% level. The variable education level was significant at 5% level; this means that clients with high education level were more likely to use internet banking. The other significant variable at 5% level, monthly income level, indicated that clients with monthly income higher than ALL 60,000 were more likely to use Internet banking. This result is consistent with the finding of Sathye (1999) and Lee and Lee (2001).

5. Conclusions

This study examined the impact of individual characteristics on the use of Internet banking in Albania. The results of the statistical analysis showed that there is an association between usage of Internet banking and characteristics of users. The results of chi-square tests indicated that internet banking users were more educated and with high income level, also the young customers with age 18-29 were more familiar with internet banking. The results of logistic regression analysis indicated that customers with university or master education and those with monthly income over ALL 60,000 were more likely to use internet banking. Also, young, male and urban customers tent to use more internet banking than others.

The findings of this study provide useful insights into the Internet Banking market in Albania. Specifically, the findings indicated that for purposes of marketing their Internet banking services, financial institutions must consider differentiation based on characteristics of the users. Role of bank should increase related to awareness and education of their clients regarding to all their internet banking services, as well as security and privacy of their account, and also banks should give their clients more information about benefits of internet banking.

This study has some limitation. First, the study is limited to consumers in several urban and rural areas. Second, the sample size is relatively small. Third, the study is limited to the investigation of the associations between individual characteristics of the customer and the usage of Internet Banking. Other variables can be examined such as, convenience, trust, security, fees and charges, etc.

The above limitations provide opportunity for future research. In particular, there is need for a nationwide study of Internet Banking usage behaviour in Albania. In the future research, it would be useful to take into consideration the frequency of Internet banking use and the value of transactions for each customer, which would provide a better understanding of factors that influence its use.

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Aspects of Writing the Textbooks of the Albanian People
History in Pre-University Education

Dr. Esilda Luku

Department of Political Sciences, Faculty of Political Sciences and Law
University "Aleksandër Moisiu", Durrës, Albania
Email: esildaluku@yahoo.com

Abstract

This paper aims to analyse the challenges of historiography, in particular those coming across during the process of writing the textbooks of history for the educational curriculum. Its approach is theoretical as much as empirical. The object of the paper is to evaluate the level of meeting the scientific criteria in the text “The history of the Albanian people 12”. Considering the fact that historical literature, including the school books of history, is written continuously, historians should meet the following criteria: 1. The generalising criterion, meaning the synthetic presentation of historical processes treated with a scientific objectivity. During the compilation, it is necessary to avoid biased stance, politicisation and extreme ideological arguments that distort the historical truth. Scientific accuracy can be reached by using the valid thesis of native and foreign historiography. 2. The chronological criterion, as the main characteristic of the historicism, implies time arrangement of historical events. It intends to analyse in right proportion the historical periods, in conformity with the most accepted periodisation of this scientific discipline. 3. The psychopedagogic criterion is based on the adaptation of the formative and informative material with the psychological and intellectual qualities, as well as the perceiving and assimilating abilities of the reader. The accurate meeting of these scientific criteria leads the historian’s work during the process of research and the interpretation of the sources. These last ones require the research methods of analysis (deduction) and synthesis (induction), as well as the methods of synchronic and dychronic analogy. The analytic approach of the historical facts and events influences on the development of the critical thinking and the scientific content of history as discipline, that begins with the compilation of the school textbooks of preliminary and high educational system.

Keywords: historiography, scientific criteria, history textbooks, curriculum, “The history of Albanian people 12”.

1. Introduction

“History is always written wrong and so, always needs to be rewritten” (Bacelli, 2007: 9). This quote of the Spanish-American philosopher, George Santayana, proclaims the permanent challenge of the historical science on the necessity of writing history textbooks, in accordance with the respective scientific criteria. This objective derives from the development in time and space of the historical events, as well as the new way of perception, classification, evaluation and interpretation of sources.

2. The Writing of History Textbooks for the Educational Curriculum

The subject of History in the school curriculum occupies an important place in all stages of the pre-university education system. Its study aims to recognize, chronologically, the main multidisciplinary experiences of specific societies and their contribution to world civilization; the development of critical thinking and the use of acquired knowledge to build a progressive future. The purpose of history is to “know the past in order to understand the present, thus the historical knowledge helps to prepare the future citizen as an active member of the democratic society. These goals are achieved when the national history is known in reality and objectively, and when it is considered as an integral part of the history of other people of the region, Europe and the world” (Kuri & Gjini, 2008: 81).

Based on the above mentioned function of history as a discipline, there is a need to develop the educational literature in full conformity with the historical method. The last is defined as a systematic set of principles and rules that effectively help in the collection of source materials of history, in their scientific evaluation and the presentation of the synthesis of the obtained results (Mema, 2005: 10).

The application of the historical method consists of three phases.

1) The process of finding and gathering information used as source materials. The historian and the historical fact are connected between them and by a mutual dependency. The historian without the historical fact has no
root, but the facts without the historian are dead and meaningless (Çaushi, 2003: 12). Consequently, the first main condition of the study and the scientific research is recognition throughout the information processing, achieving a certain mastery of the material, thus owing the fundamental facts and the historical and geographical circumstances. The prior selection is essential on the basis of possession of ad hoc knowledge (with a particular purpose) (Höflechner, Hoxha & Gurakuqi, 2005: 43).

2) The acquisition of sources means the achievement of historical knowledge. It implies the critical organization of search results during a given period of time. So, “the representation and the recognition of the past improve the reflection, the quality of our activity and enable us to overcome the immediate conditioned reactions and move to work of higher value. The historical knowledge does not always mean an increase of the objective knowledge in a narrow sense, but often “just” develop higher-level thinking and problem solving”. (Höflechner et al., 21)

The accurate and full recognition of the past is a result of historical criticism that represents a rational art derived from methodical practice of some intellectual abilities. According to Michael Levassor, the critical analysis is a consequence of “historical skepticism”, which means “that human justice does not depend on easily belief, but how to doubt in many meetings”. Even the word “criticism”, used to show only a judgment of taste, refers to the test of truth (Bloch, 2003: 90).

3) The formal statement of findings which includes the collection of historical data and their representation in terms of the objective truth. Objectivity in history relates to the assertion of the past reality and the truth as a matter of this corresponding reality, a clear separation between the knower and the known, fact and value, and, above all, between history and fiction. The historical facts should be considered as primary and independent of interpretation. The truth must be found within history and not be outsourced. Formally, the historical objectivity requires a description or analysis of the events treated as objects and not influenced by the subject. This idea is consistent with the epistemological cognitive subject, which recognizes the object. In practice, when we talk about objectivity we consider two meanings: one is empirical, i.e., compliance with reality. The other is rational, i.e., important to every reasonable person (Sinani, 1999: 181).

History, as a scientific discipline, aims to achieve the maximum objectivity, but not the absolute truth. This is explained by the fact that the historian, during the writing of history, which treats the activity of the human society in a multidimensional aspect and in chronological order, is inevitably influenced by the rational and emotional factors. “If the universe where people lived a long time ago had nothing in common with the universe I live, if these “two universe”, marveling at a certain degree of abstraction, did not look like the same topic, then the universe of another would seem to me as foreign and would lose all meaning” (Aron, 2005: 163).

The historian tries to analyze the historical context, identify the causes and the consequences, aimed at not allowing that moral opinions on the character and the actions of the individuals determine his scientific research. Otherwise, the secondary historical facts would be given a great importance due to the subjective and psychological reasons. “As historians, we should reserve the judgment, neither praise nor condemn, because the data are never sufficient and the defendant looks like swimmer in rip current, who cannot rescue” (Berlin, 2003: 171).

In this viewpoint, the task of the historian is not to resemble a judge, but the investigator, who represents “the evidence” for the reader and creates the opportunity to extract relevant conclusions. In the textbook of History of Albanian people for high school student, the events that occurred in the year 1997 are described as “a communist rebellion”. Citing: “The opposition used the descent into anarchy triggered by the pyramid schemes’ collapse and managed to organize the communist rebellion of 1997. In a short time, the armories crashed and the order broke causing dramatic consequences. Only a small part of the country remained under the influence of government”. (Meta, Dezhgiu & Lleshi, 2009: 361)

According to Prof. Valentina Duka, the historians should have better described the event without giving their opinion, but by presenting the positions of the political forces on the issue. “It seems right to me, if the historians would say that the right wing considered it a communist rebellion, while the left called a movement against the pyramids” (Kuçaj, 2009: 2).

Although the historian is guided by the principle of scientific objectivity in writing the historical literature, he cannot avoid completely subjective perspective, conditioned by the lack of sufficient resources, professional skills and psycho-emotional state. “... however impartial, clear, accurate, devoid of passions and able to imagine themselves in the place of others, the historian will face an entangled net of people’s fates that his ignorance about them will be greater than his knowledge and, consequently, his judgments, especially evaluative judgments, will always be based on insufficient data” (Berlin, 2003: 173). “In fact, objectivity ... is subjective, is relative in the sense that varies in time and from place to place; truthfulness, reliability and insight intuitive achievements of an era, which has been fruitful in the field of knowledge, are
only relatively, in comparison with its “climate of ideas”, nothing is eternal, everything flows” (Berlin, 2003: 186).

Besides the scientific analysis and generalization, the history textbooks should be designed in accordance with the chronological criteria. The latter means taking into account the principle of historicism, which views the development of human society chronologically and in concrete. Without the dimension of time and chronology, the discipline of history would lose its contacts. It is not enough to respect the chronology, i.e., simply treat the process by the course of its history, but is also necessary to reveal links between them. While the notion of time is a condition of the complexity of the historical facts and events, it is the plasma where the phenomena are established and the place they are settled (Xhelili, 2001: 29).

The scientific studies must take into consideration the right proportion between periods, based on the acceptable periodization of the historiography. But the observation of history school manuals shows the trend of giving priority to the present. Specifically, in the textbook “History of the Albanian people 12”, the analysis of the historical periods is as follows: 1. Ancient History (Antiquity) corresponds with Chapter I, “Illyrians” (pp. 7-33) 2. Albanian Middle Ages treated in Chapters II - VI, respectively “Albania under the Byzantine Empire” – “Culture and religion in Albania in XVI-XVII centuries” (pp. 34-113) 3. National Renaissance included Chapters VII - X, namely “The first stage of the National Renaissance” – “Towards the Independence of Albania (1908-1912)”, (pp. 114-166) 4. Contemporary history analyzed in Chapters XI - XXII, with these topics “The Albanian people in the years 1912-1914” – “The Albanian people in the post-communist period (1991-2008)*” (pp. 167-374) (Meta et al., 5-6).

Apart from the chronological order and the analyses in proportion of the historical periods, the compilation of textbooks should fulfill the psycho-pedagogical criteria. It refers to the adjustment of the program with the psychological, intellectual, conceptual characteristics and the formation of school age students. The education material should adapt to their perceptual skills and assimilation. The information described in the textbooks need to be well structured, from the easy to the most difficult, ensure continuity and consistency. Also, it is important to avoid the overloading, the overlapping and the unnecessary duplication of the content (Kuri & Gjini, 2008: 91).

Therefore, the main didactic demand for the design of history school books is considered the completion with the pedagogical apparatus. The latter means the structure, the language used, and the overall presentation of the education material should be in accordance with the scientific method of writing the subject. The theoretical framework is completed with maps, sketches and tables, which are functional and of high artistic and technical quality. However, the graphic designs in the textbooks do not always coincide with the information provided. For example, in the text of History of the Albanian people for the pre-university education, the chapter which analyzes the division of the Roman Empire, A. D. 395, into the Western Roman Empire and the Eastern part centered in Byzantium (Constantinople), and the inclusion of southern Illyrian territories under the Byzantine Empire, maintaining the previous administrative separation of the state in four provinces, such as: Dardania, Prevalitania, Old Epirus and New Epirus, with their respective metropolises Skopje, Scodra, Durrachium and Nicopoli, is given an incorrect illustration with a map that shows the new administrative organization of the Albanian lands in themes, in the XI century, as that of Durrachium, Nicopolis, Dalmatia, Thessaloniki and, later, the Skopje one (Meta et al., 34, 48).

In the process of textbook writing, except the necessity of respecting rigorously the scientific and the pedagogical criteria, the historians pay attention particularly to the methodology used, i.e., the ratio between the narrative (description in detail, chronologically of the historical facts and events) and analysis (which means presenting a logical and reasonable argumentation about the actors and the historical factors). In this dichotomy “historical content - interpretive skills” (Shehu, 2009: 15), the historiography emphasizes the development of the historical thinking, so the scientific rationalism. It points out the cause and effect relationship to analyze the historical events, as a means of historical knowledge with the purpose of gaining critical consciousness.

“…every written material of the past must have the beginning and the end, the cause-effect explanation, the form and the content. Only in this way it is accessible to the human mind”. (Çaushi, 2003: 181) E.g., to admit the rebellion of 1997 was communist, it should be clarified in what sense. Was it a strategy to restore the communist dictatorship? It is far from the imagination. Was it a communist revenge against the democratic government? It is unknown to what extent. Did the former communists organize it? Perhaps, but it must be proven. Regarding the violation of the state institutions, it was obviously a tactic like that of the communist revolutions. But it should be explained; otherwise it remains confused (Fuga, 2009: 28).

In terms of the need for an analytical perspective on the literature, history is not a chronicle, thus a collection of facts without interpretation or the representation of unprocessed documents. On the contrary, the writing of history requires a critical reflection on all categories of sources because the interpretation is considered the main task of the historicist thinking, so the knowledge of the past helps foresee the future. Hence, the interpretation of history based on "theories that represent the fate of nations and society as a result of decisive influence of the prominent individuals, or,
not simply as a consequence of the wishes and intentions of certain individuals, but of many people, specifying that these collective desires and purposes are determined not wholly or mainly of impersonal factors” (Bertin, 2003: 131).

During the communist regime in Albania (1945-1990), the content of school literature was influenced by the ideology. Especially, the textbooks of history served as effective instruments to help the leading class keep the power. Their analytical presentation of the mass’ role and of the historical personalities deliberated considerable distortions. “Thus, in many events the role of the masses is glorified and the historical figures who have been the protagonists are forgotten. In world history, particularly the national, the historical figures are scarce in numbers due to the extreme politicization”. (Xhelili, 2001: 32)

However, history as a scientific discipline aims to provide a balanced stance, neither over- nor underestimating the influence of individual-mass elements in the construction of the historical events. The objective analysis of the contribution of the participating actors is reflected on Tolstoy’s historicism. The latter is a reaction against the method of writing history, which accepts, without saying openly, as true the principle of leadership. This method ascribes to the great man, the leader too many things. Tolstoy tries to show the little impact on the activity of Napoleon, Alexander etc., concerning what might be called the logic of events. The author points out “the very importance of the neglected decisions and actions of the countless and unknown individuals, who fought in the battles, set fire to Moscow and invented the partisan warfare. Historicism ... of Tolstoy’s version combines the methodological individualism and collectivism, i.e., it represents the more characteristic combination, typical of his time, and I fear for our time, between the democratic individualist elements and the nationalist collectivist ones” (Popper, 2003: 145).

Referring to the historiography, scholars also argue about the degree of respecting the scientific criteria when writing the contemporary period. “No one can judge the history, if he has experienced it himself (Goethe)” (Höflechner et al., 16). “Everyone who confines the actuality to the present will not understand it, because the actuality cannot be fully explained, if not from a distance” (Bloch, 2003: 47-51). According to Prof. Valentina Duka, “the historian can discuss about the day event, but he can reach out to the historical truth after analyzing the primary documents, which are found in the archives. Once he has gathered the material from various sources, the historian has all the possibilities to do a scientific analysis of the historical events”. (Bargjo, 2009: 4)

The theoretical aspect of the difference between history and memory is described by the French Professor, Pierre Nora. Regarding him, memory is the life of alive people, always in evolution, open to the dialectic of memory and forgetfulness, unconscious about the strains, fragile against the instrumentation and manipulation, able to sleep long and awake unexpectedly. While history is the problematic and the incomplete reconstruction of what is not. History is an intellectual and secular operation, which requires the analysis and the critical discourse. But, memory gives remembrance a sacred value. Pierre Nora argues that history is perpetually suspicious of memory; its real mission is to remove the memory and deconstruct it (Lubonja, 2007: 7).

The above viewpoint is also supported by Prof. Arben Puto, when analyzing the description of the events after 1990s in the textbook “History of the Albanian people 12”. According to him, the present is a historical period, which is impossible to be written due to the contemporariness and the lack of documents. He said that historians must rely on accurate sources, authentic ones and not just the press. It is not recommended the writing of history in between events. Historians need to respect the principle of objective distance, which if not implemented leads to biased positions. Referring to the fact that writing the contemporary history is impossible without the citation of archival documents, based on the law setting the terms of documents use rights, but also because of dealing with current events and alive characters who are politically and socially active (Mile, 2009b: 6), as for example, the tragedy of the Gërdec, the issue of Damir Fazllic or the Durrës – Kukës highway (Shkëmbi, 2009: 6). Consequently, there is an interference of the political terminology of the day in writing the history of the post-communist period (Mile, 2009a: 2).

The philosopher Artan Fuga (2009) emphasizes that politics has no legitimacy to judge what is a historical truth or a lie. The political speech cannot undertake the scientific discourse, much less replace it. The politics may not be positive; it can interfere in the administration of the school political strategies and culture, but not producing the scientific content itself, taking into consideration that doing so risks the imposition in an authoritarian and aggressive manner on the freedom of expression and the academic freedom. Politician’s mastery is finding the mechanisms to convey the political messages and the truth.

In this sense, it is imperative that during the scientific work the historian avoid at all costs the use of the political rhetoric, which "transforms the historic narrative into an ideological weapon" (Vehbiu, 2007: 15). The last violates the scientific character of history as a discipline and the professional integrity of the researchers. Regarding Prof. Rexhep Qosja, "no one can be a good historian, an important one for the history of his people, if the methodological knowledge, the historical culture and the creativity do not support the ethical principles". (Peci, 2009: 15)

Sentences such as: “In the 2001 general elections the Socialists came to power again. Their governing was
characterized by a wave of unprecedented corruption, trafficking and uncertainty, although Albania had started the way towards the North Atlantic Treaty Organization and the Stabilization and Association Agreement towards the European Union integration”. “Due to this situation, the Democratic Party won the elections in 2005 and its leader Sali Berisha came back to power. He presented the projects to fight corruption, combat the organized crime and the political program of rapid economic growth which announced a new era for development” (Meta et al., 362).

The mentioned analyses carry out obviously political bias stances that are contrary to the scientific principles of writing the historical works, especially the school literature. For that reason, it is necessary that “textbooks, owing the pedagogical continuity of normal science, should be rewritten in whole or part whenever the language, the structure problems or the standards of normal science change” (Kalemaj, 2009: 15).

This fact highlights an essential feature of historiography as science, that of constantly rewriting the history. The study and the construction of the past remain unfinished because the evaluation criteria of the historical facts change over time. Max Weber ascertained the existence of sciences, which eternal youth is reasonable and these are all the historical disciplines, which eternal flow of culture always brings new problems. Basically their task is the inevitability of new construction, typically ideal. Thus, history is a process of constant renewal and expansion because of the occurrence of past events, increased by the events of the subsequent eras, new understandings and so “each generation writes its own history anew”. Therefore, “history is open to the future” (Höflechner et al., 19-20).

3. Conclusions

In conclusion, we mention that the writing of history textbooks for the pre-university education curriculum should be based on the respect of the historical method. It refers to the process of establishing general facts and principles giving attention to the chronological and the psycho-pedagogic criteria.

The historians should take into consideration the following issues in the process of writing, such as: the possession of their own biases and prejudicial attitudes, the existence of many factors that contribute to the historical events and the examination of the evidence not only from a singular viewpoint.

The accurate meeting of the scientific criteria and the use of the historical method serve as a guarantee for the historians to achieve reliable results in writing the textbooks of history aimed at contributing to the high quality education of the new generation.

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Bullying in Schools

Dr. Ledia Kashahu (Xhelilaj)

“Aleksander Moisiu” University - Durrës, Faculty of Education Departament og Pedagogy, Lecturer
kashahuledia@yahoo.com

Abstract

Recently in Albanian schools there is a significant increase of violence acts. The study of bullying in schools as one of the phenomenon qualified as a form of violence from the world literature, in real conditions is transformed in a necessity. The article in question brings a short theoretical view of bullying phenomenon in schools based on the Olweus’s definitions on this phenomenon. The author in this article aims at bringing into professionals’ attention the legal basis which defend children from violence and maltreatment in schools to raise awareness to the leading of the educational institutions as well as their persons for the responsibilities that have toward this issue. Moreover this article aims at knowing the parents as well as the pupils with these rights. The comparative analysis between the prevalence of the phenomenon in Albania compared with other places of the world brings enough facts that the time has come that all the interested ones take it seriously with bullying in schools. The author comes to the conclusion that the changing of the situation must start firstly with the awarenessness of the pupils, their parents, the leaders of the schools and the teachers over the consequences that brings the non-interference for the phenomenon interruption. Based on world literature some recommendations are given for the prevention of bullying in schools.

1. Introduction

Bullying is one of the sharp problems in the frequented environments from children and youth, with an international spread (Cook, Williams Guerra and Kim 2009; Eslea Menesini, Morita, O’Moore Mora-Merchan, Pereira and Smith, 2004). And even it is a very serious problem, the knowledge about it are very limited in terms of ordinary people (Frisen, Johnsson and Persson, 2007) as well as in terms of the professionals, considering as such the schools ‘leaders, teachers (Kashahu and Karaj, 2014) but even the scholastic psychologists (Loka 2012). Recently in Albanian schools have happened some continuing acts of extreme violence which have had some dramatic consequences not only in the included people but even to the other pupils and their parents whose sense of security is prejudiced (Kashahu and Karaj, 2014).

According to Solberg and Olweus (2003), the evidences of bullying prevalence in the world varies from 10% to 30% depending on the methodology which is used for the measuring of phenomenon, but in the studies done in our country, there is some empirical evidence for a high prevalence more than such. Positively the center of Human Developments with the support of UNICEF carried out a study over “Violence Against Children in Albania” from which the scholars like Tamo and Karaj (2006) found out that 48% of the interview children, declare that are violated in school by their friends. Even after 6 years later, in the study done by Educational Democratic Center (CDE) with the support of the Agency for the Support of civil society, some similar prevalence is found. This study found that 50% of the pupils who have participated in this study have been violated in school by the bullying behavior of their co-peers.

In 2006, in “The worldwide report upon the violence against children” bullying is assessed to be one of the violent forms. According to Angela Charlton (2009) nowadays in contrast with the past when bulling was seen as a harmless behavior exists on empirical basis which certifies that bullying has negative effect for the bullied one and even for the victim. So for example the studies have shown that children included In bullying behavior as a victim as well as a bullied person they show difficulties to face the challenges of academic field (Fonagy, Twemlow Vernberg, Sako and Little 2005; Hmminmg and Jozkowski, 2013; Jensen and Dieterich 2007; Rigby, 2007; Stom,Theoren Wentzel-Larsen, and Dyb, 2013) problems of psychological nature (Jensen and Dieterich 2007; Rigby, 2007; Thorbes, 2003), even problems related to antisocial behavior (Graham, Bellmore and Juvenonen, 2003; Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001). In our conditions of our country where bullying prevalences are too high and where the consequences of this phenomenon are known by many studies done around the world, there emerges as a task the increase of attention to lead the educational activities in accordance with the legislation in force for the functioning of educational institutions which have not a little predictions to ensure security in schools.
2. The Definition of Bullying and the Importance of Knowing the Phenomenon

According to the scholars bullying is a behavior which can be obvious or hidden that aims at causing damage and pain to the victim and satisfaction for the aggressor (Olweus 1993). The relation between the bully and the victim is characterized by the asymmetry between the authority (Hazler, Miller, Carney and Green 2001; Olweus 1993) and the force (Craig and Pepler 2007; Olweus 1993) where the bullying person uses various forms to harm the victim (Olweus 1993). These behaviors include physic attacks such as the stroke, kicking, pushes, damages and robberies of personal items but even verbal attacks such as mockery, bullying for maltreatment, the use of nicknames, the threats and blackmails. The attack might even be psychological and it is done through the spread of gossips, the manipulation of social relationships, the inclusion to attain social exception, the torture and the blush. (Ericson 2001; Olweus 1993).

There are different discussion among the scholars for the existing types of bullying where in all cases are recorded different types such as physical bullying, verbal, psychological and cybernetic one. According to the scholar Smith (2011) there exist some important types of bullying:

- **Physical bullying** - stroke, kicking, pushes, damaging of personal items.
- **Verbal bullying** - bullying, mockery and threats.
- **Social exception** - the systematic exception of someone from the social group (you cannot play with us)
- **Indirect and rational** - the spread of gossips, to ask somebody not to play with someone else.
- **Cybernetic** - the attack by using forms such as messages, e-mail, Website for bullying (Smith 2011, p 43)

The scholars have revealed that bullying is one of the ordinary forms experienced from children in school (Bradshaw, Sawyer, O’Brennan, 2009, Dess 2001, Weir 2001). Of course that with the passing of years the forms how this phenomenon happens change and we must emphasize that nowadays because of the great attention in educational policies for the protection of security in schools, the bullying persons have sophisticated their behavior that now is made more camouflaged and difficult to be revealed. Unfortunately this behavior with a continuing characteristic that even brings to the increase of stress from psychological and physical part (Olwueus 1993; Schohrn and Niclasen 2006) by enabling a range of problems in the way how children react and behave which are accompanied even with physiological negative symptoms and psychological ones (Dake, Price and Telljohann 2003; Nishina, Juvonen and Witkow 2005; Schohrn and Niclasen 2006; Snyder Breoker, Patrick, Snyder, Schrepferman, & Stoolmiller, 2003). Furthermore known from the studies is even the fact that these children and the youth have a tendency to be part even as a behavior and dangerous experiences for the health like the consumption of tobacco, narcotic substances, (Kim, Catalano, Haggerty and Abbott 2011; Schnohr and Neclasen, 2006) and in antisocial behavior (Farrington and Ttofi, 2011).

Of course that with the passing of time the forms how this phenomenon happens change and we must emphasize that nowadays because of the great attention in educational policies for the protection of security in schools, the bullying persons have sophisticated their behavior that now is made more camouflaged and difficult to be revealed. There are clear scientific evidences that the stopping of this phenomenon requires the obvious inclusion and engagement of adults in anti bullying concrete actions, (Dess 2001, Weir 2001; Olweus 1993). In 1993 the scholar Dan Olweus declares: “Adult involvement in counteracting bully/victim problems is an essential general prerequisite to an intervention program and it is important that the adults do not view bullying as an inevitable part of children lives (p 67)”.

3. The Protection of Children from School, Legal Basis

The protection of children and youth in school is predicted in the Law nr 69/2012 for the pre-university educational system in Albanian Republic in some clauses. Positively in the 6th clause where the primary principles of this law, in the second point is sanctioned the protection of man generally and of children specifically while in the third point is ensured the protection of pupils from any sort of violence, discrimination, maltreatment or moral damage where the omission to attain protection is not accepted. The educational system has an obligation to create a friendly environment for pupils in order that each pupil to have the possibility to attain his complete potential. (Clause 22 1st point).

In 62nd clause provides the rights of pupils and his duties. In his 2a point is written: “the pupil has as obligation) to respect the rights of the other pupils and of the institution’s workers, known in the law” which means that the students has the right not only to be defended but has as an obligation that while implementing the school’s rules and even other legal acts and non-legal ones, to not damage the security and welfare of the other pupils. While in terms of parents in the 62th clause which provides the rights and duties of parent it is written in the 2b point: “to be informed for the conditions of security, health and that of the institution’s environment and to claim the their fulfillment according to the defined standards by the Albanian legislation”, which means that if the scholar personnel notes that one pupil is being threaten
from insecurity and maltreatment, they beside the other actions that have to undergone, have to inform even the family.

With regard to the obligations that leaders of educational institutions and the teachers have for the protection of pupils in school, they are shown respectively in 54th clause where the leader of school has responsibility for the implementation of legal acts and non-legal ones, 3b point where the teacher has as obligation to care for the progress of each pupil. But the obligations for the teachers as well as for the leaders do not finish here. In the professional standards for the teachers as well as for the leaders some concrete measured abilities, competences and demonstrations are predicted. So for example in one of six fields of assessment in the direction of school "Professional etiquette" the leader according to the standards has to use the influence and the authority that his position gives to offer all the pupils and families service according to their needs, in a constructed way. Furthermore in the actions and accomplishments of the leader is required that the leader treat them with respect, fairness and dignity all the persons in the educational institution, including here even the pupils and their families. Furthermore, the leader has as obligation the protection of their rights and this standard is not only written in 5th field "Professional etiquette" but even in the 6th field "The creation of the community through cooperation" where it is required for the leader to collaborate with other institutions spiritual welfare, moral, social of the pupils and collaborates even with well-known agencies for the protection of pupils for the possible dangers.

In fact the work of teacher is related with the students if we compare this with the other part of personnel which serves in schools. For this reason in the standard of teacher are predicted a range of competences and demonstrations which are related with the security of the pupils. Positively, in the 1st standard "The relations with the children and the youth" from the teacher is required to grab the pupils in a continuing way in appropriate experiences that support their development in all directions. In the competences of the teacher related with this standard is required from the teacher to achieve among the others, to build open relations with pupils, which are necessary to attain the protection of security and of the students’ welfare. So positively if a student feels attacked or threaten from another person in school based on this open communication and a friendly one that the teacher offers, it is easier to demand help while there are scientific evidences which demonstrate that the majority of bullying behaviors are not reported to the teacher for different reasons but in fact one of the reasons is related with the fact that open and friendly communication is missing between the teacher and pupil and where the pupils have difficulty in sharing their problems with which they face. So, in the study in 2012 of CDE out of 50% of the pupils that have complained from bullying in school, only 5% of them have reported this violence of the teacher.

In accordance with the 6th standard “Pupils’ achievements and their diversity”, the teacher is expected to fulfill some demonstration in relation to the standard such as: a) develops reports with all students shows respect for different cultures and for the pupils’ diversities c) demonstrates respect for all pupils, without exception, without negative or positive discriminations d) help each pupil to achieve success)adapts guidelines toward changes that pupils manifest in their development, the styles of learning, their strong part and their needs for improvement and g) urge the belief and the mutual respect between pupils. Furthermore a standard as such important for the security of pupils in schools but even the 7th standard “Health and Progress” where according to this standard the teacher: informs the pupils for the measures of life’s protection and their health, and even takes practical measures for their protection. Takes measure and follows the procedures of children and youth’s life security, including the abandoned pupils and abused ones.

The same in the 12th standard “Learning environment in classroom”, the teacher provides in class a secure environment, cooperative, encouraging, open, organized and with a useful communication between pupils. In the demonstration that are related with his work “the teacher uses a wide range of strategies and techniques about the administration of behavior to promote students with self-control, self-discipline, responsibility toward the other and their independence. The teachers’ awareness for the work that is required from them to be done with the pupils is very important because there are findings of the studies of qualified nature which testify that the teacher don’t pay attention to the treatment of bullying behaviors’ between pupils because of the lack of theoretical knowledge of phenomenon even though it results to know practically the consequences but for not knowing the standard of his work, thinks that the treatment of pupil’s behavior it is not their duty but of the leaders (Kashahu and Karaj 2014).

Even though the teachers do not leas the first request for help to manage pupils’ bullying behavior between them psychologists and social workers (Kashahu and Karaj 2014) the great burden for professional training of bullying behavior exactly belongs to them. According to the law nr 69/2012 for the pre-university educational system in Albanian Republic, in the 20th clause, in the 2nd point of this clause the scholastic psychologists and social workers have legal obligation to support with the psycho-social service through different cases of training but even through preventive programs according to their needs. Recently out of the need for the increase of this service in schools is planned even a manual which comes to the need of scholastic psychologists to have a clear description of their work. In this official document are defined the standards of their work in schools. For the service of the pupils in this document is required to the
psychologist to undergo consultation with the groups of parents and the school’s staff during special meetings. On these meetings may discuss about behavior problems, the emotional ones, self-regulation of the pupil, danger’s assessment, low levels of achievements, the continuance of achievements, absences, the abuse toward pupil, family problems and attention disorders and hyperactivity. Scholastic psychologist in corporation even with the leaders and other persons of academic and scholastic staff, have to engage in the planning and offering of special services to face educational needs, emotional, and social of the pupils. From here it is expected to attain the coordination of school sources with those of the community to draft similar plans for crisis, in incidental cases in schools (SHPSH, 2014, p 5).

Furthermore the scholastic psychologist has an obligation to identify pupils in risk in which these procedures might include requires of information from all staff members who work with the pupil, for contacts with the family to share with them the concern or to gather further information. With respect to the possible interferences they might be done through a plan for the interference of the behavior, school counseling, the change of class or redesign of environment as well as the consultation and the counseling with parents (SHPSH, 2014 p 13).

4. Reflections and Recommendations for the Prevention of Bullying Behaviors

The figures always in progress of violent acts declared not only through studies but even experienced every day from pupils and parents which have occupied even the televisions screens and print pages declare that it is time that the interested one engage more seriously with bullying in schools. We have to accept that even in Albania exist the complete legal framework for the protection and security of children in schools bullying is becoming a very serious problem. The leaders of educational institutions because of the great load in this intensive period of educational reforms, leave much of the responsibility of pupils’ security and the respect of their rights the teacher and psychological not taking into consideration that even teachers have their load and the situation to be monitored as better as possible, it is necessary the work in group where each one has his role and his responsibilities. The non-implementation of schools’ rules which protect the children and the youth from bullying acts it is not only an Albanian problem but it is wider than this. The same problem declare Gulementova and his colleagues. They suggest that the school leaders and policy-makers have to pay special attention the increase of programs for the prevention of bullying and their implementation because even though there exist some clear policies in related to this phenomenon when it is time to implement these policies it is a tendency to cut it short (Gulemtova, Drury and Bradshaw 2010).

There are studies which show that the leaders feel prepared to speak with the children’s parents who are involved in bullying acts than teachers, while the latter declare openly their need for training not only to know deeply the phenomenon but what is important is to learn strategies for the discipline of these behaviors with positive methods (Kashahu and Karaj 2014; Kennedy, Rustom, Ashley, Kevorkian, and Meline, 2012). On the other hand the majority of the preventive efforts of bullying acts in schools to be centered in the observation and control of children’s behavior and not in the promotion of healthy relations between the children and the youth (Bickmore 2010). For the pedagogical staff who can make successful interference in response of bullying acts we have to be trained beforehand (Gulemetova, Drury and Bradshaw 2010). In the conditions of new criteria for the qualification of the teachers where a teacher has to fulfill at least three days of training must be seen with a priority the chance that these trainings of the teachers to be in the discipline field of pupils through positive strategies.

The new initiatives undergone from MAS for schools like School Community may help to facilitate the situation. Positively on the draft prepared from the specialist of IZHA, UNICEF and World Vision, in one of the basic principles which leads the school under this initiative is directed toward the security of social welfare, emotional and healthcare of pupils. In the second standard that is required from the schools to fulfill which in the framework of performance Card of schools they would make it clear the quality of services that the school offers for the public is even the second standard, the Protection and referent mechanisms. In it is required: 1) school in cooperation with its organisms (pupils government, parent council, school board) develops programs for the notification of parents, other members of community for the rights of children and he youth and the respectfulness for theses rights 2) all the partners in school sensationalize the children and the youth for the respectfulness of their rights and the addressing of breaking cases or their violence 3) the school must collaborate with parents and other partners for the planning and implementation of the policies which support positive discipline in school 4) the school develops trainings with different groups of interest (teachers, parents, pupils) for strategies and interference to prevent and train violence cases, conflicts, mocking and abuses; 5) the school to develop mechanisms for the reporting of different incidents; 6) the school to collaborate with the Children Protection Unit and organizations that work toward this direction for the addressing and training of different cases; 7) the school to secure observation from the adults during break periods or during the development of activities in and after the school time, even 8) the psychologist of school to offer advice for children, parents and other members of the community for worrying cases.
or different problems of life in and out of school (SHQK/MAS, 2014, p14). This standard has in itself some very important indicators which are based in the finding of the studies over the world and which compose a clear strategic orientation for the achievement of the minimization purpose as far as possible of violent acts with respect of human rights.

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Relation between Trust Level and Success of Electronic Commerce and Role of Accounting in this Relation- Perception of Albanian Virtual Buyers

PhD Candidate: Shqiponjë Ačka

Lecturer of accounting in University “A. Xhuvani”, Elbasan, Albania
ackashqiponja@yahoo.com

Abstract

Foreign studies show that the increases of the confidence level of virtual buyers tend to raise their purchases, and for this reason electronic commerce represent success. According to these studies the factors that may bring positive impact by increasing the level of trust are numerous and complex. The purpose of this study is to determine what perceptions have Albanian virtual buyers for the linkage between the level of trust and success of virtual model of trade and what role can play accounting in this linkage. The study will assess the perception of virtual buyers in Albania, perception that will be tested through questionnaires addressed to this target group. The questionnaire’s data will be analyzed through statistical methods in order to derive conclusions of this paper. Among the statistical methods uses of parametric and non-parametric methods are depending on the degree in which are the data of this study.

Keywords: E-commerce, accounting, trust, Albanian virtual buyer’s perception

1. Introduction

Previous studies that have examined trust in business relationships have identified the important role that faith the success in a long-term commercial relationships. For example, note that trust increases cooperation, affecting in more open communications and wider dissemination of information between the parties (Cummings and Bromiley 1996; Doney and Cannon 1997; Morgan and Hunt, 1994; Ring and Van de Ven 1994, Smith and Barclay 1997).

Furthermore, Granovetter (1985), states that the density and cohesion of social networks influence the evolution of trust in trade relations. Faith based on competencies is related to building confidence on skills of trading partners, technical knowledge and the ability to realize the commercial relationship using the internet correctly. Trading partners who demonstrate skills in producing products and services of high quality and timely delivery of information to other trading partners, helping them to have a good cooperation with distribution networks and make decisions strategic, are more likely to be reliable.

McAllister (1995), states that we are who we choose to believe it and in what circumstances. This choice is based on the recognition (interpersonal trust), through investigation of security level of indicators such as trust and seriousness. When are accessed expectations regarding reliability and security, confidence begins to shift to emotional base such as care and concern. Thus, in terms of economic indicators trust is related to the benefits that can be obtained by trading partners such as lowering costs and reducing time of trading transactions conducted through virtual networks. On the other hand, lack of confidence can lead to increased costs because trading partners need more time to be trained to implement correctly virtual transactions.

Provided trust expresses the confidence that create trading partners who having enough knowledge to other trading partners can make predictions and judgments based on past experience. Benefits that receive trading partners such as the general satisfaction and information distribution affect the increased level of confidence. Thus, continuous positive behaviors create familiarity with trading partners by increasing the perceived trust of them.

Faith based on goodwill expressed faith-based on care, interest, honesty and goodwill of trading partners. To increase the level of trust trading partners should invest in the sensitivity of trade relations created. Faith based on goodwill is characterized by an increase in levels of collaboration, open communications growth, wider distribution of information; these are the factors that lead to higher levels of participation in virtual model of trade. Long-term investments and investment in building the reputation create for trading partners the opportunity to provide trust based on goodwill. In contrast, lack of trust in goodwill leads to the destruction of trade agreements and creating a bad reputation for trading partners.

In a study performed by Kim and Tadisina (2007) sampled by 21 studies conducted from 1999 to 2006, is noted that the existing literature has examined the support of third parties, company reputation, quality of service, quality of
websites, and familiarity tend to believe, as the main factors that influence consumer trust in the virtual model of trade. However, customer perceptions influence their trust (Jarvenpaa and others, 2000; Lee and Turban 2001).

Based on the literature we can say that there is a mutual positive relation between trust and success of electronic commerce. On the one hand, increasing the level of trust leads to increased sales bringing the success of virtual model of trade and in turn the success that can be accomplished a website where is done electronic commerce increases the confidence level of virtual consumers. Expressed in graphical connection the relation is as follows:

Figure 1.1: The mutual relation between level of trust and success of electronic commerce

However the link that exists between the level of trust and success of electronic commerce remains not only at the theoretical perception and observation. Various researchers have built statistical models to express the relationship that exists between the level of consumer confidence and the success of electronic commerce. Given that the main factors influencing the level of trust are many, researchers have preferred to study the link trust - electronic commerce through implementation of various statistical and econometric analyses.

Thus, researchers Gao and Wu (2010), Joubert and Van Belle (2013), Egger (2003), Halaweh (2012), Brown and Jayakody (2008), Palvia (2009), Hsu and Wang (2008), Yoon (2009 ), Coles (2010), McKnight, Choudhury and Kacmar (2002), etc. have preferred to express numerically the connection trust level - success of electronic commerce using factorial analysis and structural analyses. These models are among the most favorite models by researchers for expressing relationships between factors and confirmation of hypotheses raised in their studies.

Other researchers such as Ho (2007), Corbitt, Thanasankit and Yi (2003), Metzger (2004), Eid (2011), etc. have used the correlation coefficients to study the relationship trust - success of electronic commerce. ANOVA analysis model was also a favorite of researchers to verify the connection that exists between the level of consumer confidence and the successful application of electronic commerce. Researchers Wan, Alagar and Ibrahim (2013) have used CS algorithm authentication mathematical model of connectivity, while Shi, Bochmann and Adams, have preferred stochastic models since according to their faith and behavior resembles a stochastic process.

2. Analiza e Rangjeve për Studimin e Lidhjes Nivel Besimi – Sukses i Tregtisë Elektronike sipas Perceptimeve të Blerësve Virtualë në Shqipëri

Despite many studies that are conducted by foreign authors to express whether there and how strong is the link between the level of trust consumers to make purchases and success of virtual model of trade, we think to study this relation taking as data perceptions of Albanian virtual customer. To study the relationship that exists between the level of trust and success of virtual commerce by buyers in Albania we have used non-parametric methods of ranking. The main reason why we use non-parametric methods for controlling hypothesis is: The data used in the study will belong to the nominal level and can not be used to implement control hypothesis with parametric methods.

Customer responses to the questionnaires addressed to Albanian virtual buyers have served like data for the study that we have conducted. We have conducted 211 surveys in total but only 203 responses of which are available for study.

The hypothesis that we rose in the study based on data from the literature review is:

Ha: Albanian virtual shoppers perceive that there is a strong correlation between the level of consumer confidence to participate in purchases effected through virtual networks and the success of trade that has carried through these networks

1 In eight other questionnaires or is not selected no answer or is selected more than one. For this reason these are considered invalid questionnaires for the study.
To determine whether or not this hypothesis stands, the sign criterion is non-parametric methods used in the case when the number of units included in the study is greater than 20.

The main assumptions of the study:
- Distribution of data would be considered having normal distribution (Z) since are satisfied two conditions that are relevant in this method
  1. \( x = 0.5 \times n = 0.5 \times 203 = 101.5 > 5 \)
  2. \( \sigma = \sqrt{0.25}n = \sqrt{(0.25) \times 203} = 7.124 > 5 \)

Where respectively:
- \( n \) - Number of units included in the study = 203 units
- \( x \) - Average of data
- \( \sigma \) - Standard deviation
- The second assumption concerns to the permissible level of error \( \alpha \).

In the case of our study allowed level of error of assuming equal by 0.05 (\( \alpha = 5\% \)). This error level allowed, expresses his influence in determining the value of theoretical\(^2\) statistics.

To check the hypothesis according to the criterion method of sign must be found two statistics, factual and theoretical, comparison between them will tell us if the alternative hypothesis raised in the study is confirmed or not. The formulas used for finding and \( Z\) theoretical and \( Z\) factual according to this method are:

\[
Z_t = \frac{x - \mu}{\sigma}
\]

Results of the study after replacing indicators in the formula are:

Based on the survey results, as \( Z\) factual > \( Z\) theoretical, is accepted that the alternative hypothesis, \( H_a \), is affirmed. So, according to this study, for Albanian individuals\(^3\) who currently use the virtual model of trade\(^4\) the success of electronic commerce is positively affected by the level of trust that buyers create in virtual pages.

Since individuals haven't the same level of education, we continued studying further. The hypothesis that we set up is:

\( H_{A1} \): The perceived level of trust in the virtual pages where trade is realized depends from the level of education

Based on the same limitation that the data are largely nominal, also for studying the veracity of this hypothesis we will use non-parametric methods, namely Criterion Cruscal-Wallis\(^5\). Assumptions made above are valid also for this study, so:
- Distribution of data is assumed to be normally distributed.

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\(^2\) The value of theoretical statistics is found in statistical tables.

\(^3\) In the study that we conducted through questionnaires, the category which is selected as the target group are individuals who currently make purchases via the Internet. No businesses were selected because we think that individuals like virtual trade buyers have high impact on the success of electronic commerce in the Albanian site and the perception of this group can positively influence the involvement of businesses like buyers in virtual model of trade. However, this selection we have done by limiting the study population can be considered as a limitation of this study.

\(^4\) According to questionnaire all asked buyers realize purchase in foreign site and none of them attempted to carry purchases in Albanian site.

\(^5\) This criterion is used to control when hypotheses have more than two populations. In our case, we the asked group is divided into three categories by level of education: higher education, secondary education and others (includes those who have less education than secondary education). Table with details of questionnaires and corresponding ranks for the three study populations is reflected in the annex of the paper. For setting rank are implemented the rule: the smaller value have the first rank and for the same values are summed the ranks and the sum is divided with their number, it serves as the average value of the same range of values. For example, lowest value is 3 and there are six 3, to determine rank alongside of 3 we collected \( 1 + 2 + 3 + 4 + 5 + 6 \) and their sum is divided by 6.
The error margin allowed in this study was \( \alpha = 0.05 \) (5%).

To prove the hypothesis rose in this study according to the ranking criterion Cruscal - Wallis must be calculated two statistics, factual and theoretical. Since in the study we have three populations \(^6\) statistics that will be used is \( \chi^2 \) statistics.

The formulas used for finding statistics are as follows:

\[
\text{E} = \frac{12}{nt(nt+1)} \sum \frac{R_i^2}{ni} - 3(nt+1)
\]

\[
\chi^2 = \chi^2(0.05; 2) = \chi^2(0.05; 3) = 5.99 \text{ s.d}
\]

Results of the study after replacing indicators in the formula are:

Based on the results we can say that, since \( W > \chi^2 \), \( H_a \) hypotheses raised in the above is verified. Thus, respondents' education level affects the level of perceived trust in the virtual model of trade. However, as shown in the data tables presented in Annex, regardless of education level of respondents they believe that the impact of their level of confidence in the success of the virtual model of trade is above average.

3. Impact of Accounting in Relation between Level of Trust and Success of Electronic Commerce

3.1 Accounting like security factor

To provide security and development for electronic commerce stakeholders have made continuous efforts to identify influencing factors with the aim to invest in these factors. Is accepted by researchers, that exist a high number of complex factors that influence the level of trust and security of the parties to conduct commercial transactions through virtual networks. For done their contributions to the success of electronic commerce and the development of this trade model also international accounting bodies and accounting specialists themselves have made studies about the positive role they can play. Studies have highlighted the conclusion that the interest groups involved in the trade agreement have created the perception that accounting specialists inspire security (Boulianne and Cho, 2009). Based on this perception, the image of accounting specialist can be used to become parties in virtual trade model.

3.1.1 Independence criteriation for examine the impact of accounting in relation between level of trust and success of electronic commerce

To examine statistically the effects of accounting\(^7\) in connection trust - success of electronic commerce we have chosen to use the method of control hypotheses based on the criterion of independence. The main reason for selecting this method is: to examine the perception of positive impact of accounting in increasing the level of confidence of buyers depending on their education level. The survey data belong to interval scale and is therefore acceptable use of a parametric method such as the method of control hypothesis based on the criterion of independence. A hypothesis raised in this part of the study is:

\( H_a: \) Albanian virtual customer perception about the level of impact of accounting at the level of their trust in the

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\(^6\) See table in Annex.

\(^7\) In this part of the study we did not have studied statistically the separate role of the trust services and in particular the role of fiscal legislation but the two indicators together.
virtual model of trade is dependent on the level of education that they have.

To follow control procedures in order to establish hypothesis rose above should be calculated the values of two control statistics, statistics theoretical and factual statistics. Statistics used in this statistical model is $\chi^2$ statistics (Chi-square). The formulas used by this method for finding the control statistics are:

$$
\chi^2_{\text{actual}} = \sum_{i=1}^{n} \frac{(f_i - p_i)^2}{p_i}
$$

$$
\chi^2_{\text{theoretical}} = \chi^2_{\text{actual}} = 169.36 \text{ s.d.}
\chi^2_{\text{theoretical}} = 15.51 \text{ s.d.}
$$

Results\(^8\) of the study after replacing indices in formulas are as follows:

Based on the results of the study can say that, because $\chi^2_{\text{actual}} > \chi^2_{\text{theoretical}}$, hypothesis raised in the study is verified. Thus, respondents’ education level affects the perception that they have regarding the positive impact that accounting have in connection “confidence level - success of electronic commerce”. This is an expected result because the largest number of respondents\(^9\) in this study has completed higher education for economy\(^10\).

4. Conclusions

Studies have proven through factorial methods and structural analyses that the level of trust plays an important role for the successful application of electronic commerce. Also the questionnaire responses built under this study addressed to users who live in Albania show that based in their perception exists a strong positive correlation between trust level and success of electronic commerce.

Safety of virtual trade model, in today’s time is supported by two main factors: trust services and fiscal legislation. This conclusion is confirmed also by the analysis of questionnaires directed to virtual buyers in Albania. The analyses shows that with a 95% degree of certainty in Albania virtual buyers thinks that certification of electronic commerce from an accounting specialist and fiscal accounting are factors that impact positively on increasing the level of perceived trust from them. Increase of the level of trust affects the wider involvement of them in electronic commerce.

References


\(^8\) $P_i$ are calculated taking into account the estimated percentages for each category of variable “accounting impact” upon the assumption that we have no perception depending on educational level, thus is accepted as true null hypothesis.

\(^9\) 112 people in this survey are economists.

\(^10\) Accounting as an academic discipline is developed mainly in higher education degree and in secondary schools of economic education. For this reason the respondents who have less than secondary education or attended a school or other faculties haven’t knowledge of accounting.


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**Appendix: Questionnaire**

1- What is your educational level?
   a) High
   b) Medium
   c) lower than medium

2- Do you think there is a strong connection between your level of confidence for engaged in electronic commerce and the success of the virtual model of trade? Specify a scale from 1-5. (1 = not at all, 2 = slightly, 3 = fair, 4 = very much, 5 = extremely much)
   a) 1
   b) 2
   c) 3
   d) 4
   e) 5

3- Do you think that the accounting impact on the success of the virtual model of trade? Specify a scale from 1-5. (1 = not at all, 2 = slightly, 3 = fair, 4 = very much, 5 = extremely much)
   a) 1
   b) 2

~ 481 ~
c) 3

d) 4

e) 5

4- What is the reason for this perception?

Specify__________________________________

Thank you!

Annex 1.1 : Impact of trust level in an range 1-5 in success of electronic commerce. (1 = not at all, 2 = slightly, 3 = fair, 4 = very much, 5 = extremely much)

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<td>26.27586207</td>
<td>10.96551724</td>
<td>0</td>
<td>4.75862069</td>
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<td>10.23152709</td>
<td>0</td>
<td>7.477832512</td>
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<td>1.812807882</td>
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Annex 1.3: Perception of buyers for range of accounting impact in trust of virtual commerce depended from educational level
International Evaluation PISA and Albanian Students’ Achievement

Dr. Ledia Kashahu (Xhelilaj)
“Aleksander Moisiu” University - Durrës, Faculty of Education Department of Pedagogy, Lecturer
kashahuledia@yahoo.com

Abstract
Albania within European integration context, is expected to meet a series of standards in particular, standards achieved in the field of politics and economy are the primary ones and closely linked with the achievement of high standards in the field of education as well. In this article the author is mostly focused on European policies concerning youth education and analyzes the results obtained from 15-year-old Albanian students in the International Program Evaluation PISA and concerns that arise in strategic policy documents in relation to them. Moreover, a review of studies is done evaluating the 15 year-old students’ cognitive achievements related to the economic development of countries. Also, in this article are provided some recommendations which are based on studies conducted in recent decades who have taken into account factors that affect academic achievement of adolescents.

Keywords: academic achievement, teenager, European integration, Albanian students.

1. Introduction

In December of 2013 Albania faced denial in obtaining the status as a candidate to become a EU country although the European Parliament had voted in favour of it just the day before. Five of the EU countries ministers, concretely Germany, France, Great Britain, Netherlands, and Denmark were sceptical on the matter, whether Albania deserved the status of a candidate presenting various arguments against it. Even though most of the countries, 22 of them to be more precise were in favour of Albania receiving the status such as Croatia, Greece, Italy, Ireland, Poland, Slovenia etc. Therefore the decision was scheduled to be taken until June 2014. The day after the declaim of the status and the decision of postponing the deadline The head of the delegates of the European Parliament in the South eastern Europe, Eduard Kukan declared to the press that the complete integration of Albania in the EU can happen only after 8 to 10 years. This declaration even thought shocking to public opinion was of good service to the politicians to raise their commitment and take measures to improve the indicators of integration in a documented way.

One of the greatest challenges of the Albanian politics is walking in the same line as the European politics and increasing the quality of education in the whole territorial space of Albania. Right after this foreign politics situation in Albania initiatives were taken and the reforms started years ago in the educational field were pushed forward with persistence. In response to the need to increase the quality of educational service, the “charter of school performance” was complied which is an official document that forces all public or private schools to render public annually their whole educational activity throughout a variety of measurable indicators that this document determines. The transparency of achievements through indicators makes it clearer for all interested to see the level of educational quality that an institution has to offer. The spiciest indicators of their performance are the academic achievements of the students that learn in these institutions.

The academic achievements of the 15 years old students do not only serve to their families and their own educational perspectives but also according to several researchers that had in focus the factors that assist the economical growth, it ensures that the knowledge of the juveniles at these age is very important because they are prediction mechanisms of the future economical development of the countries that posses this human capital (Woessmann and Hanushek, 2012). (Nelson and Phelps 1966) also argue the findings of Woessmann and Hanushek after undertaking a series of studies over the matter. Nelson and Phelps after studying deeply the importance of the knowledge of the 15 years old juveniles concluded that their achievements until this age in the aspect of abilities and wants of learning can either be a strong basis to help the advancement , or if they are not in the required level can hold them back. So these achievements can help the continuation of their future studies or cause their interruption, meanwhile they are a lot of studies that show that the average of school years can also be used to predict the economical development (Hanushek and Zhang 2009).
2. The Results of Albanian Students

PISA international assessment program represents a systematic effort (every three years) of the countries with the most developed economies in the world\(^1\), among them most of the countries of Europe, which through the assessment and monitoring by an internationally agreed framework constantly monitor educational outcomes. The findings obtained through this evaluation provide the basis for the international cooperation and for the design and implementation of educational policies in the conditions of a globalized market and economy. Albania on the momentum of efforts to understand themselves and to detect differences in achievements among the other countries, participated twice in these international assessments. For the first time Albania has been participating in the program of Pisa in 2000, where it achieved modest results which are discussed with a certain concern to all professional circles. National Pre-university Education Strategy (NPES, 2009-2013, p 10) was admitted that these results are extremely weak and specifically Albanian students earned an average of 349 points in reading, 381 points in math and 376 points in science.

For the years 2003 and 2006 due to economic difficulties Albania did not participate in monitoring of these two estimations. While in 2009 Albania participated for the second time in this evaluation, ranking last if we refer to European countries and the fourth from the end, if we refer listing of all participating countries. In this article will take into analysis only results obtained from Albanian students in math and reading in Albania's participation in the 2009 assessment.

3. What PISA Assesses in Math?

If we refer to mathematics, in this framework is provided the measurement of individual mathematical skills to formulate, implement and interpret through mathematical point of view different life situations by getting out of problematic situations treatment framework according to models offered in the classes. In these conditions, students should have developed thinking skills to be able to apply exactly the knowledge that directly relate to the situation. The table below clarifies expectations by detailing the levels of their description and determine the scores for each level.

<table>
<thead>
<tr>
<th>Levels</th>
<th>Lower level points</th>
<th>Level Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>357.8</td>
<td>The student must respond for a context which is familiar and where he/she receives all essential information and to whom the questions are clear.</td>
</tr>
<tr>
<td>Level 2</td>
<td>420.1</td>
<td>The student must assess and interpret situations that require the issuance of a single outcome.</td>
</tr>
<tr>
<td>Level 3</td>
<td>482.4</td>
<td>The student must resolve actions in the required manner, showing step by step explanation.</td>
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<tr>
<td>Level 4</td>
<td>544.7</td>
<td>The student must work effectively with data models for a complex situation that may require the use of facts or raising hypotheses</td>
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<tr>
<td>Level 5</td>
<td>607</td>
<td>The student must configure the data for a complex situation by identifying facts and making further assumptions</td>
</tr>
<tr>
<td>Level 6</td>
<td>669.3</td>
<td>The student conceives, generalizes and uses information based on its analysis and modeling of complex problem situations.</td>
</tr>
</tbody>
</table>


Albanian student achievement under level I, are therefore 40.5%, slightly less than half of our students performing below the level predicted for the low achievement. It results that 27.1% of students reached the level I, which means that approximately 1 in 3 students reached the level of lower results. In level II, have reached 20.25% of students or 1/5 of them. At level III, 9.1% or 1/10 of students, only 2.8% at level IV, at level V only 0.4%, and 0% at the level VI. As also noted, the level of achievement descriptions refer to Table 2 shows that Albanian students have difficulties when there are tasks added that require high levels of thinking. If we refer to the taxonomy of cognitive domain of Blum (1956) it is clear that Albanian students operate with prior levels of this taxonomy as knowledge, understanding and implementation, but when there is a need for the synthetic analytical thinking or for the evaluation students showed shortfall of requirements. If we analyze the Level II of achievements, which requires the use of thinking skills such as interpretation

\(^1\) 70 OECD countries represent about 90 percent of the world economy.
and evaluation it is noticed that only 1/5 of students can realise it. Increasing the levels of assessment, it increases the level of use of critical thinking skills as well, which means that increases the challenges for achievement.

Furthermore PISA 2009 report indicates that there is a difference of 45 points on the achievements of students at the schools of the city versus village. This means that city students have higher achievement than students who attend rural schools, where according to the standards of achievement Pisa, 25 points representing a year referred to OECD countries. Based on these facts we see that educational service between urban and rural schools is not equal and this is a signal for policymakers to respond with concrete Policy, to reduce the gap that separates education service in rural areas from urban areas. Also, in this report, Albania ranks among 4 other countries such as Qatar, Kazakhstan, Lithuania, Trinidad and Tobago, where girls score higher than boys in math by a margin of 11 points that represents higher achievements than boys nearly half the school year (PISA, 2010, Vol I, p 137).

4. What PISA Assesses in Reading?

Reading includes a wide expanse of cognitive competencies, from basic decoding, word recognition, grammar, linguistics and textual structures and features, with the aim to recognize the world. Reading also includes semi cognitive competencies metacognitive: awareness and the ability to use appropriate strategies when working with different texts. PISA 2009 defines reading as: meaning, use, reflection and engagement with written texts, to achieve a goal, to develop the reader's potential knowledge and to participate in the society.

Understanding: refers the reader’s duty to build a sense, big or small, literal and implied by text. Utilization: refers to the type of reading, which relates to the utilization of information and ideas in a text, to fulfill a task or purpose, change or strengthen beliefs. In reflecting on a text readers connect what their read with their thoughts and experiences. The term commitment in its definition implies motivation to read. Written texts include texts of different formats. The concept of the culture of reading is used in a broader aspect than simply the notion of ability to read. The culture of reading is measured as a development and not as something that an individual possesses or not. The acquisition of this culture is a lifelong process and that does not just happen in school during the formal learning process, but through interactions with family, peers, community members and beyond. PISA shows how to apply knowledges acquired in school and not merely how have adopted the school curriculas. The assessment focuses exactly a defining point of this crop level, below which levels of competence are considered as insufficient (Vrapi, and Lami, 2011).

Table 2. Criteria for achievements of 15-year-old students in reading at the International Student Assessment Test (PISA 2009)

<table>
<thead>
<tr>
<th>Level</th>
<th>Scores upon level</th>
<th>The student should be able to:</th>
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<tbody>
<tr>
<td>Level 1b</td>
<td>262-334 points</td>
<td>To find opened and simple information in short texts, with a family style and content;</td>
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<td>- Provide simple conclusions on how to find casual connection between two sentences;</td>
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<td>- To find a simple piece of information placed on a text with a simple syntax and content.</td>
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<td>Level 1a</td>
<td>335-406 points</td>
<td>To locate parts in a significant information</td>
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<td>- To identify the main idea or author’s intention in a text about a known issue;</td>
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<td>- Find and connect information in familiar texts with their everyday experiences.</td>
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<td>Level 2</td>
<td>407-479 Points</td>
<td>To locate the information that satisfies certain conditions</td>
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<td>- Make comparisons in connection with a single attribute</td>
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<td>- To elaborate the meaning of a text, when there is very little information about it</td>
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<td>- To make a connection between the text and personal experiences</td>
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<td>- To construct a meaning for a limited part of the text where information is scarce and the</td>
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<td>reader can provide simple conclusions.</td>
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<td>Level 3</td>
<td>480-552 points</td>
<td>To locate different parts of the information</td>
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<td>- To make connections between different parts of a text and to associate them with the</td>
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<td>knowledge to everyday life.</td>
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<td></td>
<td>- Identify an idea, understand a relationship or to explain the meaning of a word or phrase.</td>
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<td>- Evaluate a text attribute</td>
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<td>Level 4</td>
<td>553-625 points</td>
<td>To locate and organize information;</td>
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~ 488 ~
- To shape an understanding based on linguistic nuances;
- Critically evaluate a text;
- Understand and apply the various categories in an unfamiliar context;
- Demonstrate an accurate understanding of long or complex texts, the content or form of which may be unknown.

The student should be able to:
- To deal with unfamiliar texts that are either in form or content;
- Could reveal information in such texts, demonstrate a detailed understanding and conclude that the information which is needed to solve the task;
- Critically evaluate such texts and raise hypotheses about them, developing specialized knowledge and elaborate concepts that may be contrary to expectations.

Level 5 626-698 points

The student should be able to:
- to provide multiple endings;
- to make comparisons that are detailed and accurate;
- to understand texts in details;
- To integrate information from different texts;
- To deal with previously unknown ideas;
- To generate abstract categories in interpretations made;
- Critically evaluate a complex text on an unfamiliar issue;
- To implement a sophisticated understanding beyond text

Level 6 More than 698 points

According to the PISA 2009 report shows that Albanian students have failed to reach the lowest level Ib in 11.3%. About 18.7% of students results to be at the Ib level, while 26.6% at the Ia level. If we look carefully the figures we will notice that 56.6% of Albanian students are under level II which is considered as the basic level of proficiency, at which students begin to demonstrate their competence in reading and writing, which will allow them to participate effectively and productively in life. Only 25.4% or ¼ of students have reached this level and only 17.7% cross it (14.4% level III, level IV 3.1% and level V 0.2% level). Even on reading there is no Albanian student to have reached this level.

In the case of reading is also evident the students need to realize their tasks through critical thinking. Specifically students show the lack of achievements on the level IV where it is noted that in order to achieve the proper performance of these levels should be organized forms of critical thinking as the use of synthesis habit when information reorganizes, analysis and interpretation habit when it is required the disclosure of meaning based on linguistic nuances, or the habit of implementation and classification and categorization when it is required the split of information or its interpretation in order to reach the estimations and to draw conclusions.

5. What Can be Done to Improve the Results in the Future?

High academic achievement in core subjects such as mathematics and reading are not an easy target to be accomplished. According to the Pisa report, Albania is ranked third for changes made. In this analysis is showed that there is an increase of 36 points for all students, a significant difference and statistically above the OECD average. While this change appears at boys with an average of 35 points and at girls with 39 points. This is an indication that the results can be changed if is worked in the right way. To achieve this goal, schools will be more and more interested in recruiting talented teachers who are not only prepared from a scientific perspective, but are worthy of fulfilling all the standards set for teachers, where particularly are talented in teaching methodology clearly demonstrating the productive teaching that induces the critical thinking shapes.

The orientation of teachers’ training on the job mainly toward the modules of critical thinking, where at least one credit within the year to be obligatory to be secured through these modules would be a way of interference that would provide relatively for a short time the change of thinking access during lesson time. Of the same importance is even the placement of explicit objectives upon the curricula of the faculties which prepare teachers where courses such as critical thinking are necessary.

Of the same importance is the way in which teachers cooperate with their student’s parents and how they involve them into the educational activities that is really just one of the teachers overall standards. Since 1998 Suzan Rozenholtz defined the distinction between “interact” and others “that don’t”. According to conclusions forged in the studies undertaken by her it ensures that schools that “interact” make systematic efforts to involve parents in the curricular containment, building bridges of connection between school and family. This whole thing happen cause of the fact that
school and family have the same intentions and the need to ensure, that the children are getting all of the academic, social, artistic, ethical and practical abilities that they need to be able to successfully take part in a democratic society.

Not only the Rozenholtz but there a chain of studies that support the thesis that academic achievements are positively connected to the parents attitude and their part taking in their children's education and their cooperation with the school Eppler and Weir, 2009; Epstein, 2011; Henderson and Mapp, 2002; Hill, Castellino, Lansford, Nowlin, Dodge, Bates, & Petit 2004; Kashahu, 2012; Kashahu and Karaj, 2012; Mcwayne, Hampton, Fantuzzo, 2004). For these reasons in the "Charter of school performance" there are various indicators that measure the level of cooperation between school and family because according to Epstein (2011) there can't be high achievements if there isn't a synchronised and productive way of cooperation between school, family and community.

The analysis of the results obtained in the Pisa test of 2009 discovered that there are also gender distinguishments in the achievements in favour of females. That means that the pedagogical staffs must show a greater care in favour of male because they have a more developed sense of independence and realise individualism earlier. Therefore they are less affected by family processes but also by the authority of the teachers in schools. As a result the influence of their classmates is higher to male than female students. For this exact reason schools psychologists should suport the pedagogycal staff to counsil them on directing their work with the teenagers and also their families with the psycho-education.

Another important finding is the discovery of the difference of academic growth between rural and urban schools. This should serve as a guide for future educational politics to model strategies that would minimize as much as possible the differences between the educational services offered in schools. A useful way would be a special financial training of teachers and schools directors that includes qualifications and special treatments so that they can be motivated to work in rural schools.

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Gjendet në URL: [http://dx.doi.org/10.1787/9789264091450-en](http://dx.doi.org/10.1787/9789264091450-en)
Abstract

Adult students tend to be very interested in single theory courses or in the single-concept courses that focus on the application of the concept to relevant problem and they are less interested in survey courses. This trend increases with age of adult students. The main aim of this paper is to examine the relationship that exists between the preferences of type of courses by adult students, more specifically, the single-concept courses and the age of adult students. The participants were 400 adult students from Tirana, Durrës, Korça and Elbasan Universities. There are used quantitative methods and statistical analyses for this research which were performed using SPSS program. Factor that deals with preferences of adult students on the types of courses that they want to pursue, (survey courses, single concept-courses or single theory courses), consists of 10 items, with an internal consistency reliability estimate of .69. Participants responded on a Likert-type scale from strongly dislike, to strongly like. The second factor in this study is the age that is a categorical variable. The relationship between the adult students’ preferences for the type of courses that they are attending and their age was revealed using Spearman’s rho coefficient correlation. In conclusion, from the statistical analysis it is revealed that there was a good positive correlation between two factors, rs = .586, n = 249, p < .0005, that indicates that growth of adult students age strongly correlate with the preferences of single-concept courses.

Keywords: adult students, adult education, age, single- concept courses.

1. Relationship between the Attendance by Adult Students of the Single-Concept Courses on Adult Education and their Age

The adult learner is responsible for making personal decisions in day-to-day life, in many cases decisions that also affect others. Similarity, adults are assumed to prefer self-direction in determining the goals and outcomes of their learning. (Ross-Gordon, J. 2002). In this point of view, as adults typically enter a learning situation after they experience a need in their life, they are presumed to bring a task-or problem-centered orientation to learning. This is in contrast to the subject centered approach associated with traditional, pedagogical approaches to education. (Knowles, M.S. 1980)

Migletti and Strange(1998), cited by Ross-Gordon, studying 185 students in developmental education classes found an age –teaching style interaction effect on course outcomes. Learner-centered instruction, as measured by Conti’s Principles of Adult Learning Scale (1979,1985), was associated with a greater sense of satisfaction and accomplishment among the students older than twenty-five years. This style of instruction is characterized by an emphasis on learner-centered activities, personalized instruction, relating the course to student experience, asserting student needs, and maintaining flexibility for personal development.

Meanwhile, adults frequently seek higher education in response to an identified need to gain a specific skill or knowledge. They want to know how the course work will meet their needs. Adult students will want to know what will be accomplished in the course. They will expect a detailed course syllabus that outlines the goals and objectives the instructor has set for the class. Given this, it is imperative that instructors learn early why did each student enroll in the course. Instructors can find this out fairly easily by asking students to complete some kind of student information form. (Polson, Ch..J 1993)

Adult students also, tend to be very interested in single theory courses or in the single-concept courses that focus on the application of the concept to relevant problem and they are less interested in survey courses. This trend increases with the age of adult students.

The main aim of this paper is to examine the relationship that exists between the attendance of the single-concept courses on adult education by adult students and their age.
2. Methodology

2.1 Procedure and sample

This study has been carried out through a quantitative and a qualitative research model. In this paper are presented only the data of the quantitative research. Withdrawal of the sample from the population is made with sample stage method. Initially, by means of these methods were selected four higher education institutions in the country and then the sample is selected from the group of adult students that are frequenting the part-time study in these institutions. The general population that served for this sample is made of adult students who are actually frequenting the part-time 2011-2012 academic year of the public educational system in the universities of Tirana, Korça, Elbasan and Durrës. In all the universities there are actually enrolled just 25,000 students for the four years and is also covered a sample of 400 participants from this population (Cohen, Manion & Morrison, 1970, p 94).

As mentioned above, the stage probability sample is used to select the sample from this population. It involves selecting the sample in stages; that is, taking sample from sample. In other words, with the stage selection sample we select firstly a number of universities at random. Then within the selected universities, we randomly select a number of faculties. After this, even within the selected faculties we randomly pick the years (first year, second year, etc). Finally, we select a number of students out of the studying years. By means of this method is selected even the sample that represents the population features. Out of 400 adult students of the sample, just 130 are men and the other 270 are women, or 32.5 % are men and 67.5 % are women. The largest number of participants, i.e., 73% is between 25-39 years, followed by the 40-49 years old, which comprise 17 %. Then comes the age group up to 24 years with 6%, and in the end is the age group 50-59 years with 3.8 %. Out of 400 participants in the study, 59 % of the adult students make up the group of the married people, i.e., the largest one. Some 33.5% form the group of the unmarried, of whom 5.3 % are living with a partner and two other groups (divorced and widowers) compose only 1% of the sample.

The educational level of the participants in the study varies from 36 % who have got a high school degree to 55% who have got just the university degree and attend this school as a second university and just 8% of them have a master degree. Only 0.5 % of the adult students who are frequenting part-time studies have declared that the specialized courses mean to them a higher level of education. Out of 400 participants, 150 adult students or 37.5% are unemployed, 242 adult students or 60.5 % are employed.

2.2 Instrument and its reliability

The instrument used for gathering the data is a questioner made of some rubrics. The questionnaire is conducted by 400 respondents who in 35-40 minutes completed it. Initially participants were informed about the purpose of the study and clarified that the survey data will be used only for academic purpose. Given that the preferences of adult students regarding to the courses type and the age of adult students are the only focus of this article, only this elements of the questionnaire will be represented.

Factor that deals with preferences of adult students on the types of courses that they want to pursue, (survey courses, single concept-courses or single theory courses), consists of 10 items, with an internal consistency reliability estimate of .69. Participants responded on a Likert-type scale from strongly dislike, to strongly like.

2.3 Data analysis

The data gathered from the survey was transported into the computer statistical package SPSS. Prior to reviewing the data, assumptions for the statistical analyses were assessed. The data have been examined for normality (skewness and kurtosis), as well as for missing data. A tow –tailed alpha level of .05 was set and used for all statistical tests.

Spearman’s rho correlation coefficient was conducted to assess whether there is a relationship that exists between the attendance of the single-concept courses on adult education by adult students and their age. It is used Spearman’s rho coefficient because the data do not meet the assumption of the parametric techniques.

Meanwhile the percentage of preferences of adult students is measured according to survey courses, single concept courses and the single theory courses.

The following table provides a summary of variables and the analytic procedures related to the paper question.
Table 1. Paper question, variables, and analytic procedures

<table>
<thead>
<tr>
<th>Paper Question</th>
<th>Variables</th>
<th>SPSS Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the relationship between the attendance of the single-concept courses on adult education by adult students and their age?</td>
<td>- Single concept courses</td>
<td>Spearman's rho</td>
</tr>
<tr>
<td></td>
<td>- Age of adult students</td>
<td>coefficient</td>
</tr>
</tbody>
</table>

2.4 Sources of error

The way this research was carried out intended to minimize non real results. However, like most of the studies made in the field of adult education, even this one is self-report based. As a result, the findings depend even on the students' acquisition of the questions in the survey as well as on the degree of sincerity they have completed the instrument with.

2.5 Research ethics

During the implementation of this study, all the stages of research ethics have been followed. It has firstly been taken the permission of the structures in charge of the faculties where the instrument was conducted. Subsequently, a sensitization of the research and its goal was done to the participants before they filled the instrument. They were guaranteed anonymity and asked whether they wanted to participate voluntarily in the study.

3. Results and Discussion

To analyze adult students preferences regarding to the type of courses they want to attend are used descriptive statistics, and more specifically frequencies.

The following table shows these results.

Table 2. Frequencies of adult students' preferences for the type of courses.

<table>
<thead>
<tr>
<th>Preferences for courses type</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Single theory courses</td>
<td>78</td>
<td>18.5</td>
<td>21.1</td>
<td>21.1</td>
</tr>
<tr>
<td>Survey courses</td>
<td>40</td>
<td>10.0</td>
<td>10.8</td>
<td>32.0</td>
</tr>
<tr>
<td>Single concept courses</td>
<td>251</td>
<td>62.8</td>
<td>59.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>360</td>
<td>92.5</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>31</td>
<td>7.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 2 it is shown that 10 %, of adult students prefer to attend survey courses, 19.5 % prefer to attend single theory courses and 62.8 % prefer to attend single concept courses. It is obvious that preferences of adult students are for the single concept courses, because this courses focus on the application of the concept to relevant problem.

To analyze the relationship between the attendance of the single-concept courses on adult education by adult students and their age it is used nonparametric correlation, and more specifically Spearman's rho correlation.

In table 3 is shown this relationship.

Table 3. The relationship between the preferences of type of courses and the age of adult students.

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Preferences for single concept courses</th>
<th>Age of Adult students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman's rho</td>
<td>Correlation Coefficient</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>1.000</td>
<td>.557</td>
</tr>
<tr>
<td></td>
<td>.008</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>249</td>
</tr>
<tr>
<td>Age of Adult students</td>
<td>Correlation Coefficient</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>.557</td>
<td>.000</td>
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<tr>
<td></td>
<td>250</td>
<td></td>
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<tr>
<td></td>
<td>249</td>
<td></td>
</tr>
</tbody>
</table>

**Correlation is significant at the .01 level (2-tailed)**
The relationship between age of adult students and their preferences for single-concept courses was investigated using Spearman’s rho correlation coefficient. From the preliminary analyses resulted that there exists a violation of the assumption of normality, linearity and homoscedasticity. For this reason nonparametric test are used.

From table below it is shown that there was a strong positive correlation between the two variables, rs = .587, n = 249, p < .0005, that indicates that growth of adult students age strongly correlate with the preferences of single-concept courses.

4. Conclusion

In conclusion, some results can be concluded at the end of this article. From the survey conducted in the population of students who attend part-time education in some public universities in Tirana, Korça, Elbasan, and Durrës, a sample of 400 students is used through the stages sampling method. Out of 400 adult students of the sample, just 130 are men and the other 270 are women, or 32.5 % are men and 67.5 % are women. It is used a Likert scale for gathering the data from the sample. Additionally, Cronbach’s alpha was run in order to assess internal consistency reliability for the scale used to collect the data. These scales have an acceptable internal consistency, with a Cronbach alpha coefficient reported .069.

A two tailed alpha level of .05 was set a priori and used for all the statistical tests.

The relationship between the attendance of the single-concept courses on adult education by adult students and their age was revealed using the Spearman’s rho correlation coefficient. It is used Spearman’s rho coefficient because the data do not meet the assumption of the parametric techniques.

In conclusion, from the statistical analysis it is revealed that there was a strong positive correlation between two variables, rs = .587, n = 249, p < .0005, that indicates that growth of adult students age strongly correlate with the preferences of single-concept courses.

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Bullying Phenomenon in Primary Education

Dr. Ledia Kashahu (Xhelilaj)
University “Aleksander Moisiu” Durrës, Albania
Faculty of Education, Department of Pedagogy, Lecturer
Email: kashahuledia@yahoo.com

Dr. Jozef Bushati
University of Shkodra "Luigj Gurakuqi", Albania, Advising Information Student Center
Email: jozefbushati@gmail.com

MA. Haxhire Osmani
Teacher at “Hamza Vlashi” school, Maminas Durrës

Abstract

The purpose of this study is to explore the phenomenon of bullying in elementary schools. To realize the goals of the study were applied a questionnaire adapted from the literature on a sample of 230 students 52.6% females (N=121) and 47.4% males (N=109) of 5-6 grades from the schools of Durrës District. The sample was selected at random. Data were developed with SPSS. The study realized that this phenomenon exists in Durrës District schools and the percentage of its appearance is that one in four students is a victim. The most common form of bullying is the verbal bullying. Bulls seems to be popular students while most of victims fall prey to these acts because their family origin.

Keywords: bullying, bull, victim, family origin.

1. Introduction

Recent years increasingly discussed phenomenon of violence in albanian society. During periods of transition and economic crises have led with themselves serious social problems. Media daily report to the ongoing acts of violence within the family. Researchers provide statistics and draw attention to institutions for the responsibility of protection, and educating a new generation. Based on Law 69/2012 of pre-university education, the school represents the most important institution of socialization and youngster and children. Its objectives are giving everyone the opportunity to develop any cognitive, psychological and social development for pupils and their support during this process. To realize this goal extremely valuable for the society is important that the flow of school pupils, not to risk from negative experience.

In Albania, although there are some recent attempt’s bullying phenomenon is not studied so much. Pre-valences of the few studies conducted, are extremely disturbing. Although not directly linked with bullying, in 2006 the Human Development Center conducted a study on “Violence against children in Albania” which came out very disturbing findings. According to researchers Tamo and Karaj (2006), 48% of the students interviewed for the study indicated, that they are physically abused by their classmates at school. In 2012, the Democratic Centre of Education (CDE) with the support of the Agency for the Promotion of Civil Society, conducted a study with quantitative nature, explorers with schoolchildren champion 9-year-old district of Tirana and Durrës. The findings were close to those of the researchers Tamo and Karaj (2006). Showed that 50% of students who have experienced trouble on themselves because of the ushtrimit exercise of Bullying behavior from peers. In studies conducted around the world over the prevalencene’s bullying by peers, shows that it varies from 10% to 30% (Solberg & Olweus, 2003

Bullying is considered a subcategory of aggressive behaviour by some distinguishing features. The last definition given by Olweus (1993) draws attention to several important factors.

- **Target:** Bullying acts physically, verbally or psychologically in order to offend, disturb or harm another person. “Persecutors” enjoins offends or strikes the victim and continues these actions, also sees that the victim feels very bad and anxious.
- **Intensity, continuity:** Bully behaviours are continues in time: even a single serious incident can be considered a
form of bullying, but the episodes are generally continues in time and verified by a high frequency. It is often persistent, can last for weeks, months, even years after the victims are very difficult to defend, but this does not preclude the fact that even a severe episode's act can called bullying.

- **Asymmetry of power-force**: The relationship between the victim and bullit is asymmetric, this means that there is a lack of equality in strength-power, therefore one of the persons involved have main power, while the other suffers rules without having the opportunity to defend. Lack of parity in power is due to the inequality of physical force. Bully is usually stronger than his peers and victims in particular, which tends to be weaker than the average of the group members.

In the act's bullying may include two or more persons. According Olweus (1978) involved persons can be divided into the following roles: a) **Bully**: one who takes the initiative to commit an act of violence against others; b) **Assistant of bully**: is he who causes to support bully prepotency without a primary role in creating conflict; ; c) **the victim**: he that suffers violence and vuan violence acts; d) **Advocates of victim**: those who actively intervene in defence of the victim comforting or interrupting the act of violence; ; b) **Spectator**: assisting in created conflict and does nothing to stop the violence, takes no position either in favour of bully or victim.

The study aims to study the prevalence of the bullying phenomenon of the schools for Durrës District and identify the most prevalent form of the school's bullying. Also, aim to discover connection of bullying phenomenon with family background of students

## 2. Methodology

The study was conducted with the participation of 230 students 52.6% girls (N = 121) and 47.4% boys (N = 109) who attend the 9 year schools of the Durrës District. Exactly, respectively with fifth and sixth grade students (aged 11-13 years). Students were selected randomly. The methodology was built in accordance with the need of gathering information, regarding the variables and relationships between them.

Data collection consists on administering of a questionnaire borrowed from literature "The Bully Survey" built by Prof. Dr. Susan M. Swearer which was adapted into Albanian and was partly used. It was used only the sections of the questionnaire related the scope of this study. Susan's bullying questionnaire aims to identify if subjects are Bully, victims or people who are not part of the phenomenon's bullying. Also, this survey measures how often bullying occurs. Selected participants for the study were informed in advance about the importance of completing these questionnaires as well as the way of fullfillment, after the explainations of definitions of the phenomenon. Was asked to give their consent for participation in the study. Also if they felt that a question of "harm" or can not answer the question, that they can leave without filling. Data collection was conducted during the period December-January 2013-14. For data processing was used statistical package for social science (SPSS)

## 3. KeyFindings

### 3.1 Prevalence of bullying phenomenon in the Durrës District's schools

Study results show that 77.1% or 180 students were not harassed in the last month but 23.9% or 50 of them report to the contrary. So nearly one in four students has experienced being harassed in the last month. Graphs Nr. 1 gives a clearer picture of this phenomenon by showing it graphically.

![Graphs 1. Percentage of students bullied (in any way physical, verbal, indirect, internet) in the last month](image-url)
3.2 Most widespread format's bullying in schools of the Durrës District

3.2.1 Physical's bullying

In terms of physical bullying results that 49.6% (114 students) or half of the students have not experienced physical bullying for last month. However, the other half of the students, which reports to have experienced physical bullying last month, this phenomenon appeared with different intensities of experiences. Specifically, 26.5% (61 students) or a quarter of the students reported frequency "1-3 times per month", 17% (40 students) or two to five students reported frequency "4-7 times per month" and 6.5% (15 students) have reported a very high intensity physical’s bullying reporting frequency "8-10 times per month or more".

Graph 2. Percentage of students bullied (physically) in the last month

3.2.2 Verbal bulling

In terms of verbal bullying turns out that's 47.4% (109 students) or nearly half of the students have not experience last month verbal bullying. However, the other half of the students, which reports to have experienced verbal bullying last month, this phenomenon appeared with different intensities of experiences. Specifically, 20.9% (61 students) or one of five students reported frequency "1-3 times per month", 16.1% (37 students) or one in six students reported frequency "4-7 times per month" and 15.7% (36 students) one in six students reported a high intensity's verbal bullying reporting frequency "8-10 times per month or more". Figure 3 gives a clearer picture of this phenomenon by showing it graphically.

Graph 3. Percentage of students verbally bullied in the last month

3.2.3 Indirectly bulling

Results of the study’s bullying regarding indirectly, indicate that 58.3% (134 students) or more than half of the students have not experienced last month indirectly bullying. However, the rest of the students, which reports that have experienced last month indirectly bullying, this phenomenon appeared with different intensities of experiences. Specifically, 19.1% (44 students) or one of five students reported frequency "1-3 times per month, 16.5% (38 students) or
one in six students reported frequency "4-7 times a month" and 6.1% (14 students) have reported a very high intensity indirectly bullying reporting frequency "8-10 times per month or more".

Graph 4. Percentage of students bullied (Indirectly bulling) in the last month

3.2.4 Cyber bullying

In terms of cyber bullying result that 76.1% (134 students) or more than half of the students have not experienced last month indirectly cyber bullying. However, the rest of the students, which reports to have experienced cyber bullying last month, this phenomenon appeared with intensity, "1-3 times per month", with 19.1% (55 students) or one of four students have reported one incidence.

Graph 5. Percentage of students bullied (cyber bullied)) in the last month

3.3 Bullying phenomenon and its connection to the background of students

The correlation analysis noted that there is a positive relationship between being a victim of bullying and arrival in Durres Region in the last 20 years. More specifically, the arrivals from the South and the Middle of Albania have a moderate positive relationship being the victim's bullying, and has a substantial positive relationship between being victim's bullying and coming from areas of Northern Albania.

Table 1. Relationship between the student's family background and being a victim of bullying

<table>
<thead>
<tr>
<th>Background of the family</th>
<th>Victim of bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Victim of bullying</td>
<td>1</td>
</tr>
<tr>
<td>2. Over 20 years, that live in Durrës</td>
<td>.149</td>
</tr>
<tr>
<td>3. Coming from Northern Albania</td>
<td>.696**</td>
</tr>
<tr>
<td>4. Coming from South of Albania</td>
<td>.381*</td>
</tr>
<tr>
<td>5. Coming from Middle of Albania</td>
<td>.295**</td>
</tr>
</tbody>
</table>

Note: * p<0.05. ** p<0.01.

4. Discussion

Regarding the first goal of this study, relates to the need of performing an analysis, if there is bullying behavior in schools
where the study was conducted, we can say that there is bullying behavior and exists in a high percentage if we compare with this studies conducted in other countries, which show that 15% of teens aged students, engage in bullying behavior, while the victims turns out to be 9% of them, but still much lower than other studies conducted in Albania. In their study Solberg & Olweus (2003) state that it's bullying prevalence and incidence varies from study to study due to methodology used, how the measurements are made. In this study show that 23.9% of students aged 11-13 or one in four students is the victim's bullying. Albanian society has often proved to be a violent society and this figure so high, that students report that's bullying victims feel is very disturbing because it shows that not expect a better future in this regard.

The study showed that the four main forms of bullying are present in the school's of Durres District, which seems that form with high frequency is that of verbal bullying who turns out to be 52.6%, followed by physical bullying 50.2%, 41.7% indirect bullying and cyber bullying 23.9%. Although verbal bullying rate is higher than with physical, when calculating the intensity of the phenomenon, if we refer to its appears, where it is four times and more per month, that's bullying observed in the physical bullying (value of 33.5%) and verbal bullying (value of 31.8%). This means that between these two forms there is small differences of bullying. Indirectly bullying pursues two first forms and if we refer to the frequency of the show that bullying phenomenon from four to ten times more than, would have 22.6% of students who report this. Regarding cyber bullying, he does not appear in any case with the frequency from four to ten or more times, and we think that it is associated with low rates of electronic devices that hold students aged 11-13 years. Situation appear very worrying, if we think that what may produce in the future such a high incidence of this phenomenon.

What the study revealed, is fact that students associate their behaviour with others, with family origins of their peers. The study found that the relationship between being a victim's bullying is substantial when the student moved from Northern part of Albania in Durres Region, and this relationship is moderate when newcomers come from the South or Middle part of Albania. This fact is incentive to undertake further study for understanding why there is such an attitude to students who come from the northern areas. These findings will help teaching staff to facilitate the adaptation of these students in the new host environment. Currently based on the findings of the study in question, given signals that teachers and parents should increase attention to children coming from an area of Albania in another, to achieve a better fit.

Based on the findings of this study, we believe that would serve for the issue to create training programs for teachers and parents to understand the phenomenon's bullying. Schools should invest in measuring the level of their school's bullying. Based on the findings of surveys conducted, they can build up a strategic plan, to cut roads as possible of this phenomenon. On the other hand, should be established in every school in collaboration with the teaching staff, clear rules for punishing behaviours of bullies in the internal regulations of the school and to make clear these sanctions to pupils and parents.

Bullying is a form of pressure where the victim for the reason of the superiority of a peer, experiencing severe distress, impairment of personality and in some cases exclusion from the peer group. This phenomenon is not only a serious problem for the victim of acts of violence but for all those involved and aware of these episodes, the climate of tension and uncertainty that is placed in the environment where these acts occur. Knowing the depth of this phenomenon, it is necessary because as we are informed for it, with its consequences, more prepared we will be for measures to be taken, in terms of reduction of such acts of not only physical violence, demonstrated more often in school environment. This empirical knowledge will help us to understand how to operate the parents, teachers as well as children themselves, victims of acts bulliste. Protection's bullying phenomenon is an important part of safeguarding and respecting the rights of individuals.

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Ligji Nr.69/2012 Për Arsimin Parauniversitar në Republikën e Shqipërisë

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The Opportunities for Resolve the Certification Problem for E-Commerce Application in Albania

PhD candidate: Shqiponjë Açka

Lecturer of accounting in University “A. Xhuvani”, Elbasan, Albania
ackashqiponja@yahoo.com

Abstract

The purpose of this paper is to study the ways in which can be made possible certification of virtual pages created by Albanian companies in order to realize electronic commerce. The main reason for this certification is to be increased the trust level of buyers’ participants in virtual trade model. Foreign studies show that the security of virtual buyers is an important factor in the success of electronic commerce. Based on the conclusions of these studies, for businesses that tend to apply electronic commerce by Albania in this paper we presented three possible options of certification for resolving the current problem of this model trade:- Certification from international organizations specialized in trust services - Selling products into space purchased in virtual shops of certified companies - Use of personal privacy agreement To provide conclusions based on buyers perceptions regarding to the level of trust offered by each alternative, in this paper I will also realize a questionnaire addressed to the Albanian virtual buyers. Taking in consideration their perceptions we will realized one analyze through the use of statistical methods. This analyze will help me to draw the conclusions of this study. In order to provide more clear conclusions in this research, I will study only the certification of electronic commerce for increasing trust and will not been included in paper other factors that may affect the success of a virtual model of trade.

Keywords: E-commerce, trust services, Albanian registered accounting experts, Albanian virtual buyers

1. Introduction

1.1 Situation of e-commerce application in Albania

The increase of the number of computer technology and the internet’s users attempt the added premise application of electronic commerce by businesses operating in Albania. Initially, the first companies in Albania who attempted to create their web pages used it only for advertising the company itself and the products they offer. Many websites continue also yet to have this feature.

First companies that started using websites to make sales were virtual tour companies. Significant is the fact that even today the only company to continue to realize sales through internet belong to this sector. Many buyers in this market remain largely foreigners and Albanians1 tend to buy travel tickets through the internet and it seems like ever increasing in number compared to the first years of using this model.

Another sector which attempted to develop by applying virtual sales sector in Albania is also selling used cars. Most of these pages were opened just as informative site but some later returned to the merchant site. Unlike travel companies, which were businesses, virtual market sales of vehicles are used primarily by individuals belonging to unregistered businesses. Because of low reliability and lack of security, number of buyers in these pages was found to be almost zero2. This prompted them to return back to the origin, like the site simply informational and advertising.

Currently there is a tendency of some Albanian companies3 which use their web sites not only for information but also provide the opportunity for virtual sale of their products. Also for individuals, sites such as Ebay, amazon.com, etc., have created the opportunity to become part of the virtual world markets through the sale of personal products in these pages versus a commission.

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1 Besides the lack of confidence also the high numbers of ticket agencies in Albania cause this situation. It has often unnecessary use of virtual pages for purchase.
2 But there is no official evidence and from unofficial information has been confirmed that the number is zero.
2. Trust Services in Albanian Economy

From several years now electronic commerce is a commercial model known from Albanian companies and individuals. But the facts show that websites created to realize electronic commerce by companies or individuals in Albania does not contain any of the trust seals for certificate these services. Absence of certification of websites is considered as one of the reasons why Albanian internet sites are considered unsafe to conduct virtual trade.

In the current situation in Albania audit services provided by auditors are not perceived in the importance that they should have really. From the major part of Albanian companies audit services are contracted simply because they have legal obligations to make possible the implementation of certain procedures. For the reason that security services currently are not covered by the Albanian legislation, these services are almost unknown in Albania.

However, in the manner that the electronic commerce becomes applicable and successful in Albania, as much as is known, it is necessary to be studied how trust services can be provided with competence and quality.

3. The Position of Trust Services in Training Period of Chartered Accountants Registered in Albania

3.1 Knowledge training of Chartered Accountants Registered in Albania during the internship

Until April 2013, the number of Chartered Accountants Registered in Albania was 200 experts. To be licensed as a certified public accountant, according to Albanian law, candidates must attend a mandatory internship period at a vocational expert. During this period, which lasts 3-5 years, candidates must also make annual mandatory training and are tested on the knowledge gained during the training. Knowledge training during the internship includes:

- Knowledge of accounting and financial reporting GAAP
- Knowledge of accounting and financial reporting according to IAS / IFRS
- Audit of Financial Statements prepared for general use

Each of these modules includes 40 hours of mandatory training.

3.2 Comparison of knowledge required for the provision of trust services and knowledge that get Albanian public accountants in mandatory training

The following table reflects the knowledge needed to take the title for the provision of trust services for electronic commerce, the knowledge that are needed to be certified as an expert accountancy registered in Albania and training that have make Albanian auditors for 2013. The goal is to study how Albanian experts are able to provide trust services competently.

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4 Webtrust or Systrust
5 This is more reason for foreigners who recognize the trust services and know how to check the validity of the trust seal and opinions of auditor expressed in the report of the engagement. In Albania only a very small fraction of individuals recognize the trust services and guarantee that they offer.
6 www.ieka.gov.al
7 This period depends on the form of commitment, service contract or contract of employment.
8 These are tests that must be passed to be certified as a specialist in the U.S. for providing trust services.
Table 2.1: Comparison of knowledge needed for trust services and knowledge that get Albanian public accountants in mandatory training

<table>
<thead>
<tr>
<th>Testation for certification for trust services</th>
<th>Tests to become certified public accountant registered in Albania</th>
<th>Areas of training of public accountants registered in Albania in 2013</th>
</tr>
</thead>
</table>
| Section 1 - Risk assessment                 | Exam 1: Accounting, financial reporting and analysis of financial statements  
- Financial Accounting  
- Cost Accounting and management  
- Analysis of Financial Statements | Updates with changes in tax legislation in the Republic of Albania  
- VAT, Income tax, excise, etc. |

| Section 2 - Considerations for fraud        | Exam 2: The civil law, criminal code, business legislation and code of work in Albania  
- The civil rights - civil code and code of civil procedure  
- Business Legislation  
- Criminal Legislation - criminal code and code of criminal procedure  
- Labor legislation - Labor Code and the Law on Health Insurance  
- Bankruptcy Law  
- Prevention of money laundering and terrorist financing | Legal treatment of the merger, separation and absorption of the business entity |

| Section 3 - Internal control and total control of information technology | Exam 3: Code of ethics for professional accountants and standards on specific concerns  
- The organization of the profession of Chartered Registered Accountants  
- Professional Ethics  
- Conduct of audit in accordance with international auditing standards  
- Professional Standards to implement other security commitments, review and other similar commitments but different from the audit of financial statements for general use. | Procedures to be followed in case of bankruptcy of the companies |

| Section 4 - Evaluation, Testing and Reporting | Exam 4: Organization, management, administration and internal control of the business, including information systems and computing  
- Basic principles of organization and management of business  
- Information Systems  
- Internal controls, components and its organization  
- Administration of the business, the role of the Code of Good Governance. | Consolidation accounting treatment in the financial statements prepared under IFRS and NAS |

| Section 5 - Information Management and Business Intelligence | Exam 5: Fiscal legislation in the Republic of Albania  
- Administration of the fiscal obligations in the Republic of Albania, the procedures followed for the collection of taxes. Tax structure.  
- Authorities responsible for taxes at the national and local level  
- Personal Income Tax  
- Value added tax  
- Local Taxes  
- Excise and Customs duties  
- Social security and health | Expected improvements in National Accounting Standards in the Republic of Albania  
- Determining Materiality in Audit of Financial Statements |

So, obviously, candidates registered for auditors aren’t tested in their mandatory training and testing outsourcing for information technology knowledge. Only examination of the third and fourth testing included knowledge of trust services and information technology but the significance of these findings occupies only 10% of the total points. While mandatory training included no knowledge on information technology training but the training are based on the application of standards for specific aspects, to audit the financial statements for general use as well as to recommendations for improvements to be made to legislation fiscal.

In conclusion, based on the knowledge gained in training, we can say that: not only companies but also auditors do not recognize Albanian trust services and currently aren’t trained for providing these services with competence and

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9 [www.ieka.gov.al](http://www.ieka.gov.al)
4. Possibilities of Resolving the Problem of Virtual Trade Certification Offered by Businesses in Albania

Virtual pages of companies that implemented electronic commerce from Albania are not equipped with the security seal to be certified as reliable company for customers. Lack of certification by a credible authority creates difficulty for these companies often bringing into bankruptcy and closure of the site or its use only to provide information to buyers.

To ensure customer confidence, companies that tent to apply electronic commerce from Albania have some alternatives:

1. To be certified in international programs offered by international organizations

Every company, regardless of geographic location, has the right to apply to a program of certification for virtual trade offered from international organizations. If companies operating in Albania aim to be certified by international programs, they can apply to be equipped with one of the seals: VeriSign, CPA WebTrust, TRUSTe, BBBOnline or TruSecure. If we compare the costs of the application on each of these programs, the situation is as follows:

Table 3.1: Costs of issuing trust seals from international organizations

<table>
<thead>
<tr>
<th>Trust seal</th>
<th>VeriSign</th>
<th>CPA WebTrust</th>
<th>TRUSTe</th>
<th>BBBOnline</th>
<th>TruSecure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs</td>
<td>$100000-$1500000 Variable annual commission</td>
<td>Over of 8000$</td>
<td>299$-6999$</td>
<td>150$-3000$</td>
<td>Over of 40 000$</td>
</tr>
</tbody>
</table>

As the table shows, the costs of involvement in international certification programs are high for companies operating in Albania. However, financial condition remains not the only obstacle. Also, companies must meet a variety of other conditions related to safety before to join these programs.

Given the orientation of companies operating in Albania to lower costs as in the software selection as well as selection of computer equipment needed, we conclude that only a very small number of these companies can be qualified for certification with security seal.

However, within this alternative exists another option for companies that implement electronic commerce from Albania: equipped with security seals issued by the Albanian accountancy specialists. Actually we haven’t Albanian accounting specialists certified to provide trust services for electronic commerce but this could be a great opportunity for younger generations of accounting experts. Younger accounting experts who are equipped with the best knowledge for technology information, some of whom work in foreign subsidiaries auditing companies that operate in Albania, can undergo testing to obtain a license by AICPA or CICA and get experience to the parent auditing companies. This could be a great opportunity not only to take the CPA WebTrust service at a cost affordable by companies in Albania but also to increase the number of services and revenue for Albanian accounting experts.

2. To function by conducting electronic commerce on the official websites of known companies

The realization of electronic commerce in this form can’t allow Albanian companies to create their own webpage, but they will be forced to sell in the sites of known companies since their credibility and prestige is guaranteed by their name. Costs of implementation of electronic commerce through this alternative are known and published. However, one of the biggest benefits of the implementation of trade under this alternative is the fact that actual and potential buyers in these pages are numerous. While the biggest difficulty for companies that want to implement electronic commerce via...
this method is to create a personal image and reputation which directly affect the success of their initiative.  

3. Establish agreements preserving personal privacy

Companies operating in Albania and want to become part of the virtual market but can not afford the financial cost of the security seal, are able to ensure the trust through the development of privacy agreements. One such example is the case of Amazon.com, company that guarantees security for virtual buyers through personal agreement.

However, although this option can be considered as alternative with less financial cost, it is not successful for all companies. Privacy agreements can be trusted by buyers when they are provided by virtual well-known company and reputable in the business. For this reason, if this option is chosen and will be applied by the unknown company the risk of failure of their initiative would be too high.

5. Criterion of Signs to Determine the Best Alternative to Solving the Problem of Certification under Perceptions of Albanian Virtual Customer

To determine which of the alternatives mentioned in the above case, in terms of problem solving certification websites where electronic commerce is realized, is more reliable and urges more Albanian potential buyers to make real purchases in Albanian virtual companies we have tested criteria used Cruscal – Wallis analyze. Reasons for selection of this statistical method are:

- Information that is used to test belongs to a nominal level and it does not allow us to use parametric methods for testing.
- The study has three alternative choices for analysis which are considered three different populations
- Each of the respondents has the right to respond to the perceived level of trust for each option

Hypotheses rose in this part of the paper which will be tested through the use of Cruscal -Wallis criterion is:

Ha: Three alternatives for guaranteeing trust in the virtual pages of Albanian companies not affect the perception of the same level of security to Albanian virtual buyers

Assumptions relevant for this study are:

- Distribution of data is assumed to be normally distributed.
- The error margin allowed in this study was α = 0.05 (5%)

To prove the hypothesis rose in this study according to the ranking criterion Cruscal - Wallis is necessary to be calculated two statistics, factual and theoretical. Since in the study we have three populations the statistics that will be used is $\chi^2$ statistics.

The formulas used for finding statistics are as follows:

$$W = \frac{2}{n(n+1)} \sum \frac{R_i^2}{n_i} - 3(n+1)$$

$$\chi^2 = \chi^2_{0.05}(k-1) = \chi^2_{0.05}(3-1) = 5.99$$

d.f.

Results of the study after replacing indicators in the formula are:

$$W = 217.88 \text{ nd}$$

$$\chi^2 = 5.99$$

Based on the results we can say that, since $W > \chi^2$, Ha hypotheses raised in the above is verified. So, as a conclusion we can say that Albanian virtual buyers have different perceptions regarding the guarantee that each of the trust alternatives offers. Also, if we look at the distribution of data regarding the perceived of guarantee by Albanian virtual buyers, we conclude that the alternative of certification of virtual pages in international companies is the alternative which offers more security. Alternative of use by Albanian virtual companies of popular websites also creates an acceptable level of trust while is perceived low level of security if the companies would use privacy agreements to ensure trust. Personal privacy agreements are quite used by foreign companies but aren’t perceived trusted from Albanian virtual buyers. The main reasons are:
Albanian fiscal legislation for virtual companies doesn’t exist and therefore personal privacy agreements will not provide any warranty in the conditions of controls absence.

Virtual companies operating in Albania currently aren’t enrolled in any public institution operating in conditions of complete anonymity. This affects the invalidity of privacy agreements created by the virtual company.

However, in this study it is noted that there are differences in terms of perceived security option as most trusted by Albanian buyers. For this reason, we think that the education level of respondents may have influenced the creation of these differences and to test statistically this trial we used statistical method of independence criterion to determine whether or not affects the respondents’ education level in their perception of trust.

Hypothesis raised is:

*H₀*: Alternative perceived like more trusted depends on the education level of the respondents

The survey data are interval scale and is therefore acceptable use of a parametric method such as the method of control hypothesis based on the criterion of independence. To follow control procedures in order to establish hypotheses rose above shall be calculated values of two control statistics, statistics theoretical and factual statistics. Statistics used in this statistical model is $\chi^2$ statistics (Chi-square).

The formulas used by this method for finding the control statistics are:

\[
\chi^2_{\text{factual}} = \sum_{i=1}^{n} \frac{(O_i - E_i)^2}{E_i}
\]

\[
\chi^2_{\text{theoretical}} = \chi^2_{\text{observed}}(0-1) \times (0-1) = \chi^2_{\text{observed}}(0-1)(0-1) = 9.49 \text{ d.f.}
\]

Results of the study after replacing indices in formulas are as follows:

\[
\chi^2_{\text{theoretical}} = 9.49 \text{ d.f.}
\]

\[
\chi^2_{\text{factual}} = 40.01 \text{ d.f.}
\]

Based on the results of the study we can say that, because $\chi^2_{\text{factual}} > \chi^2_{\text{theoretical}}$, hypothesis raised in the study is verified. Thus, respondents’ education level affects the perception that they have regarding the guarantee that each of the alternatives offers. The data show that lowering the level of education increases the number of people who perceive that trust must be guaranteed by foreign professional bodies. Those respondents with higher education have an almost equal split in terms of perceived trust from international professional bodies as well as the use of known websites to carry trade. Interest reflects the fact that we have a high percentage (approximately 21%) of people who have a lower education level than secondary education to perceive that personal privacy agreements can be a guarantor of trust for Albanian virtual companies. A possible explanation of this outcome is the reason that this part of the study’s population fails to perceive the real meaning of the term privacy agreement.

6. Conclusions

Statistical data associated with the application of electronic commerce by businesses in Albania are scarce. This
conclusion also is accepted by studies carried out by INSTAT\textsuperscript{18}, which determines that it is necessary to be registered businesses that apply electronic commerce from Albania in order to have full and official statistics.

In the current conditions in Albania although that are performing their activities more accountants and auditors we conclude that trust services can not be provided with competence. This conclusion is based on the fact that accountants and auditors in Albania did not undergo training on information technology and trust services. For this reason, businesses that implement electronic commerce from Albania must find other ways to certify websites and computer programs that are used for virtual trading and can not contract Albanian experts.

Option that provides more security for Albanian virtual buyers to participate in electronic commerce conducted by Albania is certification websites from companies or international institutions specialized for trust services. We deem that this is the right option in Albanian economic environment where uncertainty is high and buyers.

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http://www.amazon.com
http://www.truste.org


www.ieka.gov.al
www.truesecure.com/
www.verisign.com

Appendix: Questionnaire

1- What is your educational level?
   a) High
   a) Medium
   b) lower than the medium

2- Do you make virtual purchases in Albanian website’ companies?
   a) Yes
   b) No

3- Do you think that websites of Albanian virtual are safe?
   a) Yes
   b) No

4- On a scale of 1-5, determine the perceived level of your trust regarding the three alternatives that guarantee security in electronic commerce.

| Certification from international organizations specialized in trust services |
|---------------------------------|---|---|---|---|---|
| Selling products into space purchased in virtual shops of certified companies |
| Use of personal privacy agreement |

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<thead>
<tr>
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<tbody>
<tr>
<td>Certification from international organizations specialized in trust services</td>
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<td>Selling products into space purchased in virtual shops of certified companies</td>
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<tr>
<td>Use of personal privacy agreement</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

5- What is the reason for this perception?
Specify__________________________________

Thank You!

\textsuperscript{18} Albanian Institution of Statistics
The Policy of the Balkan Countries towards Albania and the Balkan Pact (1934)

Dr. Esilda Luku

Faculty of Political Sciences and Law, University “Aleksandër Moisiu”, Durrës, Albania
Email: esildaluku@yahoo.com

Abstract

This paper aims to analyze the political situation in the Balkan and the influence of the European Great Powers to guarantee peace and stability in the region. It is focused on the diplomacy of the neighboring countries towards Albania concerning its participation in the Balkan Pact, signed in Athens, on February 9, 1934. At first, Italy put under pressure the Balkan states, particularly Greece, that in case of Albania admission to the Pact, their relations undermined. Rome insisted on maintaining its dominance on Albania considering it an Italian protectorate. Secondly, the Balkan neighbors refused to invite the Albanian delegation sign the Pact of the Balkan Agreement due to its sine quo non condition on the solution of minority’s issues. The Balkan Entente between Romania, Yugoslavia, Greece and Turkey intended to foster cooperation and their economic and political integration. Also its purpose was to ensure the territorial integrity and the political independence of the Balkan countries, thus the geopolitical status quo in the region.

Keywords: Balkan countries, Albania, Italian diplomacy, geopolitical status quo, Pact of Balkan Agreement

7. Introduction

In the early 1930’s, the Balkan countries faced with the necessity to overcome the effects of the Great Depression (1929-1933) and to resist the pressures of the Great Powers encouraged the idea of a Balkan unity. Its purpose was to maintain the geopolitical status quo in the region and further develop the economic, political, social and cultural cooperation between the Balkan neighbors (Castellan, 1996: 456). So, they would guarantee peace and stability in the peninsula.

The Balkan movement began by Alexander Papanastassiou, leader of an agrarian party and former prime minister of Greece. He proposed the organization of semiofficial conferences where politicians and intellectuals discussed the possibility of a Balkan federation (Puto, 2009: 520). This project was approved by the governments of Greece, Turkey, Yugoslavia, Romania, Bulgaria and Albania. The last one, too, accepted the invitation of the Greek Head of the Parliament, Joannis Tsirimokos, to participate in the first Balkan Conference, taken place in Athens, October 5-12, 1930, which would contribute to a stable unity and Balkan’s progress (Gazeta shqiptare, 1930: 2). The Albanian monarchy used this diplomatic event to reduce the influence of Italy and attend an independent foreign policy (History of the Albanian people, vol. 3: 308).

Based on the support of the League of Nations and the Balkan civil society, four conferences were held, in Athens (1930), in Istanbul (1931), in Bucharest (1932) and in Thessaloniki (1933) that established a number of commissions to deal with nonpolitical issues, such as: economic affairs, intellectual cooperation, communications, and social and health problems (Stavrianos, 2000: 737). These meetings helped the Balkan delegations understand that only mutual collaboration with peaceful means may solve the disagreements and improve their fate. This perception led to the signing of the Balkan Pact, on February 9, 1934 (Ora, 1930: 1).

8. Albania and the Pact of Balkan Entente (1934)

The Foreign Affairs’ Ministers of Balkan Countries held consecutive discussion aimed at preparing the project of the Balkan Pact. They shared different opinions regarding its content. The Romanian diplomat Nicolae Titulescu advocated a general formula to ensure the territorial integrity in the region, meaning the maintaining of the status quo. This proposal was rejected by the Yugoslavian authorities who considered the agreement incomplete without the presence of Bulgaria. Such declaration dissatisfied the representatives of Greece and Turkey that recognized the potential threat of their lands along the Aegean coast from the advancement of Serbia-Bulgarian partnership. Even Romania wanted to preserve its position in Dobrich and Danube, for that reason it didn’t see positively the same time adherence of Yugoslavia and Bulgaria to the Balkan Pact based on mutual agreement. Otherwise, Yugoslavian minister, Jefitch, emphasized the importance of good neighborhood in the southeast borders and also the inclusiveness of Albania in every Balkan Unity (Gazeta e Korçës, 1934: 1).
But, the Prime Minister of Greece, Tsaldaris, didn’t support Albania join the Balkan Pact due to its specific political orientation, referring to the close relationship with a non-Balkan state, like Italy. The Albanian delegates opposed this viewpoint by arguments on the natural cooperation between their country and other Balkan neighbors. They admitted the friendship with Italy build on bilateral interests. On one hand, the Albanian necessity for an ally, and, on the other hand, Italy was interested in an independent and strong Albania in the Balkan. However, this relation differed not very much from that of the neighbors with the Great Powers (Meksi, 1934a: 1).

The difficult negotiations continued with the Bulgarian Prime Minister requests, in return for its adherence to the Balkan Pact. At first, Mushanoff asked the Greek government to acknowledge the full sovereignty for Bulgaria of an area and a port in the Aegean Sea. Secondly, Yugoslavia ought to guarantee the Bulgarian minorities in Macedonia the right of education and worship in their own language. Thirdly, the Executive Head of Bulgaria required a diplomatic formula that included the article 19 of the Statute of the League of Nations regarding the re-examination of the treaties (Gazeta shqiptare, 1934: 1).

These claims were unacceptable especially for Beograd and Athens, thus the Bulgarian minister in Greece informed Mr. Tsaldaris that his government in Sofia encouraged good relations with neighbors, but couldn’t join the Balkan Pact (Besa, 1934: 2). According to the Bulgarian newspaper “Demokratieszki Sgovor”, if Bulgaria singed the agreement, it was equal to the recognition of Neuilly Treaty and the abandonment of historic rights and national duties. The abstention of Bulgaria would undermine the Balkan Pact (Gazeta shqiptare, 1934: 1).

Meanwhile, the Foreign Minister of Greece, Mr. Maximos, took a long journey to the European capitals intended to make the Great Powers known the objectives of the Balkan Pact. After the visit in Paris, the Greek diplomat met the Italian Head of Executive, B. Mussolini, in Rome, to explain that the main aim of the agreement was the peace consolidation in the Peninsula. He rejected the views of certain Italian political groups who considered the Balkan Federation as a mechanism in favor of Little Entente and in opposition with other powers, particularly Italy. The purpose of their attitude was to impede the efforts of the Balkan countries to have an independent existence, based on the political agreements and the economic cooperation, in order to ensure the sovereignty of the participant Balkan states. After the Italian approval, Mr. Maximos found the support of Foreign Office, too (Gazeta e Korçës, 1934: 1).

The Pact developed during negotiations in Geneva between the Foreign Ministers of Romania and Greece, with the consent of Yugoslavia and Turkey, to be concluded in Beograd, on February 4, 1934. The diplomats of the four Balkan countries signed the Pact during a solemn ceremony in the Academy of Athens five days later. The agreement was composed of a preface, three articles and a secret protocol. In the preface was mentioned that “1) the four countries will contribute to peace consolidation in the Balkan; 2) they are determined to maintain the existent territorial order in the peninsula; 3) elaborate the Kellogg-Briand Pact and the decisions of the League of Nations relating to the peaceful way of conflict solution and 4) respect the treaty obligations signed previously” (Besa, 1934: 2).

Furthermore, the provisions of the Balkan Pact were as follows: “Article 1 - Yugoslavia, Greece, Romania and Turkey shall mutually guarantee the security of their Balkan borders. Article 2 - The Contracting Parties agree to take measures in case of threat to their interests as defined by this agreement. They assume the obligation not to take any political action towards any other Balkan country which is not a signatory to the Pact, without a prior mutual notification and not to assume any political obligation towards any other Balkan state without the consent of the other Contracting Parties. Article 3 - The Agreement will come into force upon its signing by all the Contracting Powers and shall be ratified within the shortest possible time. The Agreement will be open for accession to any Balkan country which shall be taken into favorable consideration by the Contracting Parties and shall be put into effect as soon as the other signatory countries notify their consent” (Vatra, 1934: 1).

Albania was not invited to sign the Balkan Pact. The neighbors, Greece and Yugoslavia blamed the Albanian government not to have participated in the agreement, intended to avoid their historical responsibilities. Though conscious of its need for collective security from the Balkan and extra Balkan threats, the neighboring countries were indifferent to the Albania’s efforts to adherence to the Pact, for many reasons: at first, they felt powerless to compete with the Italian policy and had doubts about the possibility of Albania separation from the influence of Italy. During his visit in Rome, the Greek Minister of Foreign Affairs, Mr. Maximos, was ordered not to accept Albania in the Balkan Pact. Secondly, the participation in the agreement enabled the Albanian government to cooperate with the member states to resolve the minority issues and avoid each compromise at its expense. Thirdly, the Albania accession to the Balkan Pact meant a stabilized and a consolidated state that was not in conformity with the Greek and Yugoslavian goals. They wanted a weak state and an ineffective government to justify their plans for the partition of Albania (Bakalli, 2001: 67-70).

According to Bernd J. Fischer, Albania adherence to the Pact would meet a partial success. On one side, it was an alternative for King Zogu to reduce or totally eliminate the Italian influence. But, on the other side, the Albanian government lacked the financial assistance from the neighbors. Romania and Turkey were less interested in the welfare
of Albania. Greece feared the international complications in case of engagement. Yugoslavians, despite their promises for economic support, faced itself too many financial difficulties. Thus, there were no good chances for Albania’s acceptance in the Balkan Pact (Fischer, 2004: 235-236).

The Great Powers, like France and Britain, welcomed the agreement, but, at the same time, expressed their regrets for the absence of Bulgaria and Albania as Balkan states. The British newspapers “The Times”, “The Daily Telegraph”, “Daily Mail” and “The Morning Post” emphasized the geostrategic position of Albania as a crossing bridge between West and East and its role in the region peacekeeping (Besa, 1934: 2). Even the French senator Justin Godart admitted the significance of all Balkan countries collaboration in favor of maintaining the established order in the peninsula (Llagami, 1934: 4).

The printed media also commented widely the lack of Balkan Pact deadline. The Greek newspapers considered this fact similar to the Pact of Locarno. In concrete terms, the time flexibility of the agreement referred to the last article that declared the Pact remained open for the other Balkan countries to sign (R. D., 1934b: 1). But, the Albanian diplomatic position in the region was complicated. It was like “a man in between two chairs”. The relations with Italy had changed and the country was outside the Balkan unity. However, the Albanian government clarified that the friendship with Italy didn’t mean an approval of its dominance in the Balkan (Meksi, 1934b: 1).

The Pact was highly criticized by “The Times” newspaper in London, too. The article accused the signatory Balkan countries for the delay in realizing the ideal of Balkan unity for the interest of peace consolidation in the region. The advantage of Greece, Turkey and Romania seemed to be the obstacle to the movement of an independent coalition between Yugoslavia and Bulgaria. As well as Athens and Istanbul called it a warning against a potential Slav pressure to advance of Greece, Turkey and Romania seemed to be the obstacle to the movement of an independent coalition between Yugoslavia and Bulgaria. As well as Athens and Istanbul called it a warning against a potential Slav pressure to the Aegean coast. Even Romania believed that its southern borders were better ensured by maintaining the existing balance of power in Balkan. While Yugoslavia was free to engage in a political activity with Bulgaria, after the prior notification to the contracting parties (Gazeta e Kërçës, 1934: 1).

“The Times” article added that the Balkan Pact was in contradiction with its name because it excluded Albania and Bulgaria. The remark was justified. Romania and Yugoslavia was European as much as Balkan countries. The main interests of Turkey were focused on Asia Minor. In some way, Greece was a Mediterranean state. Only Bulgaria and Albania didn’t have extra Balkan borders. The non-participation of Albania, an Italian ally, was caused perhaps by Greek and Turkish diplomacy that wanted to avoid the break of the relations with Italy. On the other hand, the signatory Balkan countries intended to join Bulgaria to the Pact, but they didn’t achieve their objective because Sofia insisted on the re-examination of the treaties (Vatra, 1934: 1).

Likewise, the Greek opposition rejected the content of the Balkan Pact because it was not in conformity with the foreign policy of Helen Republic (R. D., 1934a: 1). The Head of the Greek liberals, Venizelos, called the agreement a dangerous diplomatic act for Greece, mentioning the existence of a secret annex that stipulated military obligations, as follows:

“Article 1 - Any country will be considered as an aggressor who has committed one of the acts of aggression foreseen by Article 2 of the London Convention on July 3-4, 1933.

Article 2 - The Balkan Pact is not directed against any Power. Its aim is to guarantee the security of the Balkan frontiers against any aggression on the part of a Balkan State:

Article 3 - However, if one of the High Contracting Parties is victim of an aggression from any other non-Balkan Power and if a Balkan State participates in this aggression, either simultaneously or subsequently, the Balkan Pact will produce its full effect with regard to such Balkan State. …

Article 7 - The Balkan Pact is a defensive instrument; consequently the obligations proceeding from this agreement cease to exist for the High Contracting Parties in respect of any signatory Balkan state which should become an aggressor against any other country”. (Gazeta shqiptare, 1934: 1)

Concerning the above provisions, Venizelos argued that, if Italy attacked Yugoslavia from the Albanian territory, Athens based on the Pact would intervene militarily in Yugoslavia, so the war against Italy and Albania would be disadvantage for Greece, referring to the Italian great naval power. Thus, the former Prime Minister of the Helen state suggested the admission of Albania to the Balkan Pact (Kuvendi Kombëtar, 1934: 1).

On the contrary, the Greek newspaper “Proia” reasoned that Venizelos had forgotten that not every disagreement with Italy ended in a military conflict. Not only because of their friendship relations, but also the basic logic would prevent Italy to require the hostility of Greece and Turkey. Also each conflict between them would be subjected to the arbitration procedure provided by the Italian-Greek Pact (Gazeta shqiptare, 1934: 1).

However, the Greek political parties in opposition, at the meeting chaired by the Prime Minister, Tsaldaris, put under pressure the government that no ratification of the Balkan Pact was possible if the Foreign Affairs’ Minister, Maximos, would not read the following declaration in the Parliament: “Greece was not obliged to fight against an extra-
Balkan state though it was an ally of Bulgaria or Albania”. This formula contested the content of the Pact secret protocol (Shpuza, 1998: 77). Moreover, the Balkan Pact itself had not the expected value due to great restrictions. The contracting parties agreed to ensure only their borders in the Balkan, while an attack from other boundaries constituted no obligation for a joint action (R. D., 1934b: 3).

In early April 1934, was held in Athens the Council of the Balkan Conference. The head of the Albanian Balkan Group, Mehmët Konitza, refused the invitation of A. Papanastassiou and the representative of the American Institute “Carnegie”, Babcock, to participate in the Council session, because of the dissatisfaction of the public opinion in Albania. He called the Pact in contradiction with the Balkan interests (Vatra, 1934: 1). Since the First Balkan Conference, the Albanian delegation set as a sine qua non condition the discussion of the minority’s issue, which was considered essential for the Balkan Federation. But the conferences’ meetings and the Pact signature didn’t resolve the problem of respecting the minority rights, of great importance to peace and stability in the region (Gazeta shqiptare, 1934: 2).

During the discussions at the Council meeting, the Bulgarian Chief Representative, Sakazof, insisted on the request of political and customs union of the Balkans and the Balkan Federation admission of all countries in the peninsula. While the Yugoslavian delegation head, Jovanovitch, supported the arguments on the absence of the Albanian Group and suggested postponing of the Balkan Conference for the next year. This proposal was rejected by the other members in the Council who argued that the dispute resolution could be achieved only by continued cooperation (Gazeta e Korçës, 1934: 4).

In fact, the Yugoslavian government regularly asked for the participation of Albania in the Balkan Pact. But, due to the persistent objection of Greece, the issue was decided to be discussed on May 10, 1935, in Bucharest. The Turkish diplomats justified their indecisive attitude towards Albania with the purpose of not undermining the relations with Italy. They even proposed the ways how to facilitate the Albania’s adherence to the Pact in the near future. So, the Albanian position in the region depended on the European and Balkan policy (Shpuza, 1998: 71).

Meanwhile, the Italian and the British press advised the Albanian government to choose either the collaboration with the neighbors or the pro-Italian orientation. The minister of Italy in Beograd, Galli, declared that Albania took the right decision not to join the Balkan Pact because it had no interests to pursue a policy against Italy. Also the author Bell in his article published in “Near East” argued the lack of importance of the Balkan Pact without Bulgaria and Albania, too. According to him, the government of Tirana must understand that the maintaining of the independence needed the Italian hostility, King Zogu I had no other alternative, but to reach a friendship agreement with Italy (Shpuza, 1999).

Otherwise, France continued its intensive efforts to guarantee Bulgaria’s adherence to the Balkan Entente. Only a stable agreement between Bulgaria and Yugoslavia helped peace consolidation in the peninsula. For that reason, the visit of King Alexander I in Paris would focus on this bilateral cooperation (Gazeta e Korçës, 1934: 1). But, the Bulgarian newspaper “Macedonia” published the text of the second secret protocol signed by Titulescu, Jeftitch, Maximos and Rushdi Beu that foresaw the partition of Bulgaria and the territory invasion of respective armies in case of conflict (Gazeta shqiptare, 1934: 1).

The European Great Powers worried about the existence of the secret protocol advised the Contracting Parties the registration of the Balkan Pact and the protocols by the Secretariat of the League of Nations. In Geneva, the Foreign Ministers of the signatory Balkan countries debated on the request of the Greek opposition regarding the Balkan Pact. The Yugoslav representative refused to accept the interpretation of the Pact by Maximos, even with the withdrawal of the Helen state from the Balkan Entente. It was the Romanian Minister of Foreign Affairs, Titulescu, who in favor of Pact continuity and Balkan solidarity appealed for the approval of the modifications proposed by Greece (Gazeta shqiptare, 1934: 1).

At the same time, “Journal de Genève” reported on the organization in Istanbul of the Fifth Balkan Conference, on October 1-6, 1934. The Head of the Conference, Hassan Beu sent the invitation for participation to all Balkan national groups. The Albanian government chose to attend an isolation policy in the Balkan. While one member of the Bulgarian delegation, Trifon Tifonof, admitted the intention of Bulgaria to participate highlighting the solution of the political problem. Anyway he accepted the justifications of the International Peace Bureau in Geneva to discuss the economic issues first that fostered cooperation and the progress of the nations, and leave aside the complicated political problems, such as the minority issue, in terms of nationalism growth in Europe and Balkan (Gazeta e Korçës, 1934: 1, 4).

The political situation in the region worsened by the assassination of King Alexander I of Yugoslavia during his state visit in Marseilles, France. The diplomats of the four Balkan countries held in Beograd, on October 19, 1934, an extraordinary meeting of the Permanent Council of the Balkan Agreement, where they pointed out the need for inter-Balkan collaboration to find the responsibilities and to take measures in order to avoid the crime repetition in the future (Gazeta e Korçës, 1934: 1).
The regular meeting of the Permanent Council was held in Ankara a few days later under the chairmanship of the Greek Foreign Minister, Maximos. There was signed the Statute of the Balkan Agreement which defined the creation of a Political Council, as a unanimity decision-making body, an Economic Council and the legislation adoption (Castellan, 1996: 456).

Thus, the Balkan Entente replaced the Balkan Conferences concerning the exclusion of Albania and Bulgaria. But, these two diplomatic bodies were not completely similar. The Balkan Conferences tried to gather all the countries in the peninsula aimed at resolving the important issues. While the Balkan Entente as an intergovernmental organization intended to maintain the geopolitical status quo. Its Permanent Council had the right to make decisions, contrary to the conferences that provided recommendations. This overlapping of tasks led to the cancellation of the Fifth Balkan Conference in Istanbul (Shpuza, 1999).

9. Conclusions

The Balkan Entente initiative came from the European diplomacy aimed at guaranteeing the existing status quo in the peninsula. The idea was articulated first by the French Minister of Foreign Affairs, Aristide Briand, and presented by the International Peace Bureau in Geneva. This proposal intended to ensure the territorial integrity and sovereignty of the Balkan states and to further develop their political and economic cooperation.

At first, the Balkan Conferences (1930-1933) and the Pact of Balkan Agreement reflected the rivalry between France and Italy for zones of influences in the Balkan and the role of the European Powers on the foreign policy of the Balkan countries. Secondly, the Balkan Pact signed by Romania, Yugoslavia, Greece and Turkey highlighted the political disagreements between them and the uncompleted political issues, such as the respect of the minority rights, of great importance to peace and stability in the region.

The Italian pressure on the four Balkan states, on one side, and the obstacles to solve the minority issues, on the other side, caused the non-adherence of Albania to the Balkan Pact. The absence of the two Balkan countries, like Albania and Bulgaria and the influence of the Great Powers made the Balkan Entente partial and an ineffective organization.

References

Bilingual Lexicography from a Pragmatic Viewpoint in English-Albanian and Albanian-English Dictionaries

Mirela Prifti

University of Tirana, Tirana, Albania

Over the last decades the connections and the contacts settled between English and Albanian language have been increased significantly. The status of English as an international language but even as the first language Albanians are facing with in any moment and in any branch of the scientific, economic, cultural, political, military and social life raised my interest to consider this issue from a deep scientific viewpoint. During the process of learning English and the innumerable translations, the Albanians who are trying to learn or master this language, firstly are confronting with its lexical and semantic structure. The lexical structure of both these languages implies their lexical and idiomatic treasure.

At this point, it should be considered the fact that English is one of the languages with the highest level of standardization and its means of expressions are much wider and various compared to Albanian. We may refer to the explanatory dictionaries of both languages to notice this phenomenon. There are hundreds and thousands active English dictionaries which have been compiled in English speaking and non English speaking territories. An invaluable range of words and idiomatic units are mirrored in their interiors.

Nowadays the bond between English and Albanian, which have become very complex, is defined even by the linguistic politics that have been implied by the Albanian government in the graduate and post graduate educational system. English has become the second compulsory language in all educational chains; it is implemented in all university faculties and recently the IELTS and the TOEFL exams have become a must for all the students who want to receive a post graduate diploma or to attend a PhD.

This entire situation leads the Albanians to the English dictionary and grammar pattern as the two basic lines to learn a foreign language. Dictionaries pertain to different types and they have been compiled according to different lexicographical techniques. A successful Albanian lexicographer, prof. Jani Thomai, states that “firstly a dictionary is a mirror of words, idioms and their lexical meanings. But every single dictionary, furthermore every single explanatory national dictionary, is a phonetic mirror of the language as well (regarding the sounds, the spelling and the accent of the words); it is partially a grammatical mirror…. it is a much wider semantic mirror compared to the lexis; and finally it is a stylistic mirror connected with the preservation of the lexical norm in general …”

Language lexicography implies the theory and the practice of the compilation of different types and kinds of dictionaries. They are organized thematically, according to the material they present, or according to the compiling lexicographical techniques.

According to the principles of dictionary compilation and the material they consist of, there are several kinds of dictionaries:

Based on the kind of information they include, there are two kinds of dictionaries: 

**Linguistic dictionaries** that focus on the explanation of words and idioms meanings. They can be one-language, bilingual or multi-language dictionaries; explanatory, terminological, idiomatic, etymological dictionaries, etc.

**Non linguistic dictionaries** which generally implies the encyclopedia dictionaries which explains scientific concepts.

According to their width and volume, the dictionaries are classified into three categories: 

**Integral (thesaurus) dictionary**, which includes the entire lexis of a language. Unfortunately, Albanian language does not possess any similar dictionaries. Its compilation has become a must and recently all the linguistic and lexicographical institutions have been working intensively to publish one.

**Average dictionary**, where there is included the essential part of a language lexis.

**Small dictionaries**, which include the basic and the most common words of a language.

According to the mode the words are arranged in a dictionary, they might be **alphabetical** and **aversive**. But they may also be arranged in **nests**, that is to say in families, from the root word to all the other ones which derive from it; for example, the nest of the word “employ” is: employ-employee-employer-employment and all the other corresponding expressions, idioms and phrasal verbs that are connected with it. (examples in the video projector)
Albanian language lexicography is the earliest and the richest branch in our linguistic development. We may also accept the fact that Albanian linguistic history commences with a lexicographical masterpiece, with a dictionary. Its history is divided in two periods:

The first one is marked by the publication of the first Albanian dictionary “Latin-Albanian dictionary” compiled by Frang Bardhi, in 1635. This dictionary came as a need to translate several religious works into Albanian. It is not a coincidence the fact that many linguists have evaluated the great value of this Dictionary, particularly as an important means to study the grammatical and the lexical structure of the Albanian language. This fact indicates that the value of this dictionary has been multidimensional and it has had an important role in the first stage of standardization of our language.

Actually, it was Arnold von Harf who organized the first glossary in Albanian during his pilgrimage through the “holy countries” in 1496. Because of his practical needs, he noted 26 words, 8 expressions and the numbers 1 to 10, and 100 and 1000 accompanying them with the German translation. This glossary was published for the first time in 1860, in Köln.

In the first period, several types of dictionaries were compiled, mostly they were bilingual dictionaries, regional dictionaries, etymological dictionaries, etc.

The second period commences after the Second World War and continues until nowadays. During these years Albania has become an important center of lexicographical and dictionary compilation studies.

Over the last 100 years, it has been noticed a significant number of dictionary publications, which have been appreciated for their improved scientific level thus becoming a rapid answer to the direct requests connected with the diverse and deep developments Albanian language has been confronted with. The general lexicographical fund includes over 500 masterpieces, an invaluable inheritance which have kept improving century by century not only in quantity but in quality as well.

The main dictionaries are:

- **Albanian language dictionary** (1954), with 25000 words, which is the first explanatory national dictionary.
- **Nowadays Albanian language dictionary** (1980), with more than 42000 words and about 7000 idioms. It deals with the normative lexicographical codification in all language aspects; in spelling, in morphological cases, etc.

In 2006, “**Albanian Language Dictionary**” was published with 48000 words and 5000 idiomatic units.

A dictionary is a new lexicographical work, which preserves in the highest degree the main values of previous dictionaries aims to increase these values in words and meanings, in macrostructure, and even in the construction of every single lexicographical entry, in microstructure. In the dictionary, the lexicographers have involved a lot of words, expressions and meanings which are used in modern Albanian and are not found in the previous explanatory dictionaries.

B. Great achievements have been marked even in bilingual dictionaries, particularly, English-Albanian or Albanian – English lexicography, according to the circumstances and the practice requests. Among the most successful ones, we may refer to the publications of Pavli Qesku, such as: **Albanian-English dictionary** with 45500 words and **English-Albanian dictionary** with 126.000 new entries and 600.000 examples and idioms.

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In English lexicography, there is another situation. Here, the achievements have been much more successful. Its embraces in its fund all the types of dictionaries, either printed or electronic ones.

The modern English lexis is not the creation of a single person, and it has not been developed within a single époque. It is the result of a development which has become alive over the centuries.

The term “English lexicography” is interpreted broadly to embrace dictionaries of Scots, of American English, and of the varieties of English spoken in Australia, in Canada, India, New Zealand, and South Africa. It is also taken to apply to dictionaries of the English based Creoles and Caribbean.

The elaborate, large-scale dictionaries of today evolved by stages from simple beginnings. In the seventh and eighth century, the practice arose of inserting in Latin manuscript explanations or “glosses”, of difficult words in Latin or in Old English. Later, the glosses were gathered together in glossaries which were of three types: the ones arranged without an order, alphabetically arranged glossaries, and the ones arranged according to semantic fields (e.g. parts of the body, farm tools, etc.) which are “class glossaries”.

From the middle of the sixteenth century onwards, a number of bilingual dictionaries appeared featuring English and a modern European language. These were explanatory dictionaries for English learners of the language in question, such as French, Italian and later on Spanish, German and Russian. By the end of the seventeenth century, with monolingual English dictionaries by that time well established, bilingual works which combined English and another modern foreign language profited from the general decline of Latin and played a major part in the promotion of various national tongues.

By the middle of the eighteenth century, monolingual dictionaries of English had so grown in scope and authority
that several bilingual lexicographers, from various European countries, could contemplate using their word-lists as the basis of new dictionaries.

Generally speaking, and understandably, the linguistic needs of the time were often severely practical, so that bilingual dictionaries appearing in the nineteenth century, and featuring English, had increasingly to fulfil a demand for the standard language but also to satisfy a need for colloquial usage.

The decisive step in the development of modern dictionaries was taken in the eighteenth century, by one of the most prominent names in the English lexicography, Nathan Bailey. He is the author of the Universal Etymological Dictionary of English Language, published in 1721. He was the first who included the accent in the pronunciation of the words and the first to involve proverbs as well.

By the end of the eighteenth century, there was an urgent need to compile a standard dictionary of English language. In 1747, a syndicate was founded in London, composed of six writers, who accepted to collaborate with Samuel Johnson, to compile the first standard dictionary within a three-year span. The exemplary job made by Johnson, immediately raised the English lexicography in a higher level. The success of this dictionary was absolute, thus the next generations of lexicographers did not try to challenge it, but only to improve and to master it further. One pioneering feature of the Dictionary for which Johnson is now just applauded, is his treatment of phrasal verbs, which in Bailey’s dictionaries are almost entirely ignored.

In the middle of the nineteenth century, Dr. Trench brought a new theory; he pretended that the rare words of the English language had never been collected and thousands words were not involved in the summary job made by Johnson and his colleagues. Consequently, he created the Philological Association which would “cure” the products of the predecessors. The publication of Oxford English Dictionary was the climax of this impulse. It was not only intended to include all the words used in the last 800 years, with their spelling, definitions and accompanying explanations, but also to represent a biography of every single word with all the corresponding changes which had occurred over their use.

I would also like to highlight the outstanding importance of Noah Webster’s presence in the scene of the English lexicographical development. He compiled the first major American dictionary for use in the United States An American Dictionary of the English Language, published in 1828. Its publication is regarded as a landmark in American lexicography. According to Webster, the English language had developed a distinctive character in America and deserved its own dictionary. Thus, he published a dictionary of his own, with extraordinary values, where he included some prominent changes in spelling which later became part of the standard language in America.

Nowadays, in the English lexicography, data-bases have been created for dictionaries of different kinds, with approximately 230.000.000 units, a treasure which is envied by all the other important international languages. There are rendered masterpieces, such as Webster’s work, the big English Dictionary with 1.000.000 lexical units, etc.

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Generally, a dictionary is a linguistic work which contains a vast number of words rendered chronologically, accompanied with the respective explanations for their lexical meanings (in the explanatory dictionaries), or the corresponding words in another language (in bilingual or multilingual dictionaries), as well as the derivative terms, the necessary grammatical or stylistic explanations regarding the field they are used, quotations, examples, etc.

In the traditional Albanian dictionaries, the entry words are rendered alphabetically, without being followed by their derivative forms. In the explanatory Albanian dictionaries, as well as in the English ones, the idiomatic units are included within the lexicographical unit that has been settled up by the entry word. Thus in such dictionaries, we may not find only the full lexical structure of the word, but even the idiomatic units which are motivated structurally, but even semantically by this word. This arrangement composes a lexicographical nest. A nest implies a lexical unit group or a lexemic unit of a certain thematic field that are morphemically or semantically motivated. The units that participate in this nest have a direct or an indirect word-formation connection, with the entry word (supportive examples in the video projector).

The newest and the most complex Albanian dictionary, Albanian language dictionary (2006), is a practical dictionary, with the same volume as the Oxford dictionaries, but it is still called a small dictionary, even though it is composed of 48.000 words and 5.000 phrasal units. It is the first explanatory dictionary where nests have been used. So, it is arranged based on the lexicographical technique which has been successfully used in the international lexicography, and particularly in the English one.

This dictionary consists of at least 12 kinds of nests or lexemes groups included in one lexicographical unit. Some of these nests are only typical of Albanian language, based on its grammatical structure, but still correspondence between English and Albanian can be found.

Some of the most prominent nests are:

1. The nests of the active verbs, the gerunds, the participle adjectives and their nominative forms if there is any, which have got essentially similar meaning structure.
The word-formation paradigmatic nests where the nouns and the adjectives which define the nationality of the peoples or of the historic inhabitants are unified in the same family, the feminine nouns follow the masculine ones (as gender is a key grammatical feature for nouns in Albanian).

The masculine and the feminine nouns have been included in the same nest, in cases when the feminine nouns have been directly motivated morphologically by the masculine ones and vice versa.

Another type of nest is created by the cardinal and ordinal numbers and all their derivatives.

The adverbs that derive from the corresponding adjectives are included in the same nest.

There are some seven other kinds of nests but they smaller in volume and furthermore, they are closely and only related with some lexical and grammatical features of Albanian language.

Regarding English language, it is one of the most explored and developed languages in the world. We should accept the fact that all its dictionaries consist of nests due to the effects of linguistic economy. So, within one lexicographical unit, it is not included only the entry word and the phrasal units that are connected with it, but even other lexicological units (words) which have derived from the root word.

One of the most popular explanatory English dictionaries in Albania is *The Advanced Learner's Dictionary of Current English*, compiled by Hornby. Even though, it became available in a period when the modern computerized techniques for the compilation of dictionaries missed, it is still practical nowadays. There are hundreds and thousands of nests included in this dictionary.

Over the last thirty years when the computerized techniques have been used extensively, the compilation of English dictionaries have become a typical industry. Nests are present in almost all the dictionaries, but the way they have been arranged is not unique. So, I would like to consider shortly one of the most prominent lexical and semantic feature that is the homonymy.

English is one of the languages that consists of a lot of homonyms, quite differently from the Albanian language which has got about 1050 words or 500 couples of homonyms. Generally, homonyms are divided into two big groups: in full lexical homonyms (when they pertain to the same lexical-grammatical category), and partial homonyms when two words are the same in one element of the paradigm, such as the homographs and homophones.

Albanian language is characterized only by the full homonyms, when two words pertain to the same part of speech and have got a full paradigm in conjugation and other typical grammar features (pg. 74).

In the Albanian lexicography, the words are ordered according to their signal values, or their grammar and lexical functions. So, a word is firstly explained in its function as a noun, a verb, an adjective, an adverb and later its other grammatical functions are rendered. But in English the situation is not the same. For example, the word well, in one of the best English dictionaries, is explained as an adverb, as an adjective, as an exclamation, and it is only in the end that it is given as a noun a noun.

However, different techniques of homonym order have been inherited even in bilingual dictionaries where English is the first language and generally, the Albanian lexicographical order is not considered.

In a one-language or bilingual dictionary, the nests might be of different volumes, regarding their lexical and semantic material they include. This is connected with the values of a word in a language. Because the word as a linguistic unit has got semantic, emotional, stylistic, word-formation, paradigmatic and substitutive values (pg. 87).

Anyway, the nests in the bilingual dictionaries where English is the first language, depend even on the lexicographical customs of dictionary compilation in the second language, which in our case is Albanian.

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There is much more to be mentioned regarding the contacts between English and Albanian language which cannot be summarized within a few minutes. However, the fact that English is influencing on our language not only structurally but in real terms of vocabulary of daily use, is becoming a common phenomenon. Albanians are trying to benefit from this process in order to recover the situation of poverty in the lexical system, always being attentive not to spoil the originality of Albanian language which has been preserved and evolved over the centuries.
Maritime English Languages

Sanela Kovačević Pejaković

Fakultet za pomorstvo, Kotor
Email: sanelap@ac.me

Abstract

This paper implies the restricted aspect of a complex system such as English for specific purpose in the nautical education and profession. The sophisticated system of the maritime English makes it a plain instrument of communication. On one hand, there is the restricted feature of English maritime language. On the other hand the creativity of maritime registers and subregisters makes the linguistic diversity more distinctive and research worthy. The levels are numerous and a specific situation requires a specific register or sub-register. Since the maritime language is further subdivided into registers and subregisters, we can make a distinction between maritime language and maritime languages. The complexity of the nautical register makes learning, that is acquisition very difficult. One should firstly learn maritime terms in his own mother tongue and then move into the maritime English world. We have tried to look into certain subregisters within Standard Marine Communication Phrases (SMCP) by pointing out the main characteristics. “Seaspeak” is a vital instrument of communication on board a ship. The importance of English language has always been emphasized, especially the importance of the standardized maritime phrases used in vessel-to-vessel and vessel-to-port communication. We can conclude that maritime English is a restricted language which is characterized by a great many specific features on the phonological, morphological, lexical and syntactical level. These particularities are the most obvious on the lexical level, for it implies maritime terms. This level is also under the greatest influence of the real world, for it reflects the life at sea.

Keywords: linguistic, restricted language, registers, GMDSS, pragmatics, seaspeak, specific purpose, ship, sail, rudder, derrick, VHF-equipment, needs analysis.
The System of Contributions for Health Insurance Scheme in Albania - Performance and main Challenges

PhD. Zamira Sinaj
Florid Dumi
Prof Assoc Dr. Alba Robert Dumi

Abstract
Albanian health care system is undergoing comprehensive changes. The paper focuses on the system of contributions for health insurance scheme. The paper will argue the need for immediate measures regarding this issue. Based on the primary and secondary data, through an economic analysis is studying the trend of contributor’s number for five years. Are identified the economic, social and political factors, that affect this process and whole health insurance scheme (HIS). In Albania, partly scheme function, an informal labor market, lack of incentives for participation in health scheme, weak administration capacity for contributions collecting and poor structure, regulatory and supervisor and all in all its funding challenges, are the main factors that accompanies for years the health care system and as the result the contributions system for health insurance. The main economic factor is a little economic growth and a problem with which Albania has already begun to face nowadays. In this paper research we want to present the new low reforming in health care system in Albania. Like any robust reform process, we face significant challenges across a spectrum of efforts. Designing country strategies was more time and labor intensive than originally anticipated, particularly because a large number of partners were engaged in the process to determine tough trade-offs. The Albanian Health sector is in the continuing transformation in the function of the realization of the proper standards. To realize the reform in this sector and to help the decision makers in their decision is necessary to have the right information on the source of the financing of health sector, on the destination of the expenditure in this sector and their control. “The establishment of the National Health Service is an integral part of the new Government program and it is also the fairest intervention intended to upgrade the system of service financing at the levels required by providers and recipients of health services.

Keywords: Public administration, Albanian strategy, Health sector, National service, Progress in health service

1. Introduction
The health sector is defined as the priority sector in the Albanian Strategy for the social and economic development. (Source: Charles Wright, March 2013) It’s a key step in cultivating USAID’s own “next generation” of leaders and to ensuring programs move forward on the path to a sustainable development future. Each new U.S. staff member is assigned both a Foreign Service National and an American mentor upon arrival at the mission. This customized program has harnessed the longstanding wealth of experience of many of our veteran Foreign Service Nationals—many with over 25 years of service at USAID—and empowered them to assume a leadership role within the Mission. Today, senior Foreign Service Nationals are taking the lead in mentoring new staff in effective government-to-government and monitoring and evaluation efforts.

As a result, new staff learn country-specific development challenges more quickly and can make more informed programming decisions. 11 staff were included in new mentoring programs this year, our challenge in the year ahead is to better target our programs to meet the specific needs of staff at all levels. New programs, from mentoring to training to individual consulting support, can help support our next generation of development leaders, no matter where they are from. Which challenge deserves the highest priority – providing universal access; instituting better measures of quality and outcomes and better management systems; or reinig in costs? How should these challenges be addressed? What keeps us from “having it all”? Does the fundamental obstacle lie in market behavior, inadequate or asymmetric information, lack of political will, or the human psyche?

1.1 Public Services and the importance of development

How would the proposed reforms tackle the underlying issue and help us maintain a sustainable balance between health care access, quality and cost – and between our health care goals and other important policy objectives – in future years? In the year ahead, we will continue to prioritize the development of country strategies and enable better coordination with our partners to reconcile competing priorities and focus on areas where we each have a comparative advantage. Our effort to focus our assistance programs has been successful for the past two years either because we successfully exited from sustainable projects or because our programming was too minimal to have a true impact. As we look ahead, we must continue to make tough choices and use each country’s strategy as the backbone for decision-making to ensure the greatest development impact. (Arieh Goldman 2011)
Public Services in USA, one good experience for Albania

This policy panel will present and debate proposals for the next steps in reforming the U.S. health care system. The good news is that almost all jurisdictions and professional bodies in Canada are beginning to take the quest for measureable high quality care seriously, albeit with emphasis on different aspects of the task and with varying degrees of success. There is marked but unsurprising inconsistency across the country, with its quasi-independent provincial jurisdictions and the silos of professional and organizational interests, but the report just released by the Health Council. It presents an interesting snapshot of the good intentions and the good ideas that are being pursued. The quality agenda in any health care system also has to deal with the insatiable demand for more and more expensive services – services that often bring a very small benefit at huge cost. There are serious questions about just how necessary all the current consultations, tests, prescriptions and procedures really are and these questions must be answered on the basis of rigorous evidence rather than tradition, belief systems or vested interests. Sustainable affordability means that value for money is very much a quality issue because of what is called the "opportunity cost" of any publicly provided health service, namely the alternative use of the money that could bring much greater benefit to more people.

These issues provide ample fodder for debate among the health care professions, the politicians and the public alike, but we cannot continue to avoid them. The U.S. health care system is the subject of much polarizing debate. At one extreme are those who argue that Americans have the "best health care system in the world", pointing to the freely available medical technology and state-of-the-art facilities that have become so highly symbolic of the system. At the other extreme are those who berate the American system as being fragmented and inefficient, pointing to the fact that America spends more on health care than any other country in the world yet still suffers from massive un-insurance, uneven quality, and administrative waste. (Bill Saporito 2006) Understanding the debate between these two diametrically opposed viewpoints requires a basic understanding of the structure of the U.S. health care system. This primer will explain the organization and financing of the system, as well as place the U.S. health care system in a greater international context. (www.mdindiaonline.com)

The purpose of this study

This study empirically examines the impact of organization of health care system, we are using the regression analyze of health data, the new experiences and information. As with all other countries, there are both private and public insurers in the Albanian health care system. What is unique about the U.S with Albanian implementation reforms? The system of health care, in the world is the dominance of the private element over the public element. The new residents and their associated activities will require a variety of services pro-vided by the areas public and private institutions. A social impact assessment must determine the quantity and variety of anticipated needs. The goods and services most commonly included in a social evaluation are open space and parks; cultural and recreation facilities; education; health care; special care for the elderly, the disabled, the indigent and preschool-age children; police and fire protection; and a variety of administrative support functions. The optimum amount of resources that would be required for the satisfaction of needs is based on either planning standards, which are guidelines established by professional organizations and government agencies, or service levels, which are observed national (or regional) average amounts of resources expended per capita or some unit of size.

The study and indicators of services in health care system

Service resources are objective indicators of the level of resources available for the satisfaction of society’s needs. For example, the number of physicians, dentists, acute-care hospital beds, and psychiatric care hospital beds are indicators of the level of health care resources. Square feet of parkland, picnic areas, tot lots, etc., are indicators of facilities for recreation needs.

Literature Review and Hypotheses

Health spending and financing

The United States spent 15% of its GDP on health care in 2003, the highest percentage in the OECD (an organization of industrialized countries). The average percentage of GDP spent on health care in OECD countries was 8.6%. The United States also spends more on health care per capita than any other OECD country. In 2003, total health spending per capita was $5,635 US dollars (adjusted for purchasing power parity), more than twice the OECD average of $2,307 US dollars. The diseases, treatments and surgeries under the broad based specialties approved under the New Health Insurance Scheme, 2012 year. (www.mdindiaonline.com)

In addition to these hospitals, the employee families will be also eligible for treatment in other institutions to be approved by the Insurance Company and Third Party Administrator. The Nodal Officers of the United India Insurance Company Limited situated in the District Headquarters and Toll Free Helpline Number are listed in the Annexure-IV. The lists of approved treatments and surgeries, approved hospitals and the addresses of the Offices situated in the District Headquarters are also hosted on the websites (www.tn.gov.in/departments/finance.html). Between 1998 and 2003, health spending per capita in the United States increased in real terms by 4.6% per year on average, a growth rate comparable to the OECD average of 4.5% per year.
2.1.1 Financial control and cost calculation systems

The public sector is the main source of health funding in all OECD countries, except for the United States, Mexico and Korea. In the United States, 44% of health spending is funded by government revenues, well below the average of 72% in OECD countries. In the United States, private insurance accounts for 37% of total health spending, by far the largest share among OECD countries. Canada, France, and the Netherlands also have a relatively large share of funding coming from private insurance (more than 10%).

2.1.2 Health status and risk factors

The paper aimed at addressing the issues associated with the non-diversified systemic risk, as an inherent endemic risk within Albanian financial system, caused by the monoline bank-based development approach, implemented since the fall of communism. The paper suggests, inter alia, the need to develop capital market and long-term instruments, especially corporate bonds. The Albanian economy needs to ensure a sustained economic development, which calls for a more balanced and competitive development of its financial system, based on a two-pillar approach (bank and nonbank sector) and the presence of capital market and the development of long-term instruments.

2.1.3 Health status and risk factors in development countries

Most OECD countries have enjoyed large gains in life expectancy over the past 40 years. In the life expectancy at birth increased by 7.3 years between 1960 and 2002, which is less than the increase of 14 years in life expectancy in Japan, or of 8.4 years in Canada. In 2002/3, life expectancy in the United States stood at 77.2 years, below the OECD average of 77.8 years. Japan, Iceland, Spain, Switzerland and Australia were among the top 5 countries registering the highest life expectancy among OECD countries. Infant mortality rates in the United States have fallen greatly over the past few decades, but not as much as in most other OECD countries. In 2002, the infant mortality rate in the U.S. was 7 deaths per 1,000 live births, above the OECD average of 6.1. Among OECD countries, infant mortality is the lowest in Japan and in the Nordic countries (Iceland, Sweden, Finland and Norway), which all have infant mortality rates below 3.5 deaths per 1,000 live births. (Source: Kao-Ping Chua AMSA Jack Rutledge Fellow 2005-2006 February 10, 2006)

3. Methodology and Research Goal

The Economics of Public Health Care Reform in Advanced and Emerging Economies

Public administration reform is another key priority of the Opinion. The adoption in May of the Civil Service Law, one of the measures required for obtaining candidate status, was a major step towards de-politicising public administration. The law, entering into force in October, is essential for building a professional, effective and merit-based public administration. It aims to create a consistent legal framework comprising state administration, independent institutions and local government units. It provides a clear classification of civil servants, formally establishes a top-level management civil servants corps and provides the basis for a transparent recruitment and promotion system. (USAID, Albanian Reform 2013, pp 13)

The law abrogates existing legislation without providing the necessary transitory provisions until its implementing legislation enters into force; the government approved in September 2013 technical amendments to avoid this legal vacuum. Timely adoption of the secondary legislation compliant with the principles of the law and proper implementation is essential. The Law on General Administrative Procedures is still pending. (Commission working document, Albania Brusel 2014)

3.1 The development experiences in Albania and long term care needs.

The term health insurance is commonly used in Albania to describe any program that helps pay for medical expenses, whether through privately purchased insurance, social insurance or a social welfare program funded by the government. Synonyms for this usage include “health coverage,” “health care coverage” and “health benefits.” Health care costs have been growing rapidly in the past several decades. Since 1970, total real per capita health spending has increased fourfold, while spending as a share of GDP has increased from 6 percent to 12 percent in advanced economies. In emerging economies, total health spending has increased from below 3 percent of GDP to 5 percent. These increases have put great fiscal pressure on governments and financial pressure on households and businesses.

In addition to medical expense insurance, “health insurance” may also refer to insurance covering disability or long-term nursing or custodial care needs. Different health insurance provides different levels of financial protection and the scope of coverage can vary widely, with more than 40 percent of insured individuals reporting that their plans do not adequately meet their needs as of 2009.

- What is the present level of services in the community?
- What is the current distribution of services in the community (to social groups or to neighborhoods)?
- What are the anticipated needs and accessibility to services of the future population?
• Are there organizational or coordination problems currently being encountered by service organizations or agencies?
• May such problems are encountered in future service delivery? If so, what are they?
• What are the implications of future service and facility requirements and revenue sources on tax levels, net fiscal balance and service quality?

In a more technical sense, the term is used to describe any form of insurance that provides protection against the costs of medical services. This usage includes private insurance and social insurance programs such as Medicare, which pools resources and spreads the financial risk associated with major medical expenses across the entire population to protect everyone, as well as social welfare programs such as Medicaid and the State Children’s Health Insurance Program, which provide assistance to people who cannot afford health coverage.

Source: State Children’s Health Insurance Program, internet link, www.focus, isksh

3.2 Health Care Project of Development and Objectives (PDO)

New programs, from mentoring to training to individual consulting support, can help support our next generation of development leaders, no matter where they are from. The National Health Accounts 2003 estimate that Albania spent 43.8 billion Lek (USD 360 million) overall on the health sector and per capita expenditures of 13,983 Lek (USD 114.7). The total expenditure on health is 5.9 percent of the GDP and is significantly higher than previous estimates that had placed health care expenditures at 2.9% of GDP. This level of expenditure is more in line with middle income countries and is lower than the average for European neighbor’s countries. These partnerships do not mean that we write blank checks to foreign governments. Assessments are used to identify specific institutions that will be good partners. In some cases, we may only partially use the partner’s system in order to strengthen it while maintaining financial controls and mitigating risks. In Albania case study, we partnered directly with the Ministry of Health to build it into an institution capable of serving its people and sustaining results beyond our assistance, but we limited our use of its systems to those that met our fiduciary standards.

Source: The stability and influences in health care system Dumi A 2013, MJESS Roma Italy

The transformation of this institution into the single payer of health care services in the country, will enable a better management of available financial resources, will promote the process of contracting with providers in order that services are offered based on service packages. Evaluation recommendations from a health care financing project in Albania were used to improve the follow on program by including the use of both public health and finance professionals and establishing a clearer performance-based system. The attitudes community residents have toward development and the specific actions being proposed as well as their perceptions of community and personal well-being are important determinants of the social effects of a proposed action. Such attitudes are a reflection of the quality of life residents seek to enjoy and preserve, whether it be limiting growth in order to maintain the rural image of a small community; expanding the boundaries of the village; or providing a variety of housing choices to new, diverse residents and businesses. Changes in a community’s social well-being can be determined by asking the individuals and representatives of groups or neighborhoods in the area to make explicit their perceptions and attitudes about the anticipated changes in the social environment. (Chadwick, A. 1995)

The Health Insurance Institute (HII) has made significant progress over the last 15 years to movetoward a single-payer model for the implementation of compulsory health insurance coverage in Albania. This progress has been made in coordination with a national strategy for health reform bythe Government of Albania (GOA), the Ministry of Health (MOH), and other GOA and healthsector institutions.

4. Macroeconomic stability and influences in health care system

The imperfections in the health care market imply that governments must play an important role. However, there is no single model
that delivers the best results across all countries. The pervasiveness of market failures and a desire to ensure that access to basic health care reflects need and not ability to pay have motivated extensive government involvement in this sector in advanced and emerging economies (Mishan, 1996). The nature of government intervention (e.g., mandates, regulations, provision, and financing) has varied substantially across countries and over time, as has the level of public health spending.

(The economics of public health care reform in advanced and emerging economies / editors, Benedict Clements, David Coady, and Sanjeev Gupta – Washington, D.C)

International Monetary Fund, 2012. According to preliminary data, economic growth slowed to 1.6% in 2012 from 3.1% a year earlier. Financial constraints, low confidence among consumers and investors and the presence of spare production capacity held back private consumption and investment spending. Total gross fixed capital formation decreased by around 5% in 2012 compared with the previous year. Migrant workers' remittances increased slightly, by some 1.6% in 2012, but dropped by 33% on an annual basis in the first six months of 2013. Private consumption remained at low levels. (Commission working document, Albania Brusel 2014)

Net exports were the main contributor to economic growth, with foreign sales holding up while imports declined. After falling in four consecutive quarters, economic sentiment indicators started to climb in late 2012 and early 2013, but real GDP only grew by 1.7% in the first quarter of 2013 in annual terms, reflecting still sluggish domestic spending. Foreign demand continued to contribute positively to growth.

The share of Albanian with health insurance has been steadily declining since at least 2000. As of 2010 just fewer than 64% of Albanian had some form of health insurance, which meant that more than 4 million people went without coverage for at least part of the year. Declining rates of coverage and underinsurance are largely attributable to rising insurance costs and high unemployment. As the pool of people with private health insurance has shrunk, Albanian is increasingly reliant on public insurance. Public programs now cover 31% of the population and are responsible for 44% of health care spending. Public insurance programs tend to cover more vulnerable people with greater health care needs. (Internet link, 2012)

The process of health reform and health insurance development has been supported by the United States Agency for International Development (USAID), the World Bank (WB), the European Union, and others. While the overall health reform efforts in Albania have perhaps evolved slower than envisioned, HII has pushed forward to develop and implement new reimbursement schemes for pharmaceuticals and primary health care (PHC) centers. Recently, HII has moved into payments to the secondary and tertiary hospital sector, ensuring that it will play an increasingly critical role in the health reform process in Albania. The current situation concerning our insurance scheme, developments in financing the primary health care and hospital sectors, our future projects to improve the way of financing hospital services, etc. were displayed in this presentation. Our learning and evaluation team reviewed every incoming evaluation to ensure that it met the quality standards in our policy.

The review was conducted in April-May 2011. The methodology used for the review consisted of:

- Collection and review of background documents prior to field work;
- Meetings to discuss objectives and processes with the EEHR team at the project office;
- Interviews with USAID and other counterparts;
- Interviews and data collection with key stakeholders at HII, MOH, and other relevant health sector institutions;
- Site visits to regional facilities (Shkodra) and a private hospital in order to observe conditions and discuss various issues, relationships, roles, and responsibilities; and
- Analysis of findings and presentation of recommendations.

Given the increasing incidence of breast cancer disease and considering the important social policy struggle against this disease, we have set an important indicator for screening 80% of women at an age of risk (over 35 years) by the family physicians.

5. The indicators of quality service in diabetes patients.

This indicator, which is now part of the indicators of quality service, has been added so that the disease is caught in time, the increasing success of the treatment of these cases and decrease of mortality also, another indicator of quality that has been added to the contract, has to do with a better examination of patients suffering from diabetes, taking account of the fact that this is a disease in expansion (we treat about 510 new cases per month) and with major consequences for the population. A local health finance specialist was deployed prior to the arrival of two international consultants to perform the initial identification, collection, and review of documents relevant to HII's evolving history and mission, organizational structure, processes, and relationship with other health sector institutions.

The consultants reviewed over 100 laws, Council of Minister decisions, reports, papers, and documents for this report. Building on this work, the consultant team met with key local stakeholder institutions and others to construct a draft description and analysis of HII's operational/functional relationship with the MOH, other key health institutions, PHC facilities, hospitals, the private sector, Ministry of Finance (MOF), the Prime Minister's Office, and other government and civil society stakeholders. The institutional review team also carried out a review (not an audit) of the various departmental and section functions and activities of HII. Only in certain periods of time, when the hospital is unable to provide to the hospitalized patients, drugs and other medical materials, their
prescriptions of purchase outside the hospital must be signed by the head of service and the patients' physician. In these cases, the patient's physician writes a p (which means personal) on file aside the drug/drugs and other medical materials used by the patient. The team reviewed formal departmental descriptions, interviewed departmental personnel and discussed systems, problems, and issues with them. The team reviewed documents and key functions and tasks of each department. Lastly, the team travelled to one region, meeting with the HII office to review their operations, visiting a regional hospital and a municipal health center, and meeting with other stakeholders in both the public and private sectors.

5.1 Discussion of general findings

When evaluations failed to meet the standard, the three most common concerns were: (1) evaluation teams received too many questions—especially questions that are too general and ill-defined—relative to the resources available for the evaluation, (2) the data collection and analysis methods were not appropriate to answer the evaluation questions, or (3) evaluation reports did not clearly demonstrate how evidence led to new findings and conclusions. Given these findings, we need to increasingly focus on taking early action to improve the quality of our evaluations. Ultimately, the goal isn't to prove we're always successful. It's to help us learn and get better as an organization HII representatives explained in their presentations the new policies of Albanian Government and HII for improving our health system; perspectives of changing the financing of the health scheme from based on contributions into the general taxation.

In the area of consumer protection, with regard to horizontal aspects, the 2013-20 consumer protection and market surveillance strategy is awaiting adoption. The Consumer Protection Commission (CPC) has held regular meetings and has handled complaints in the fields of university education, the electricity sector and telecommunications. A gap analysis on the alignment of Albanian legislation with the acquis in the field of consumer protection was finalised, including components on health protection. The CPC and the Consumer Protection Unit continued their consumer awareness activities.

6. The perspectives of changing the financing of the health scheme

The online complaint handling system has not generated effective complaints due to the poor information provided to users. Information on the CPC official website is not regularly updated. The gradual transformation of HII into a National Health Service and the fact that National Health Service will be the only payer of health services in the country occupied an important place in Albania. The effective implementation of the new Law on Compulsory Health Care Insurance, as well as the future of national health reform efforts, will depend strongly on the future success of HII. The Albanian Households is the major financer of health sector 60% of total health expenditures (THE) with the Government of Albania sharing approximately 34%. Most important, we have to continue prioritizing our people—the greatest resource we have—by systematically identifying opportunities for professional growth and development. While many Mentoring the Next Generation of USAID Leaders USAID's Bureau for Europe & Eurasia is bridging the gap between our past and future leaders through a formal mentoring program between Agency alumni and mission staff. Alumni were matched for dedicated coaching and mentoring with mid-level managers assuming new and higher-level responsibilities.

It is important to bear in mind that while certain individuals or community groups may be active and forthcoming with input into the planning process, other community groups (e.g., low income or minority groups) that may be equally or even disproportionately affected by the proposed development may be less vocal in expressing concerns and interests. In situations where traditionally disempowered groups may be impacted by a development, it is important to make a concerted effort to involve them in the social impact assessment process.

6.1 Promoting sustainable development through high impact of partnership

Our investments helped expand access to basic services from only nine percent to 64 percent of the country, leading to the largest increase in life expectancy and largest decreases in maternal and child mortality of any country in the world in the last decade. The fact that we have an older population is not the only reason for the continuous increase of our costs, but also because all the people generally think that the most expensive service is the best service. The lack of capacity in healthcare management, low public spending and corruption has slowed down progress in the area of public health. Primary healthcare lacks appropriate funding and human resources. The coverage of insurance-based care is still very low. The public hospital sector remains underdeveloped whereas the private sector is growing without proper regulation. The Ministry of Health signed a contract in January for the establishment of a National Electronic Health Record (NEHR) system but the necessary financial resources still need to be secured. The draft e-health strategy has not yet been adopted.

For one reason or another, the services have started to be fragmented and a higher priority is given to the quantity than to the quality. That the health insurance scheme currently includes all vulnerable categories, categories which are covered by the state, so in addition to the direct contributors in the scheme, the Government is responsible to the categories in need such as pensioners (about 230 thousand beneficiaries per month), invalids (about 45 thousand every month), etc., which benefit at 100% free of charge health services. Actually, the universal coverage is based on the insurance scheme in Albania and it is clearly constituted in the new health insurance law, which covers the entire population in need such as pensioners, veterans, unemployed etc.-categories that are covered at 100% by our insurance scheme.
With regard to communicable diseases, a new draft Law on the control of infectious diseases remains to be adopted and national guidelines on antimicrobial resistance are being drafted. At the national level, reported immunisation coverage for 2012 was over 98%. The Ministry of Health established a national committee and a secretariat for reactions after vaccination. Awareness-raising activities, mainly targeting Roma, were carried out. Implementing legislation ensuring the right to health for persons and children living with HIV/AIDS and people at risk is still awaiting adoption. Laboratory capacity requires improvement. This social scheme is further clarified in the new law, according to which, in addition to the economically active persons which are insured, the compulsory health insurance covers also the categories in need, such as pensioners, invalids, veterans, people receiving social assistance, unemployed, pregnant women, foreigners asylum-seekers in the republic of albania, children under the age of 18 years, pupils and students under the age of 25 years, provided that they do not have incomes from economic activities; as well as the categories defined by special laws. For all these categories as well as for those categories defined by special laws, the state contributes.

For this reason, there is an immediate need to create service packages, which are provided for in this law. These packages will be well defined and will be too much transparent, something that is expected to eradicate corruption. Transparency will be applied in every chain of the system and for every type of service starting from the introduction of the patient in the system up to the costs paid by the Fund for patients. The proportion of government budget allocated to health sector is a little over 7.5 percent. Public sources account for 34 percent, private sources for 62 percent of health care financing and international donors for the remaining 4 percent. The largest source of financing comes from households which represents 60 percent of total expenditures. In terms of expenditures, private pharmacies are the major provider of health services.

7. Conclusions

The following recommendations emerged from this institutional review of HII. The consultant team encourages Albanian stakeholders to review and discuss the recommendations in light of the sector’s health reform strategy, future plans, and available resources. Recommendations may be discussed within HII, among other health sector stakeholders including the MOH and NCQSA, and even by the Prime Minister’s task force or at other Government levels as appropriate. The Health care insurance institute has approved the new contracts with health services providers of all levels for 2013, putting the emphasis on funding at best the health centers based on the quality provided to patients, extraction of hospital services’ costs and stricter controls for reimbursable drugs from the contracted pharmacies.

HII needs to develop a more comprehensive “vision” of its new emerging role, responsibilities, and functions within the wider national context of compulsory health insurance coverage for all of the population. Funds to be used by hii for drugs reimbursement this year are expected to reach a total of 8.4 billion of (new) lek, i.e. about 500 million lek more than a year ago. This fund is 2.5 times higher than the fund spent on the drugs’ list in 2006, when 3.4 billion lek was spent on drugs (Isksh Focus, 2013). This could be carried out through a strategic planning process that would bring together key stakeholders including MOH, HII Administrative Council and management, and hospital and health center representatives, to engage in a highly interactive process of environmental assessment (Strengths, Weakness, Opportunities and Threats), discussion of critical issues facing HII, development of strategic objectives to effectively address critical issues identified, and finally development of work plans for the next 3-5 years.

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Students’ Perceptions about Self-Esteem

Ph.D. Fatbardha Osmanaga

Department of Psychology and Social Work,
University “Luigj Gurakuqi” of Shkodër Faculty of Education, Albania
bardha_osmanaga@yahoo.com

Abstract

Self-esteem is very important for all of us. The main aim of the paper is the measurement of self-esteem of students of Psychology and Social Work branches of the Faculty of Educational Sciences, Bachelor degree and analyzing students’ opinions about the self-esteem in general and about their self-esteem. For the realization of this study it is used the technique of questionnaire. The measuring instrument is the Self-Esteem Scale (Rosenberg, 1965). It is used, also, the the interview technique in order to understand students’ opinions about their self-esteem in general and about their self-esteem. In the study, we had the participation of 209 students of the Faculty of Educational Sciences of the University “Luigj Gurakuqi” of Shkodër city. In the study we had the participation of 105 students of Psychology branch of Bachelor degree and the participation of 104 students of Social Work branch of Bachelor degree. The paper aims, also, to analyze the impact of specific academic programme and course on mean Self-Esteem Scale score of students. The data collected from the questionnaire was analyzed by means of the SPSS program, variant 20. It is used the analysis of variance Anova table and eta to examine the impact of specific academic programme and course on mean Self-Esteem Scale score of students. There are given the appropriate conclusions. The results of students’s self-esteem are good. The mean is 19,94, the median is 20 and the mode is 20. The maximum score obtained is 28 (obtained from 2 students or 1% of students), the minimum score obtained is 8 (obtained from 1 student or 0,5% of students). There is not a significant relationship between the type of academic programme on mean Self-Esteem Scale score of students (Sig=0,125). There is a significant relationship between the specific academic course on mean Self-Esteem Scale score of students (Sig=0,030). The students of the second academic course have a higher average of point (20,75), whereas the students of the first academic course have a lower average of point (19,05), and this relationship is statistically significant. According to the students, the causes of positive self-esteem, in general, are: a) the support from the family, b) the support from the social environment, c) their confidence and strength to face problems. According to them, the causes of negative self-esteem, in general, are: a) trauma in the family, such as death of the parent, b) physical maltreatment and physical violence in the family, c) the failures in life, d) the lack of self-confidence. There are given the appropriate suggestions, as the improvement of students’s self-esteem, especially for the students of the first academic course.

Keywords: Self-esteem, Self-Esteem Scale (Rosenberg, 1965).

1. Introduction

For everyone self-esteem is very important. So, self-esteem is very important for the students in general and for the students of Psychology and Social Work branches.

Their self-esteem will influence their psychological functioning and, therefore, it will influence the quality of their work. So, the future psychologists and social workers self-esteem will impact the quality of social services, especially for the North of Albania area.

2. Theoretical Treatment

The evolution of the self-esteem construct is of interest and started with W. James in 1890 and has been going for more than a century.¹

In psychology, self-esteem is defined as a reflection of a person’s overall self-appraisal, of their own worth (Suzanne Phillips, PsyD, 2009).²

At the conceptual level, self-esteem has traditionally been considered an evaluative component of the self-concept (Purkey, 1970; Shavelson, Hubner, & Stanton, 1976) by which subjects appraise their self-image from the feedback they receive as individuals and from information from social interaction during their diverse social roles (González-Pienda, 2002).²


Self-esteem is a student’s overall evaluation of him- or herself, including feelings of general happiness and satisfaction (Harter, 1999) (Manning M.A. (2007).3

The media, printed journals, textbooks, and videos have advanced the widespread belief that raising an individual's self-esteem would be beneficial for the individual and society as a whole. According to Gegas (1982), Rosenberg (1965) and Wylie (1974), much of behavior is determined by how one assesses one's own sense of worth.4

Teachers, parents, therapists, and others have focused efforts on boosting self-esteem, on the assumption that high self-esteem will cause many positive outcomes and benefits.5

3. Methodology of preparation and development of this paper

3.1 Aims and objectives of the paper

The main aims and objectives are:
- Measuring self-esteem of students Psychology and Social Work branches of the Faculty of Educational Sciences, Bachelor degree.
- Analyzing students’ opinions about the self-esteem in general and about their self-esteem.

The research questions are:
- The research question 1: What is the self-esteem of students Psychology and Social Work branches of the Faculty of Educational Sciences, Bachelor degree?
- The research question 2: What is the influence of specific academic programme on mean Self-Esteem Scale score of students?
- The research question 3: What is the influence of specific academic course on mean Self-Esteem Scale score of students?
- The research question 4: What are students’ opinions about the self-esteem in general and about their self-esteem?

3.2 Sampling

In the study, we had the participation of 209 students of the Faculty of Educational Sciences. In the study we had the participation of 105 students of Psychology branch of Bachelor degree and the participation of 104 students of Social Work branch of Bachelor degree. 18 students (8,6%) are male, 189 students (90,4%) are female, while 2 students (1%) haven’t given their gender. 70 students (33,5%) study in first academic course, 70 students (33,5%) study in the second academic course, 69 students (33%) study in the third academic course. In the study we had the participation of students of different ages. 49 students (23,4%) are 18 years aged, 62 students (29,7%) are 19 years aged, 62 students (29,7%) are 20 years aged, 27 students (12,9%) are 21 years aged, 6 students (2,9%) are 22 years aged, 2 students (1%) are 23 years aged, and 1 student hasn’t given his age.

The students participating in the study live in different areas of northern Albania. 79 students (37,8%) live in Shkodra district, 4 students (1,9%) live in Tirana district, 29 students (13,9%) live in Lezha district, 14 students (6,7%) live in Malesia e Madhe district, 9 students (4,3%) live in Burrel, 8 students (3,8%) live Puka district, 9 students (4,3%) live in Kukes district, 16 students (7,7%) live in Lac district, 15 students (7,2%) live in Tropoje district, 3 students (1,4%) live in Kruja district, 7 students (3,3%) live in Rreshen, 5 students (2,4%) live in Dibra district, 4 students (1,9%) live in Mamurras, 1 student (0,5%) live in Fushe-Kruje, 5 students (2,4%) live in Ulqin district, 1 student (0,5%) live in Has.

3.3 Apparatus/Materials

It is employed the Self-Esteem Scale (Rosenberg, 1965) to measure students’ self-esteem. It is used, also, the the

3http://www.nasponline.org/families/selfconcept.pdf, pg.11
interview technique in order to understand students’ opinions about their self-esteem in general and about their self-esteem.

3.4 Contents of the questionnaire

The scale is a ten item Likert scale with items answered on a four point scale - from strongly agree to strongly disagree. Scoring: SA=3, A=2, D=1, SD=0. Items with an asterisk are reverse scored, that is, SA=0, A=1, D=2, SD=3. Sum the scores for the 10 items. The higher the score, the higher the self esteem.6

3.5 Method of completing the questionnaire

The questionnaires have been filled out by the students themselves. The administration of the questionnaires (distribution and collection) was conducted during the month November 2013.

3.6 Method of analysis

The data collected from the questionnaires was analyzed by means of the SPSS program, variant 20. It is estimated the reliability of the test. The internal reliability of the Self-Esteem Scale Alpha Cronbach coefficient=0,752. It is carried out the coding of the variables according to the respective rules defined by the author.

3.7 Piloting stage

It is realised the piloting phase. In this phase the internal reliability of the questionnaire Alpha Cronbach coefficient=0,797. In the piloting phase we had the partecipation of 35 students of Social Work branche, the second course. Alpha Cronbach coefficient was recalculated after 10 days with the partecipation of the same subjects and it resulted the same, Alpha Cronbach coefficient=0,797.

4. Findings of the study

4.1 General data concerning students’self-esteem

Table 1. Data about students’self-esteem

<table>
<thead>
<tr>
<th>Self-esteem</th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>209</td>
<td>19.94</td>
<td>20</td>
<td>20</td>
<td>3.83</td>
<td>8</td>
<td>28</td>
</tr>
</tbody>
</table>

The mean is 19.94, the median is 20 and the mode is 20. The maximum score obtained is 28 (obtained from 2 students or 1% of students), the minimum score obtained is 8 (obtained from 1 student or 0.5% of students). It is given dhe corresponding histogram (the graph 1).

6http://www.yorku.ca/rokada/psyctest/rosenbrg.pdf
As we can see, the most of the results obtained is ranked in the range of values from 20 to 28 (120 students or 57.5%). A small fraction of the values obtained is ranked in the range of values from 8 to 10 (5 students or 2.5%). In the range of values from 11 to 19 is ranked the other portion of the results (84 students or 40%).

4.2 The analysis of the influence of specific academic programme on mean Self-Esteem Scale score of students

It is used the analysis of variance Anova table and eta to examine the impact of the specific academic programme on mean Self-Esteem Scale score of students.

<table>
<thead>
<tr>
<th>Academic programme</th>
<th>Mean</th>
<th>Median</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>20.35</td>
<td>20.00</td>
<td>105</td>
<td>3.81</td>
<td>9.00</td>
<td>28.00</td>
</tr>
<tr>
<td>Social Work</td>
<td>19.53</td>
<td>20.00</td>
<td>104</td>
<td>3.81</td>
<td>8.00</td>
<td>28.00</td>
</tr>
<tr>
<td>Total</td>
<td>19.94</td>
<td>20.00</td>
<td>209</td>
<td>3.83</td>
<td>8.00</td>
<td>28.00</td>
</tr>
</tbody>
</table>

There is not a significant relationship between the type of academic programme on mean Self-Esteem Scale score of students (Sig=0.125). As we can see from table 2, the students of Psychology Bachelor degree have a higher average of point (20.35), whereas the students of the Social Work Bachelor degree have a lower average of point (19.53), but this relationship isn’t statistically significant. So, the type of students’ academic programme doesn’t impact their self-esteem.

4.3 The analysis of the influence of specific academic course on mean Self-Esteem Scale score of students

It is used the analysis of variance Anova table and eta to examine the impact of specific academic course on mean Self-Esteem Scale score of students.

<table>
<thead>
<tr>
<th>Academic course</th>
<th>Mean</th>
<th>Median</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>First academic course</td>
<td>19.05</td>
<td>19.00</td>
<td>70</td>
<td>3.96</td>
<td>8.00</td>
<td>27.00</td>
</tr>
<tr>
<td>Second academic course</td>
<td>20.75</td>
<td>21.00</td>
<td>70</td>
<td>4.14</td>
<td>9.00</td>
<td>28.00</td>
</tr>
<tr>
<td>Third academic course</td>
<td>20.02</td>
<td>20.00</td>
<td>69</td>
<td>3.16</td>
<td>10.00</td>
<td>27.00</td>
</tr>
<tr>
<td>Total</td>
<td>19.94</td>
<td>20.00</td>
<td>209</td>
<td>3.83</td>
<td>8.00</td>
<td>28.00</td>
</tr>
</tbody>
</table>

There is a significant relationship between the specific academic course on mean Self-Esteem Scale score of students (Sig=0.030). As we can see from table 2, the students of the second academic course have a higher average of point.
(20,75), whereas the students of the first academic course have a lower average of point (19,05), and this relationship is statistically significant. So, the type of students’ academic course impact their self-esteem.

4.4 The analysis of students’ opinions about the self-esteem in general and about their self-esteem.

Table 4. Results of students’self-esteem (expressed through absolute frequency)

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.1</td>
<td>53</td>
<td>146</td>
<td>10</td>
<td>209</td>
<td></td>
</tr>
<tr>
<td>N.2</td>
<td>34</td>
<td>137</td>
<td>30</td>
<td>209</td>
<td></td>
</tr>
<tr>
<td>N.3</td>
<td>98</td>
<td>106</td>
<td>3</td>
<td>208</td>
<td></td>
</tr>
<tr>
<td>N.4</td>
<td>73</td>
<td>119</td>
<td>15</td>
<td>208</td>
<td></td>
</tr>
<tr>
<td>N.5</td>
<td>13</td>
<td>42</td>
<td>114</td>
<td>39</td>
<td>208</td>
</tr>
</tbody>
</table>

Table 5. Results of students’self-esteem (expressed through relative frequency)

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.1</td>
<td>25,4</td>
<td>69,9</td>
<td>4,7</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>N.2</td>
<td>16,3</td>
<td>65,6</td>
<td>14,4</td>
<td>3,8</td>
<td>100%</td>
</tr>
<tr>
<td>N.3</td>
<td>46,9</td>
<td>50,7</td>
<td>1,4</td>
<td>0,5</td>
<td>99,5%</td>
</tr>
<tr>
<td>N.4</td>
<td>34,9</td>
<td>56,9</td>
<td>7,2</td>
<td>0,5</td>
<td>99,5%</td>
</tr>
<tr>
<td>N.5</td>
<td>6,2</td>
<td>20,1</td>
<td>54,5</td>
<td>18,7</td>
<td>99,5%</td>
</tr>
</tbody>
</table>

Graph 2. The results of students’opinions (expressed through relative frequency) for the items 1, 2, 3, 4, 5

In relation to the item 1 “On the whole, I am satisfied with myself”, 199 students (95,3%) respond positively, while 10 students (4,8%) respond negatively. In relation to the item 2 “At times, I think I am no good at all”, 171 students (81,9%) assert this statement, whereas 38 students (18,2%) disagree. In relation to the item 3 “I feel that I have a number of good qualities”, 204 students (97,6%) respond positively. In relation to the item 4 “I am able to do things as well as most other people”, 192 students (91,8%) assert this statement, whereas 16 students (7,7%) disagree. In relation to the item 5 “I feel I do not have much to be proud of”, 55 students (26,3%) assert this statement, whereas 153 students (73,2%) disagree.

Table 6. Results of students’self-esteem (expressed through absolute frequency)

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.6</td>
<td>14</td>
<td>68</td>
<td>92</td>
<td>31</td>
<td>205</td>
</tr>
<tr>
<td>N.7</td>
<td>99</td>
<td>101</td>
<td>7</td>
<td>2</td>
<td>209</td>
</tr>
<tr>
<td>N.8</td>
<td>34</td>
<td>82</td>
<td>64</td>
<td>26</td>
<td>206</td>
</tr>
<tr>
<td>N.9</td>
<td>2</td>
<td>18</td>
<td>96</td>
<td>91</td>
<td>207</td>
</tr>
<tr>
<td>N.10</td>
<td>99</td>
<td>95</td>
<td>14</td>
<td>-</td>
<td>~ 530 ~</td>
</tr>
</tbody>
</table>
Table 7. Results of students’ self-esteem (expressed through relative frequency)

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.6</td>
<td>6.7</td>
<td>32.5</td>
<td>44</td>
<td>14.8</td>
<td>98.1%</td>
</tr>
<tr>
<td>N.7</td>
<td>47.4</td>
<td>46.3</td>
<td>3.3</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>N.8</td>
<td>16.3</td>
<td>39.2</td>
<td>30.6</td>
<td>12.4</td>
<td>98.6%</td>
</tr>
<tr>
<td>N.9</td>
<td>1</td>
<td>8.6</td>
<td>45.9</td>
<td>43.5</td>
<td>99%</td>
</tr>
<tr>
<td>N.10</td>
<td>47.4</td>
<td>45.5</td>
<td>6.7</td>
<td>-</td>
<td>99.5%</td>
</tr>
</tbody>
</table>

Graph 3. The results of students’ opinions (expressed through relative frequency) for the items 6, 7, 8, 9, 10

In relation to the item 6 “I certainly feel useless at times”, 82 students (39.2%) assert this fact, whereas 123 students (58.8%) disagree this statement. In relation to the item 7 “I feel that I’m a person of worth, at least on an equal plane with others”, 200 students (95.7%) respond positively, while 9 students (4.3%) respond negatively. In relation to the item 8 “I wish I could have more respect for myself”, 116 students (55.5%) agree this fact, whereas 90 students (43%) don’t agree. In relation to the item 9 “All in all, I am inclined to feel that I am a failure”, 20 students (9.6%) agree, whereas 187 students (89.4%) disagree this statement. In relation to the item 10 “I take a positive attitude toward myself”, 194 students (92.9%) respond positively, while 14 students (6.7%) respond negatively.

In general, the students think that their self-esteem is positive. Only 15 students (7.1% of students participating in the study) think that their self-esteem is negative. The students list the following causes for their positive self-esteem: a) positive opinion about themselves, b) high self-confidence, c) their optimism, d) the positive impact of family and the positive impact of social environment. The students that think their self-esteem is negative, base their judgment on: a) their pessimism, b) perception of inferiority in comparison with their peers, c) lack of the courage to face the problems and to continue forward without regret for what that had occurred, d) lack of self-confidence, e) perception of low evaluation for them from their peers.

According to the students, the causes of positive self-esteem, in general, are: a) the support from the family, b) the support from the social environment, c) the confidence and the strength to face problems. According to the students, the causes of negative self-esteem, in general, are: a) trauma in the family, such as death of the parent, b) physical maltreatment and physical violence in the family, c) the failures in life, d) the lack of confidence.

The students suggest different ways to improve their self-esteem: a) increasing their self-confidence, b) increasing confidence in their capabilities, c) evaluating the positive aspects of themselves, d) increasing their motivation, e) the support of their closed friend, f) the professional help from the psychologist, g) the involvement in the activities where they have the opportunity to show their capabilities.

5. Conclusions

The results of students’ self-esteem are good. There is not a significant relationship between the type of academic programme on mean Self-Esteem Scale score of students. There is a significant relationship between the specific academic courses on mean Self-Esteem Scale score of students. The students of the second academic course have a higher average of point, whereas the students of the first academic course have a lower average of point, and this relationship is statistically significant. According to the students, the causes of positive self-esteem, in general, are: a) the
support from the family, b) the support from the social environment, c) their confidence and strength to face problems.

According to them, the causes of negative self-esteem, in general, are: a) trauma in the family, such as death of the parent, b) physical maltreatment and physical violence in the family, c) the failures in life, d) the lack of self-confidence. In general, students are satisfied with them, are proud of them. They have a positive attitude toward them.

6. Recommendations

The following would be necessary:

The improvement of self-esteem of students of first academic course. It is very important that the staff of our Department give more support to them, considering the fact that they come from different districts of North of Albania (where there is too much poverty), and they have to adjust with the life of a big city as is Shkodra city.

The improvement of students' opinion regarding being useless at times. It is important to change this opinion. This can be done through some interventions, as: psychological interventions, support from their peers, support from our staff.

It is very important that the students have more respect for them. For this, their view about themselves must be changed.

It is very important the development of rural areas of the North of our country. The focus will be on the economic empowerment of these areas. The focus will be, also, on preventing physical maltreatment and physical violence in the family. For this, it is important improving social services for the people of these areas.

The improvement of students' self-esteem is very important, inter alia the fact that these students in the future will be the psychologists and the social workers of these rural areas. The improvement of their self-esteem will influence the improvement of their psychological functioning and, therefore, it will influence the quality of their work. So, improving students' self-esteem will result in improving the quality of social services and empowerment of our society, especially of North of Albania area.

References

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