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Tel: +44 2080680407

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## The Evaluation of the EFL Textbooks Used in the High Schools of Elbasan, Albania

Josilda Papajani

University of Tirana, PhD candidate

### Abstract

*The Albanian Education System is currently undergoing several changes, one of which is the Foreign Languages Curriculum implementation. One of the main External Factors in implementing the EFL curriculum is even the kind of Textbook it is chosen to be used in the EFL teaching and learning process. As long as a book is considered 'food for thought', an EFL textbook could be easily considered as 'a milestone' in the students' education. According to this, choosing the right textbook to teach English to High School students is as important as designing the curriculum itself. It is needed to think about the students' needs, interests, ability and level. Choosing a course book is not a frivolous matter, so it should be made clear what kind of English textbook fits best for the students of the High Schools in Albania. This will come out according to the analyses of what the curriculum asks for, the currently used textbooks, as well as according to the observations among teachers and students in the High Schools of Elbasan, Albania.*

**Keywords:** EFL textbook, evaluation, curriculum, high school

### The importance of textbook

It seems that Textbooks are the main sources that can convey the knowledge and information to the learners in an easy and organized way. Cunningsworth (1995), for example, identifies a textbook as a resource in presenting the materials and a source for learners to practice and do the activities. Hutchinson and Torres (1994) argue that the textbooks have a very important and positive role to play in teaching and learning. Sheldon (1988) suggests that "textbooks do not only represent the visible heart of any ELT program, but also offer considerable advantages" (p. 237). The most essential function of a textbook is to motivate students to learn (Mikk, 2000). For Dubin and Olshtain (1986) "the tangible element that gives to a language course face validity to many teachers and learners is the textbook" (p. 167). With regard to the essential aim of the ELT textbooks, Byrd (2001) argues that ELT textbooks include two kinds of information which are: the topic content (e.g., Family, school, etc.) and the linguistic content (e.g., grammar, vocabulary, skills) and they help learners to learn the linguistic content through topic content. In fact, textbooks give learners and teachers enough confidence and security (Cunningsworth, 1995). It is agreed that textbooks are of great value in the processes of teaching and learning (e.g., Cunningsworth, 1995; Haycraft, 1998 ; O'Neill, 1982; Sheldon , 1988; Tanner, 1988). Studies which have been conducted in the area of textbook evaluation show that using textbooks is inevitable. Tyson (1997) expresses that for teachers who do not have enough time for lesson planning especially for inexperienced teachers textbooks are useful tools. For having a useful and effective textbook, evaluation is necessary. According to Robinson (1991) evaluation is the discovery of the value of something for a particular purpose. It is regarded as an interactive process (interaction between teachers, learners, and materials) which includes a profound analysis of the materials used. Evaluation in TESOL situations is a process which is used to collect, analyze and interpret required information (Genesee, 2001). This process enables us to make informed decisions through which student achievement will increase and educational programs will be more successful. Grant (1987) states that although there is no perfect textbook, there is the best textbook that can help teachers and learners. He points out that such a book not only matches the learners' needs, interests, and abilities but suits the teachers' needs and meets the officials' needs also. Textbook evaluation is very important because it not only provides useful information for teachers, but also plans learning settings for students. In this regard, McDonough and Shaw (2003) believe that in two kinds of situations some degree of evaluation is needed. First, it is the situation when teachers are given the choice to adopt or develop their own materials. Second, it is when teachers are consumers and just use the products of other people. This is in line with what Cunningsworth (1995) and Ellis (1997) say that textbook evaluation helps teachers move beyond impressionistic assessments, systematic, and contextual insights into the overall nature of textbook material. They also suggest three different types of material evaluation (i.e., pre-use, in-use, and post-use). Pre-use or predictive evaluation is designed to examine the materials before they are used. In-use evaluation is intended to examine the materials which are currently being used. Post-use or retrospective evaluation is designed to examine the materials after they have

been used. Mukundan (2009) points out that through retrospective evaluation teachers will be informed about the strengths and weaknesses of the textbook and involved in their own professional development. He further states that in this case teachers' knowledge will be increased and their potential for asking and investigating will be enhanced.

The writer of the paper will examine the materials that are, in fact, the realization of the process of syllabus design subsumed under the heading of means/ends specification as mentioned above, and will exclude other factors because it is beyond the scope of this current study to include them.

### *Why evaluating EFL textbooks?*

The reasons for materials evaluation activities are also many and varied. One of the major reasons is the need to adopt new course books. Another reason as Cunningsworth (1995) emphasized is to identify particular strengths and weaknesses in textbooks already in use. Tomlinson (1996) also states that the process of materials evaluation can be seen as a way of developing our understanding of the ways in which it works and, in doing so, of contributing to both acquisition theory and pedagogic practices. It can also be seen as one way of carrying out action research. (p.238). Grant (1987, p.8) claimed (the) 'Perfect book does not exist', yet the aim was to find out the best possible one that will fit and be appropriate to a particular learner group. Sheldon (1988) suggested that textbooks did not only represent the visible heart of any ELT program, but also offer considerable advantages for both students and the teachers when they were being used in ESL/EFL classrooms. Cunningsworth (1995) argued that textbooks were an effective resource for self-directed learning, an effective source for presentational material, a source of ideas and activities, a reference source for students, a syllabus where they reflected pre-determined learning objectives, and supported for less experienced teachers to gain confidence. In addition to that, Hycroft (1998) stated that one of the primary advantages of using textbooks was that they were psychologically essential for students since their progress and achievement could be measured concretely when they were used. On the other hand, evaluation is universally accepted as an integral part of teaching and learning. It is one of the basic components of any curriculum and plays a pivotal role in determining what learners learn. Rea-Dickins and Germaine (1994) stated that "evaluation is an intrinsic part of teaching and learning" (p.4). Cunningsworth (1995: 7) suggested that the materials selected should reflect [the needs of the learners and the aims, methods and values of the teaching program. One other reason for textbook evaluation is that it can be very useful in teachers' development and professional growth. Ellis (1997) suggested that textbook evaluation helps teachers went beyond impressionistic assessments and it helped them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook material.

If one accepts the value of textbooks in ELT, then one should be able to trust that they are of an acceptable level of quality, usefulness, and appropriateness for the context and people with whom they are being used. While the literature on the subject of textbook evaluation is not particularly extensive, various writers have suggested ways of helping teachers to be more sophisticated in their evaluative approach, by presenting evaluation 'checklists' based on supposedly generalizable criteria that can be used by both teachers and students in many different situations. Although Sheldon (1988) suggests that no general list of criteria can ever really be applied to all teaching and learning contexts without considerable modification, most of these standardized evaluation checklists contain similar components that can be used as helpful starting points for ELT practitioners in a wide variety of situations. Preeminent theorists in the field of ELT textbook design and analysis, such as Williams (1983), Sheldon (1988), Brown (1995), Cunningsworth (1995) and Harmer (1996) all agree, for instance, that evaluation checklists should have some criteria pertaining to the physical characteristics of textbooks such as layout, organizational, and logistical characteristics. Other important criteria that should be incorporated are those that assess a textbook's methodology, aims, and approaches and the degree to which a set of materials is not only teachable but also fits the needs of the individual teacher's approach as well as the organization's overall curriculum. Moreover, criteria should analyze the specific language, functions, grammar, and skills content that are covered by a particular textbook, as well as the relevance of linguistic items to the prevailing socio-cultural environment. Finally, textbook evaluations should include criteria that pertain to the representation of cultural and gender components, in addition to the extent to which the linguistic items, subjects, content, and topics match up to students' personalities, backgrounds, needs, and interests as well as those of the teacher and/or institution. Cunningsworth (1995) and Ellis (1997) have suggested that there are three different types of material evaluation. They argue that the most common form is probably the 'predictive' or 'pre-use' evaluation that is designed to examine the future or potential performance of a textbook. The other types of textbook evaluation are the 'in-use' evaluation designed to examine material that is currently being used, and the 'retrospective' or 'post-use' (reflective) evaluation of a textbook that has been used in any respected institution. This



particular study can be classified as the 'retrospective' type of evaluation in which an attempt is made to check the characteristics of the textbooks under study against a collection of criteria proposed by various researchers.

#### *Materials used for the evaluation of the textbooks used in the high schools of Elbasan*

There were browsed approximately ten checklists proposed by different authors and selected thirteen features which were common to most of these checklists to do the evaluation. The following ten EFL/ESL textbook evaluation schemes were consulted to evaluate the EFL textbooks under study.

- Chastain, K. (1971). *The Development of Modern Language Skills: Theory to practice* (pp. 376-384). Philadelphia. The Center for Curriculum Development, Inc.
- Tucker, C. A. (1975). *Evaluating Beginning Textbooks*. English Teaching Forum, 13, 355-361.
- Cowles, H. (1976). *Textbook, Materials Evaluation: A comprehensive checksheet*. Foreign Language Annals, 9 (4), 300-303.
- Daoud, A. & Celce-Murcia, M. (1979). *Selecting and Evaluating a Textbook*. In M. Celce-Murcia and L. McIntosh (Eds.), *Teaching English as a second or foreign language* (pp. 302-307). Cambridge, MA: Newbury House Publishers.
- Candlin, C.N. & Breen, M.P. (1979). *Evaluating, Adapting and Innovating Language Teaching Materials*. In C. Yorio, K. Perkins and J. Schacter (Eds.) *On TESOL '79: The learner in focus* (pp. 86-108). Washington, D.C.: Teachers of English to Speakers of Other Languages.
- Rivers, W. (1981). *Teaching Foreign-Language Skills* (pp. 475-483). Chicago: University of Chicago Press.
- Williams, D. (1983). *Developing Criteria for Textbook Evaluation*. ELT Journal, 37(2), 251-255.
- Sheldon, L. (1988). *Evaluating ELT Textbooks and Materials*. ELT Journal, 42 (4), 237-246.
- Skierso, A. (1991). *Textbook Selection and Evaluation*. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 432-453). Boston, MA: Heinle & Heinle Publishers.
- Ur, P. (1996). *A Course in Language Teaching: Practice & Theory* (pp. 184-187). Cambridge: Cambridge University Press.

After a close examination of the checklists, these criteria were found to be most common to all the schemes proposed by the above mentioned materials:

1. Are objectives explicitly laid out in an introduction, and implemented in the material?
2. Good vocabulary explanation and practice.
3. Approaches educationally and socially acceptable to target community.
4. Periodic review and test sections.
5. Appropriate visual materials available.
6. Interesting topics and tasks.
7. Clear instructions.
8. Clear attractive layout, print easy to read.
9. Content clearly organized and graded.
10. Plenty of authentic language.
11. Good grammar presentation and practice.
12. Fluency practice in all four skills.
13. Encourages learners to develop own learning strategies and to become independent in their learning.

There will be viewed in terms of making quick analyses to the textbooks used in the high schools of Elbasan:

- Blockbuster 3 for the 10<sup>th</sup> grade
- Blockbuster 4 for the 11<sup>th</sup> grade
- Wishes B2.1 for the 12<sup>th</sup> grade

1. Are objectives explicitly laid out in an introduction, and implemented in the material?

At the beginning of the above mentioned textbooks, there is an introduction that attempts to clarify the intended teaching objectives. The ultimate goals of the curriculum are clarified in the Teacher's Book, as the final objectives of the curriculum in vivid words so that the students know what they are expected to have learnt at the end of the program (long term objectives.) Likewise, the short term objectives are specified in the introduction of each module. It is known what the learners should be able to do to demonstrate that they have achieved the intended objectives at the end of each course, e.g. at the end of each year in the educational program.

The introduction section is present in all the textbooks and it is more or less the same in terms of the objectives that it specifies as the goals of the lessons and the course. Each module is comprised of five lessons and a Culture Corner/Curricular Cut section. All the parts of the Introduction related to objectives specification mainly concern the activities and techniques that the teachers should do.

In sum, the final goals of the EFL program, as well as the behavioral objectives which are aimed at by the curriculum designers, are clear. This is helpful across the different phases of the curriculum i.e. classroom implementation and evaluation.

As a result of the good points mentioned above, there is an acceptable degree of concordance between the objectives set in the introduction of the books for each section of the lessons in the series and their implementation in the material.

## *2. Good vocabulary explanation and practice*

The New Words Section is valid only for Blockbuster 3 and 4. There is no list of New Words Section in Wishes B2.1, which is used for the 12<sup>th</sup> grade students, even if the reading Comprehension sections are full of new vocabulary.

According to the analyses of Blockbuster 3 and 4, there is correspondence between the different senses of the word introduced in the New Words Sections in the end of the textbook and the meanings which are used in the Reading Comprehensions. The contextualization of the new vocabulary in the New Words Sections is well-given.

However, some parts of the New Words Section ignore the fact that a word might have several different meanings. In some cases, the meaning for a particular word is introduced in the New Words Section, which is consistent only with the meaning of the same word used in the Reading Comprehension, and this probably, bewilders the students, who might have another meaning in their mind for the same word.

Some of the new vocabulary, which the authors might have assumed to be more significant in carrying the semantic load of the related sentence, has been included in the margins of the Reading Comprehension passages with some synonyms or definitions. There is always a specific place designed to practice the new words. The inclusion of the vocabulary exercises in each lesson is very useful, so that learners can integrate the new words into their mental lexicon.

There is also a good contextualization of the new vocabulary' in the New Words Sections, where new words are introduced in different sentences: "Americans *typically* have vacations of about two weeks. Not many Americans go to other countries for their vacations, and those who do *generally* go to Canada or Mexico." (Blockbuster 3, p.16)

Likewise, there is a balance between the number of new words included in the New Words Sections and those used in the Reading Comprehensions and other sections of the book. These balances persist throughout the book.

## *3. Approaches educationally and socially acceptable to target community*

According to White (1988:92) "A complete syllabus specification will include all five aspects: structure, function, situation, topic, skills. The difference between syllabuses will lie in the priority given to each of these aspects."

It seems that the authors of the books have sequenced the linguistic content of the materials according to the structural complexity, starting from less complex structures to more demanding ones. Even the reading passages are selected or probably manipulated so that they reinforce a particular grammatical point included in the grammar section of the books. However, the question of how and in what order the structures must be arranged in a structural syllabus is a controversial issue. Hutchinson and Waters (1987:88) pose the same question as writing, "What assumptions underlie the ordering in the structural syllabus? Does the verb 'to be' come first, because it is easier to learn? If so, in what sense? Structurally, it is the most complex verb in English. Does it come first because it is needed for later structures, for example the present continuous? Is it considered to be conceptually simpler? Alternatively, is the syllabus ordered according to usefulness?

The verb 'to be' is more useful than, the present simple tense of the verb 'to go'. If we are operating the criterion of usefulness, what context are we referring to? Do we mean usefulness in the outside world or usefulness in the classroom?"

Nevertheless, the personal experience in teaching these books shows that students learn the present perfect tense with less effort than the passive voice. Moreover, they learn the passive voice better if they are introduced to the present perfect earlier. Thus, it could be suggested that the present perfect, which is introduced in Module 6 of Blockbuster 3, be transposed to Module 5, and the passive be moved to Module 6.

#### *4. Periodic review and test sections*

There are review exercises at the end of each Module, which are not enough to revise the new items learned in the Module. The tests and review tests at the end of each one of the lessons. It is worth mentioning that the tests are comparable and compatible with the format and the testing methods which are employed in the mid-term and final exams. To compensate the shortcoming of the practical exercises in the textbooks, there are developed supplementary workbooks for each one of the books. Moreover, students have got the possibility to do the Self-Checks which are available at the end of each module. They can check their answers at the end of the textbook.

The final exams of the 12<sup>th</sup> grade are designed, administered and corrected by state officials and the teachers play no direct roles in these processes. However, the tests are designed according to the textbooks' content.

#### *5. Clear, attractive layout, print easy to read*

The paper of the books is of very good quality. The books are acceptable regarding clarity and orthographic beauty. However, it is even more appealing with the colorful pictures of real people and real environments used.

#### *6. Appropriate visual materials available*

Visual materials can be defined as the facilities that can be employed by teachers and learners to enhance language learning in classrooms. They may range from simple hand-made realia, charts and pictures, to electronic and digital materials. For the series in question, there are CD/DVDs and also the required electronic hardware available at schools for teachers and learners.

The content of the dialogues, whose primary goal is assumed to help the users promote their language skills and enhance learning processes, is effectively addressed. For instance, all the films developed for Book 2 of the series, start with vocabulary teaching.

However, the vocabulary in the dialogues is introduced in the orthographic form with sounds and pictures accompanying them. There are designed pictures or some other graphic materials to illustrate the intended meanings of the introduced words. In some other cases, there is provided the pronunciation of the words with some pauses between, to let the learners repeat the words orally.

Another type of listening exercises has been designed to help the learners improve their reading skills. They start with very brief scenes of two or more people with clear verbal interactions, probably with the intention of motivating the learners to activate their related background world knowledge about the topic to be discussed in the reading passage of the books.

There are some problems worthy of mention concerning these sections. Sometimes, the scenes might seem vague and obscure regarding the messages they are trying to communicate. The learners might find it difficult to catch the meaning that the scenes intend to convey. Consequently, different learners are lead to different interpretations of the scenes and therefore distracted from the main theme of the reading passages. Nevertheless, with a bit of creativity on the part of teachers, these sections can be used as a sort of pre-reading activity to motivate the learners to think about what is going to be discussed in the related reading passages. Moreover, another source of difficulty might be the relatively fast rate of speech of the narrator in reading aloud the reading comprehension passages. Due to the nature of written texts, it is more difficult to process them as fast as the texts produced in oral interactions. Written texts include more embedded sentences and more instances of subordination, which results in longer sentences than oral texts. Written texts are thought to have more information density per utterance than oral texts. Consequently, as a result of these factors, plus some others not mentioned here, written discourse requires more mental effort and thus more time to be processed. A slower rate of speech and inclusion of short pauses between the phrases and sentences might be quite helpful in this case. At the same time,

this can provide the opportunity for the learners to repeat the phrases and sentences they hear to improve their pronunciation.

The dialogues are usually acted out at a normal rate of speech by the actors who seem to be native speakers of English. Again, very fast rate of speech and lack of space for any kind of practice are the problems that are faced in this section. Despite of all these problems, the teachers who want to use them can modify the pace of the work by manually stopping the device and having the learners repeat the sentences spot-check their understanding. However, the practicality of these sections can possibly be enhanced if these modifications are built into them so that less experienced teachers and maybe the learners could make more effective use of them.

### *7. Interesting topics and tasks*

The topics of readings vary from factual to anecdotal, and sometimes are funny stories. It is difficult to judge on behalf of the learners whether they are interesting or not for them, and it needs research. Nevertheless, the majority of the topics seem to be attractive to the learners in the EFL classes. The topics were updated to become more congruent with the taste of the new generation which might be a bit different from that of the authors who designed the books at least ten years ago. Nowadays, learners' needs are different from what they used to be and; hence it looks better that are included texts more related to computer games, the internet, and satellite programs. For instance, it is possible to take and adapt some of the texts, words and jargon which are currently used in information technology. It is also possible to include adapted and simplified versions of quotations and sayings of scholars renowned for their wisdom and eloquence in line with higher culturally valued objectives of education such as trustworthiness, sacrifice, courage, punctuality, patience, honesty, etc. The meaning and content of the materials taught in English classes have strong and long lasting effects on the minds of the learners. This is a valuable opportunity if we want to educate them mentally and spiritually. The text "Could you live in the UK?" attracts the students more than the story of "What did Victorians do for fun?". (Blockbuster 3, p.58-59). It should be taken in mind that, as teachers, our professional and social responsibility do not boil down to imparting a handful of factual information concerning the grammar or meaning of a series of words and sentences in our classes; rather it should be taken care of the transfer of cultural values to new generations.

### *8. Clear instruction*

Most of the instructions are clear and easy to understand for the learners in the books. Even if the learners might not be familiar with the structures and the lexis used in the instructions, the models given for each group of exercises provide contextual clues for the learners as to what they are expected to do. However, some of the instructions are lacking in the required contextual information and also may be beyond many of the learners' English language proficiency in terms of linguistic complexity. One possible solution might be to use the learners' native language instead of the target language in the instructions, where the learners are not able to understand complex sentences.

### *9. Content clearly organized and graded*

Some of the Reading Comprehension texts tend to be more difficult for the learners to understand than others due to their structural complexity. In working with learners from different proficiency levels, it was realized that the learners misunderstood or did not comprehend some parts of the Reading Comprehension texts, especially extracts from Wishes B2.1, because they did not know the meaning of the new words included in them, or simply because those sentences were too complex for them to comprehend. There might be a number of possible factors which render a text difficult or easy to understand. Content of the passage, the background knowledge of the reader, rhetorical organization, information density, number of unfamiliar words, and length and complexity of the sentences in a text are all possible candidates to make a text difficult or easy to understand.

There are different versions of Fog's formula which make use of factors such as number of syllables or words, length of sentences, or the syntactic complexity of sentences. If it is utilized the one which is based on the number of words and sentences, it will be found a logical sequencing of the reading materials in the book, but if it is applied the formula which is sensitive to the number of sentences and number of complex sentences it will be found a differential outcome. On the basis of the latter formula, - i.e.  $\text{number of words} \div \text{number of sentences} + (\text{number of compound sentences} \div \text{number of sentences}) \times 40$  - the text containing more compound and longer sentences will have greater readability indices indicating more text difficulty. Considering the fact that most of the unknown words in the texts are taught prior to teaching the Reading Comprehension texts in the books, therefore, it is quite plausible to conclude that the number of new words can play no

major role in making the text difficult or easy to understand for the learners; rather it is the number of longer and more compound and complex sentences that probably determine the difficulty or easiness of the texts. Thus, the authors of Wishes should have used the sentence-complexity-sensitive formula to sequence the Reading Comprehension texts in the series. However, to solve the problem, two solutions are available: the first one is to 're-organize' the texts according to the readability. Moreover, it requires a close reconsideration of the new vocabulary that the transposed texts include. The second solution is to break long and complex sentences down into shorter and less complex ones. This solution has its own particular problems and challenges, too. In many cases it is not possible to break a compound sentence down into its constituent clauses and phrases and assemble them into simple sentences without spoiling the meaning of the original sentence. For example, in Wishes B2.1, there are plenty of compound sentences which are perceived as challenging to the learners. One of the sentences which is used at the very beginning of a paragraph reads: "He goes on to say 'Chasing is extremely dangerous – especially when I started and there were no on-board radars to show us where and when the tornado would hit and no pre-existing chase instructions.'" (p. 92). As it is seen, it is not so easy to change this sentence into some simpler sentences which convey the same idea or range of meanings. At first glance, it might be concluded that sentence simplification is the least troublesome solution. However, in practice, it proves most challenging.

In sum, the former solution, however strenuous, feels more practical and easier to manage.

#### 10. *Plenty of authentic language*

Authenticity is defined as follows by Johnson and Johnson (1999:24): Texts are said to be authentic if they are genuine instances of language use as opposed to exemplars devised specially for language teaching purposes. The question of authenticity emerged as an important issue within communicative language teaching and in relation to notional/functional syllabuses, where emphasis was placed on ensuring that the classroom contained natural language behavior, with content identified as relevant to the learner through the process of needs analysis. There are various other reasons why authenticity may be regarded as important. One is that it presents learners with language exposure similar to that enjoyed by native speakers, including all the characteristics of natural language which may be necessary for the learner properly to interpret texts. In addition, there is motivational attraction for insisting on authentic texts, created as means of communicating content and not for some pedagogic purpose.

If the discussion is based on the definition of authenticity given above, and seen as the degree the materials concord with actual instances of language the learners will encounter in real situations, the materials could be considered as authentic. In fact, the learners' main use of English language will be limited to reading texts and passages they come across in academic contexts in future, if they continue their education at university. In other cases, depending upon the learners' personal needs, their application of their knowledge of English will be limited to other instances of language used in catalogues, manuals or magazines. In few cases, they might need to listen to English programs on satellite TV or other media in their everyday life and, in rare cases, to communicate verbally with a foreigner who speaks English. Considering the fact that the bulk of materials is devoted to reading activities, and some space is given to dialogues to provide opportunities for the learners to practice verbal communication, the materials can, to certain extent, be regarded as authentic.

#### 11. *Good grammar presentation and practice*

Grammar drills occupy the lion's share of each lesson and range from repetition, substitution to transformational ones. They are aimed at providing the learners with oral practice of the intended grammatical points. The oral drills are techniques which were mainly utilized in Audio-Lingual method and similar approaches to second language teaching for various pedagogical purposes one of which was automatization of the grammatical patterns. Automatization can be viewed from two perspectives: One is to develop the ability to give quick and in-time responses to particular verbal stimuli mainly in phatic communion. The second is to develop the ability to process a given piece of information without awareness or attention, making relatively more use of long-term memory, for example, by producing a particular sentence according to the grammatical rules of a language. However, because the so-called standard tests that are usually administered by the officials of the Ministry of Education are almost completely lacking in test items measuring the productive ability of the learners, the teachers, for this or maybe some other reasons, might skip the drills and replace them with the explicit explanation of the rules and formulas underlying the patterns at issue (strong negative washback effect). Frankly speaking, in regular English classes at high schools they are most often disregarded by the majority of the teachers.

12. *Fluency practice in all four skills*

The books have devoted a large proportion of the lessons to materials that primarily aim at developing and enhancing the reading ability of the learners. Considering the idea that the main needs of the learners might be to acquire an acceptable degree of mastery and skill in reading materials written in English, this allocation looks justified.

However, it is explicitly mentioned by the writers of the books how to treat listening comprehension and writing skills. There is a special section in the lessons specifically designed to develop and enhance listening skills in the learners. However, the teachers can probably work on this skill even through having the learners listen to the reading passages read aloud by the teachers or other learners in the classroom. To involve the learners actively and attentively to listen to the passages read aloud, the teacher can ask various comprehension questions at different points or at the end of the listening activity to check their understanding. The speaking skill is also taken into account though indirectly and as a marginal activity. There are certain questions at the end of each reading passage which require the learners to give oral answers.

The last but not the least is the writing skill. If we define the writing skill as the ability to communicate one's thoughts and ideas to a particular person or group of addressees through the orthographic form of a language, it is possible to claim that it is present in every lesson. There are particular exercises of the lessons which are intended to enhance the writing skills of the learners, by assigning writing activities. There are included writing activities in different formats varying from controlled to free writing according to the proficiency levels of the learner groups.

13. *Encourage learners to develop own learning strategies and to become independent in their learning*

It is attempted to familiarize the learners with cognitive and behavioral strategies or, at least, raise their consciousness about learning strategies. Moreover, throughout the lessons learners come up with certain vocabulary learning strategies such as building up semantic trees which relate different words from a common semantic field.

It is believed that learner training is helpful and valuable in pushing our learners toward the intended goals of both the learners themselves and the teachers but, after all, there are a number of unresolved issues to do with the application of learner strategy research to learner training (see Ellis, 1994: 530-533). It is not clear whether the meta-cognitive and cognitive strategies which are unconsciously applied by the good language learners are teachable in a conscious way. In the meantime, it is particularly vague whether strategies are sufficiently generalizable to be used with a range of learners who will themselves be affected by factors such as context, cognitive styles, and proficiency levels. Nor is there adequate evidence that strategy training leads to improvement in language learning outcomes. As McDonough (1995: 172-3) points out, 'although learning strategies and strategy training are very important elements in the teaching/learning process, great care has to be exercised in moving from a descriptive and taxonomic position to an interventionist one.'

In conclusion, regarding the above mentioned criteria, Blockbuster 3, 4 and Wishes B2.1, used in the high schools of Elbasan, are considered to be qualified in helping the learners to develop the learning strategies found in good language learners. They are characterized by the principles of the Common European Framework of Reference and develop all four skills through a variety of communicative tasks. It is designed to promote active, holistic and humanistic learning. Key features include:

Vocabulary is introduced in a functional and meaningful context, and practiced through a variety of exercises in order to help students use every-day English correctly.

Situational dialogues in a range of everyday contexts familiarize students with natural language.

A wide variety of reading texts (e.g. e-mails, texts messages, letters, songs, etc.) allow students to practice and develop reading skills.

Discovery techniques are employed (such as Exploring Grammar) to methodically reinforce students' understanding and to help students learn by exploring the language on their own.

Study Skills help students develop strategies which improve learning skills and enable them to become autonomous learners of the language.

Songs and Games in each module allow students to use language in an enjoyable way.

Writing sections have been carefully designed to ensure the systematic development of students' writing skills through the use of all four language skills.

**Culture Corner Sections:** Students are provided with cultural information and read about aspects of life in English-speaking countries. Related tasks and creative projects give students the chance to process the information presented and compare it to the culture of their own country.

**Curricular Cuts Sections:** These enable students to link the theme of the module to a subject on their school curriculum, thus helping them to contextualise the language they have learnt by relating it to their own personal frame of reference.

**Progress awareness – Self-assessment:** Students learn to record and evaluate their own progress

**Workbook & Grammar Book:** The Workbook aims to consolidate the language presented in the Student's Book through a variety of tasks incorporating all four skills. The Grammar Book provides further exploration of the grammar taught in the Student's Book, with detailed theory and practice.

The CD-ROM provides fully autonomous practice and consolidation of learning in all four skills through the state-of-the-art visual, sound and graphic effects and the engaging, fully interactive tasks and games.

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## Culture and Language as Factors Related in the Process of Learning and Education

Irena Papa

University of Tirana

[irenasevdaraj@yahoo.com](mailto:irenasevdaraj@yahoo.com)

### Abstract

*Communicative language teaching has become a familiar part of the landscape of language teaching in the last three or four decades. Teachers who perceive the objectives of teaching foreign languages associated with learning intercultural competence will be more inclined to make the process of teaching foreign languages more intercultural than teachers who perceive objectives as related to the acquisition of communicative competence. In this paper the relationship between culture and language is going to be explored by focusing on their role and impact in the process of learning languages and education.*

**Keywords:** culture, language, communicative competence, education, "teaching culture and language", "the relationship between culture and language"

### 1. Introduction

While we try to teach students of other nationalities our language, or when we try to teach Albanian students a foreign language, or an international language, such as English, we should not underestimate the value of their mother tongue and the values of their culture. We should be cautious when speaking about a culture and a country in order not to make students feel as if their cultures are being undervalued, and thus making them feel uncomfortable and discriminated against especially when teaching Albanian to students from other countries.

The relationship between language and culture is very important and delicate. Schools in countries where the number of foreign students is high are in constant search for ways and methods to incorporate teaching methods and materials which can ease the acquisition of the native language by speakers of other languages. As teachers of foreign languages we should admit that language and culture are inseparable. According to Wei, language has a dual character: both as a means of communication and a carrier of culture. Language without culture is unthinkable, so is human culture without language. A particular language is a mirror of a particular culture.<sup>1</sup> They contribute not only in the development of personality, but also in the way an individual or a society interprets reality.

Brown describes the relation between language and culture as follows: "A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture".<sup>2</sup> Whilst Gao<sup>3</sup> argues that, the interdependence of language learning and cultural learning is so evident that one can conclude that language learning is culture learning and consequently, language teaching is cultural teaching. He further states that foreign language teachers should be aware of the place of cultural studies in foreign language classroom and attempt to enhance students' cultural awareness and improve their communication competence.

Language is the most evident way of expressing a culture, and the major part of teaching and learning, either in a class or at home, is made by means of language.

<sup>1</sup> Wei, Y. Integrating Chinese Culture with TEFL in Chinese Classroom. *Sino-US English Teaching*, 2(7), 2005, 56.

<sup>2</sup> Brown, H. D. *Principles of language learning and teaching*, 1994, 165.

<sup>3</sup> Gao, F. Language is Culture – On Intercultural Communication, *Journal of Language and Linguistics*, 5(1), 2006, 59.



## 2. What is Culture?

Culture is a key element to communication, especially to the intercultural one. It is so inherent and innate that we are often not aware of it and don't even think about it. We consider culture as an integral part of our life and customs. Trying to understand someone else's culture is similar to explaining to a fish that it lives in water.<sup>1</sup>

Culture and language distinguish one nation from another. They are often seen as closely related and sometimes inseparable from one another and are often treated by people as being equivalent, wrongly using the former instead of the latter. A nation might be inhabited by one or more cultural groups, becoming a carrier of more than one culture. The culture, or cultures, that exist within the boundaries of a nation – state certainly influence the regulations that a nation develops, but the term culture is not synonymous with nation.<sup>2</sup>

But what is *culture*? This is not a simple question, and never has been. Efforts have been made by anthropologists to agree on a single and unique definition on "culture", but it seemed impossible to be achieved. In 1957 Lado<sup>3</sup> defined culture as "the ways of people", while anthropologists refer to it as the whole way of life of a people or group. In this context, culture includes all the social practices that bond a group of people together and distinguish them from others'.<sup>4</sup>

According to UNESCO *culture is that set of distinctive spiritual, material, intellectual and emotional features of a society or social group, encompassing all the ways of being in that society; at a minimum, including art and literature, lifestyles, ways of living together, value systems, traditions, and beliefs. Each culture is the sum of assumptions and practices shared by members of a group distinguishing them from other groups, and so one culture comes into clearest focus when compared to another culture maintaining different practices. However, cultures are themselves multiple, so that to insiders, every group reveals itself not as homogeneous but rather a nested series of progressively smaller groups whose members are all too aware of distinctions between themselves. Cultures themselves are seldom the focus of attention in discussion of intercultural competences, for cultures have no existence apart from the people who construct and animate them. Thus members of cultural groups more adequately serve as the focus of attention.*<sup>5</sup>

## 3. Why teach culture in a foreign language class?

Culture is evident in every aspect of our daily life, as it is intertwined in all actions we undertake, no matter how unimportant they might be. We express culture when we meet and greet people, we express culture when eat and offer someone a meal, even when we make or receive a gift we express our culture. We sometimes may reflect and express our culture in and through our gestures and communication without even being aware of it. Thus children who live in a monolingual community are grown to believe that the values and way of behaving they have been taught consciously or unconsciously throughout their life are the standard ones and may remain perplexed when faced with members of other cultures who behave and act according to their values, traditions and customs. As Kramsch states "a foreign culture and one's own culture should be placed together in order for learners to understand a foreign culture". She defines this as establishing "a sphere of interculturality".<sup>6</sup>

Culture teaching along with language teaching is important not only to introduce students to a foreign culture and become interculturally competent, but also increase their awareness of their native culture. Vernier et al. consider it as a fifth skill along with reading, writing, speaking and listening, that "enhances student's overall learning experience".<sup>7</sup> But, Kramsch

<sup>1</sup> Martin J, Nakayama T, Hyrje në Komunikim Ndërkulturor, MC Grow Hill, 2008: UET Press: 2010, 48.

<sup>2</sup> Oatey S. Helen, *What is Culture?* – A Compilation of Quotations,

<sup>3</sup> Lado, R. *Linguistics Across Cultures*; The University of Michigan Press, 1957.

<sup>4</sup> Montgomery, T, H. Reid – Thomas, *Language and Social Life*; The British Council, 1994, 5.

<sup>5</sup> UNESCO, *Intercultural Competences – Conceptual and Operational Framework*, France, 2013, 10.

<sup>6</sup> Kramsch, C. *Context and culture in language teaching*. Oxford: Oxford University Press, 1993.

<sup>7</sup> Vernier, S., S. Barbuzza, S. D. Giusti, and G. D. Moral. 2008. The five language skills in the EFL classroom. *Nueva Revista de Lenguas Extranjeras* 10: 263–91.

considers the role of culture to be more important than merely that of a fifth learning skill in language learning and teaching. She defines it as something “always in the background, right from day one”.<sup>1</sup>

By changing the “seven goals of cultural instruction” that Seelye<sup>2</sup> provided in 1988, Tomalin and Stempleski<sup>3</sup> argued why culture teaching was essential in language teaching. According to them the following goals are related to culture teaching:

- To help students to develop an understanding of the fact that all people exhibit culturally-conditioned behaviours.
- To help students to develop an understanding that social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave.
- To help students to become more aware of conventional behaviour in common situations in the target culture.
- To help students to increase their awareness of the cultural connotations of words and phrases in the target language.
- To help students to develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
- To help students to develop the necessary skills to locate and organize information about the target culture.
- To stimulate students' intellectual curiosity about the target culture, and to encourage empathy towards its people.

Thus, as Tavares & Cavalcanti<sup>4</sup> argue, the aim of teaching culture is ‘to increase students' awareness and to develop their curiosity towards the target culture and their own, helping them to make comparisons among cultures’.

#### 4. Conclusion

As educators and especially as language teachers we should be aware of the difficult, but beautiful task we have when teaching a language. It is our duty to make young people aware of the importance of their culture, but also introduce them to new cultures, customs and beliefs. Make them understand the importance of culture learning and the importance of being culturally aware. We, teachers should convey the important message that all cultures are equally important and make students familiar so that they don't get lost when introduced to a new culture, or when among member of other cultures.

Teaching culture has always been an important and integral part of language teaching classes, but in Albania it has become of vital importance after the 1990's when people finally had the opportunity to travel abroad, visit and explore other countries and cultures. In order to avoid clashes amongst cultures and misunderstandings, which lead to an unsuccessful communication between people, language and culture should be taught simultaneously and in the most natural way, because the former cannot be understood without the latter.

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<sup>2</sup> Seelye. “*The seven goals for cultural instruction*”, (1974).

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## The Youth Language as Witness of Changes in Albania after '90s

Msc. Entela Shingjergji Kazazi

"A. Xhuvani "University, Elbasan, Albania

### Abstract

*Language is a communication and expression tool which at any time and in any society is presented in different versions in dependence of many factors. In sociolinguistic viewpoint when we investigate the links between language and social context, is noted that the language is very diverse, changes in time, in space, in different classes or social strata and in concrete situations. This paper aims to present a comparative view between youth slang, namely the vocabulary used by them in Albania before the 90s with the one after '90s. We tried to argue that the language is made in certain circumstances, especially under the pressure of factors out-linguistic, witness or mirror of the social mentalities. However, this is a superficial treatment, which will be the subject of a more detailed research in the future.*

**Keywords:** language, young, changes, lexicon.

### Introduction

Adolescence is not only a result of physical, physiological and psychic development, but also of the cultural and social changes. In modern concepts of personality development, it is understood as specific stage in development that is characterized by sensational psychic, emotional and moral crisis. It is treated as a phase of transition from childhood to maturity. Language (spoken or written), is a tool that allows the expression of concepts, feelings and needs of young people. According to Berruto in language happen 4 types of changes: diachronic (depending on time), diatopic (depending on space), diastratic (depending on social classes) and dysphasic (depending on communication situations).

It is understandable in this context that the language of youth, just like the language of any other social group is not a static phenomenon. It is a socio-demographic phenomenon in constant evolution, both from a demographic perspective, and from it chronologically. It is known that young people talk between them using a language almost "invented" and somehow "strange", with a vocabulary that results often unintelligible from adults. This is a way that young people use to break away from the world of adults, and not being understood by them. The ultimate goal is to customize the language, to leave off their world the adults and create a kind of independence and individuality.

The youth language has always constituted a temptation for researchers, particularly linguists, sociologists and psychologists. The researchers are trying to find a definition to the language of youths and assign a place in the national language vocabulary. But if we consider the fact that adolescence includes a broad age groups (11-19 years old), and appears in dialectal variants, this venture is impossible. Much of sociolinguistics, believe that the language of youth is a new area of research. Arno Scholz says there is no language to young people, because there is no youth as social homogeneous group. (A. Scholz, 2005)

But, according to Radke, in the last century the young were separated for the first time as a group and found their social space. The trend of today's youth is grouping, especially in towns. Their social and communication networks are very extensive. And this creates the circumstances of the creation of a "language" especially for them. According to Radke, the variability of language of youth's is caused by variability between generations. Each generation wants to leave a mark and create a social space for themselves. (E. Radke, 1992)

According to sociologists and psychologists in the language of youth is essential idea of the group. In particular, in their language affects the social environment, relationships with peers. According to K. Mannheim, becoming part of a group means more than just the acceptance of the values that characterize the group; means to "catch" things in that sense, to unbuckle the concepts in that context, to "catch" psycho-intellectual components that are present and accessible to the group. (K. Mannheim, 1975).

On the other hand, this "mission" of young people, so that they purposely modify their language not to be understood by adults, is a factor that hinders the realization of a deep study and with a value of all times on their language. This is because the language of each generation of young is characterized of special features and reflects the social, political, phenomenal at the local level and beyond. As such, it can become a mirror of social mentalities of certain societies in certain epochs.

The object of our research is diachronic change, so the change in time of the language of young people, according to different evolutionary periods. And for the sake of truth, in Albanian studies it is a relatively new experience. In Albanian lexicology there is not any genuine tradition of research in this area.

Early studies in this regard in particular are based on questionnaires that have revealed lexical terms of the specific semantic fields (Klerk 1997; Labov 1992; Walter 1993). Other studies consider lexical collected material (Banfi / Sobrero 1992). Lexical analysis is based on both questionnaires as well as the collection of lexical material. In fact, there is a tradition, though not so scientific of the dictionaries of youth's language, as the one of Heinemann (1990), Ehmann (1996) for German, Goudaillier (1997) Eliane / Kernel (1996) for French etc.

The lexical material examined by us in frame of this work is provided through collection of vocabulary words and expressions of Albanian language explanatory dictionary of 80s and questionnaires conducted among today's youth.

From this observation, we show that lexical of Albanian language has changed enormously after 90s. It has its own explanation. Due to specific circumstances where was found Albania in second world war, and particularly the establishment of communist dictatorship regime that lasted nearly half a century, the youth language of that period was a language more "political". This was a period when youth language modeling influenced above all by schools and fictional literature that was studied in school, selected precisely by the leadership (ruling party).

The language, took over political task trying to fit Marxist- Leninist theory. She began to solidify and calcify, being fed with templates. It was rich with typical expressions that reflect more than everything else the formation communist and communist ideology. Communism built an entire machinery that fabricated the opinion and social behavior. He engaged in this enterprise schools, media, cinema, theater, to party structures in each work center. The official ideology elaborated its vocabulary, which was injected every day in society, through the mental measures of processing industry. The Albanian language of the "new man" was the only window of understanding the world, which of course dictated schematic mentalities hampering any freedom and intellectual lucidity.

We believe that this ideology is clearly expressed in words and expressions mirrored in Albanian language vocabulary of 80s. An overview of the key terms used in everyday think of youth reveals not only changes quantitative and qualitative nature. Concepts of the world, beliefs, life, civic duties, are far of the worldview of the youth today.

Everyday basic topics that are expressed in the youth lexicon, in fact did not differ greatly from those of other social groups. This was understandable, as intended shaping a new generation of revolutionaries who would inherit the revolutionary ideas and worldview. In lexical fund of youth language before 90s highlight some lexeme and typical phrase:

*There is no god, do not believe in god*, as he conceived as a religious and mystical vision as being higher supernatural, invented by various religions, which allegedly created the world, stands on it and runs everything.

*The struggle against revisionism*, as revisionism was seen as a bourgeois, opportunist and Marxist ideological and political trend, who was born in the late 19th century in the bosom of the international communist movement, which tried to review the basic principles of revolutionary Marxism -Leninism, especially the theory the Marxist class struggle, the socialist revolution, the dictatorship of the proletariat and the party of the new type, and replace them with the reactionary and anti-scientific theory...

*Proletarian revolution, to think and live as revolutionaries:*

*Revolutionary:* (...) fighter steadfast and determined to accomplish the end the issue of the working class and its party in every field of life. Communist of the first hours, the Communists example: named a member of the Party of Labor of Albania, Communist: The one who was imbued with the principles and ideas of scientific communism and acted upon those ideas and principles; The one who conscientiously top supported the program of Communist Party and fought to bring it to life.

*Youth* (second meaning): political organization that includes boys and girls at a young age, guided by the PLA (Party of Labor of Albania). The naming above was used in order to cut instead of "Youth organization" and the "Union of Youth of Labor of Albania".

Powerful influence in molding the youth in Albania before the 90s had schools, newspapers, textbooks, television. Schools used to play a crucial role in the indoctrination in communist and revolutionary ideas. Furthermore in each school once a week was held the so-called "*political information*", which consisted in reading a political binding material from one newspaper propaganda, "The voice of the people".

*Youth Action*, or *above the spirit of shares*, was a colorful event, with the participation of the youth, to perform quickly and with revolutionary spirit an important task political, social or economic. It was a great work of socialist construction that was done with volunteer force focused as building roads, rail, forestation, etc. Foreign performances were condemned not only by the youth but the whole society in the figurative sense, they were called actions or concepts that conflict with the principles of Marxism-Leninism.

*Enver pioneer*, were members of an organization that included children from 10-15 years old and headed by the Youth Union of Labor of Albania, who ministered and propagated communist ideas of Enver (head of state).

After years "90 current political situation changed; was down nearly 50-year dictatorial regime and settled democracy. Major political changes in history of changes is also accompanied by changes in other natures. Albanian society after '90 was faced with extreme variations in terms of the perception of the world and the place of the individual in it, he realized that his civil rights were denied for 50 years and that legally belonged to him. This company had to be oriented towards a world open to the mentality, behavior and freedoms. When a national social community develops and progresses in various fields, economy, science, art, culture, politics, it starts getting complex and this complexity is reflected in the language of that community. As largely political concepts, which were characterized by language, subsided to exist (or at least did not have the semantic nuances that had to dictatorship), the language of the youth was stripped of political tasks.

In the civilized world, that so rapidly included from modern life, alongside various flows that have always existed, but now they have increased, such as shopping, schools, libraries, theaters, cinemas, discos, pubs etc, and massive displacement towards larger centers have received tremendous importance invisible flows, which are not the sole property of the city, such as radio, television, e-mail, the Internet, magazines, books etc. (Shkurtaj Gj., 2009).

According to Sh. Rokaj, one fundamental changes Albanian language after 90s is its gradual release of "wooden language", which we consider the rigidity imposed within the framework of half a century ideological dogmas. This was reflected in the language of youth, which was void of political terminology.

This resulted not in favor of Albanian, as the gap created by these terms, over the years brought its distortion ... Geopolitical barriers were removed and Albanians began to move more not only from one province to another, which brought mixing of dialects and creating sociodialects, but also outside its borders. The opening of borders to the world increased inflow of remittances from foreign languages, of which were imported ready syntactic structure, away from the usual structure of the Albanian language.

The youth language today is distinguished among other things by some typical topics that are far from the former Albanian society. Many of them were taboo subjects such as sex, love, drugs, dress, music, etc. Even the vocabulary of young people today, revolves around these themes that are part of their everyday life. Lexical Corps used by them which generally has a short duration, consists of words borrowed from the media, the world of the Internet, many popular television programs for youth, advertising slogans, or actuality characters adored by young people as humorous programs, for example: actors and TV presenters, singers, athletes, etc. All of these are foreign to the former Albanian society.

The pressure of globalization brought the use of foreign words, mostly of English and Italian, and later under the influence of television, uses short formulas "discharged" from soap operas, so much in vogue, Spanish and Turkish. Politics governing the pre '90s suffocating pressure exerted mainly Russian, who had been a long tongue of communist Albania's political allies. Youth of the former was oriented mainly towards learning Russian, English and French. After '90s the use of foreign words in the teaching of young people in Albania, as in other countries, there is a tendency that constitutes mode. This influx of foreign words came for different reasons. In the first phase many foreign words readily entered everyday language of youth with new concept or imported from foreign cultures, as week-end, pijama-party, gay, vip etc. On the other

hand we have some foreign words, mainly from English: hot, sexy, nice, miss, star, trendy, lucky, party, crazy; from Italian: firmato, frate, amore, from Spanish: ermanita, Pappie Chulo, ritardato, loco etc., that reflect the desire of young people to be the trend, consistent with the cloud, doggy snob, fashionable and to be separated from adults.

The youth language is in constant change. As we saw, it becomes spokeswoman for mentalities, desires and modern trends. While maintaining links with political realities, social and cultural, influenced by the linguistic and outside language, has different views at different times. One thing is certain; what is fashionable today, suddenly, tomorrow may be a phenomenon of aging.

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## The Semantic Potencial and Functional Characteristics of the Present Tense in Albanian Language

PhD. Alma PINARI (KALLARI)

Professor of Russian Language

Tirana University

Faculty of Foreign Languages

Department of Slavic and Balkan Languages

Russian language Branch

[almapinari@gmail.com](mailto:almapinari@gmail.com)

### Abstract

*In the Albanian language grammar as far as synthetic present tense is regarded, the verb (run - vrapoj), has been traditionally called as an undefined tense since it rarely defines a certain moment of the action. On the other hand the analytic form of present continues (po vrapoj - I am running), deals with a certain connection between the action and the moment of speech. The real difference between the undefined action and defined action has always been considered as the main characteristic of the contravention among analytics and synthetics forms of the Albanian language. Actually, the main reason that we use the present tense of the indicative form is to show the way an action is in total accordance with the action of speech. But linguistic facts prove that the action expressed by the present instant transcends the limits of discourse, while fragment of the situation that is in the scope of the speakers at the "moment of speech", as a rule, is part of a whole situation, where the beginning and the end of the action is not affected from it. However, the Albanian language deals with the present tense of verbs just like other forms of the verbs in an attempt to limit the connection between the action and the moment of speech. This happens even in other tenses which may be sort of the same but that stand in different semantic meanings. The scope of this paper is of indicative in Albanian language, the semantic potential and functional features of its synthetic and analytic forms and linguistic interpretation issues of semantic content of this tense. Among other forms of indicative, present tense of Albanian is characterized by large semantics due to the ability of its forms to express not only time relations with the moment of speech (proper temporal semantics), but also how verbal action develops or is distributed in time (aspectual semantics). Idea of time underlies both mentioned semantics, but they stand in different linguistic planes.*

**Keywords:** synthetic present, analytic present, concrete/abstract action, potential semantic etc.

### Introduction

In linguistic the semantic aspect of present tense is generally defined as the simultaneity of the action which is expressed at the moment of speech. Kind of the same definition has been introduced even in the Albanian linguistic. The core aim of using the present simple in the Albanian language is to express an action which includes the moment of speech as well. (Grammar of the Albanian Language 1, 2002).

But, as a matter of fact there are some cases in the Albanian language that shows it quiet clearly that the action expressed in the present simple, can overcome the moment of speech, since the fragment of the situation that is taking place is nothing but a slice of all the situations. In other words, the action in the present simple can not express the beginning and the end of the situation. The unfinished situation that takes place in front of the speaker is not only an action that happens at the moment of speech ( for example; look who is coming) but also as an repeated action in the past that has the probability to be repeated even in the present. For example 'Every time he comes to the city he becomes sick.'

The present simple in the Albanian language has been traditionally defined as a synthetic tense which is not defined, because it does not show an action related to a specific moment. While the analytic form of the present tense such as 'I am running' shows a certain connection with the moment of the action since it has the same values for the same moment. The meaning of a certain action/uncertain action has always been seen as a characteristic fact of the contravention between



the analytic and synthetic forms of the present. The only difference in this contravention is the fact that the action expressed from the verb has a certain relation with past.

### The synthetic form (I run)

The difference between variants of the present tense (run /I'm running) is the semantic counterpoint of current action/non-current action (Pinari (Kallari), A., 2013). Such an interpretation justifies the linguists' conclusion that counterpoints in demonstrative manner tense forms serve to indicate not only the timing of an action, but the manner of the operation development and its actualization as well. (Agalliu F., 1968).

The plan to present carries out the categorical meaning of action simultaneity with the reference point (the time of speech). Present tense of demonstrative manner in the Albanian language verbal system consists of synthetic forms such as 'run' (he runs fast) and two types of analytical forms such as 'I'm running' (He is running towards us).

Depending on the different dialects of the Albanian language it can bare different meanings. For instance in the dialect of gegërishte we encounter the version *është kah ban (A e din qeveria çka asht kah ban Zogu në çerdhe të korbit? (Is the government aware of what happens in the bird's chest?) (S. Drini, Bajram Curri); Jemi kah mundohemi me i ba këto punë si thue ti (We are trying to solve these problems, aren't we?) (S. Drini).*

In the grammar of Albanian language the present simple in the sintetic form has always been considered as an undefined form because it has no relation with the period of time. On the other hand the synthetic forms of the present simple such as (I am running) are known as forms that demand the same values and for this reason they are defined as certain actions.

The synthetic present simple has always been described as a typical action or as a typical one. The synthetic form is also used to introduce facts or actions that describe a general truth which is true in every situation. For example; *Every weekend we climb the mountain./ He tends to say the worst things without even thinking about it./etc.* however it is worth mentioning that the moment of speech is always part of the synthetic form.

Among different kinds of using the present simple we can also mention those cases when we talk about actions that are regularly repeated or actions that are followed by other actions, during the present. (Demiraj Sh., 1985; (Grammar of the Albanian Language 1, 2002).

For example; *Guards are changed every four hours. He enters the tower and lock the door. He kissed her forehead, her eyes and washed her face with his tears. (Gj. Fishta, Lahuta e Malsisë - ritreguar për fëmijë nga O.Grillo).*

The semantic potential of the present simple can be described by two major points of view; its paradigm and syntagma. In the first aspect the action tends to give even a specific kind of absurd meaning. So in this case the paradigm of the present simple may express the idea of a concept or of a point of view. For example; *'From the image of the dancer bloomed the melody of death. Which joy of life has not been mixed with the scent of death and sadness? Which glory can stand on the ground without being removed? (Kuteli, E madhe është gjëma e mëkatit).*

In another meaning we encounter the meaning of present simple expressing an action that is regularly repeated, that happens frequently or usually, etc. for example; *The old dues get to be paid during the next mornings with dark and black spite. (I.Kadare, Mosmarrëveshja);*

On the other hand the synthetic forms of non-current present are used mainly in artistic forms of writing. For example whenever there has to be described a view, a panorama of all that is happening, in scientific literature, journalism, phrases and even lyrics. So, in other hands this form of present simple is used for actions that are always true. (Riza S., 1994).

For example; *This place is wonderful because the earth here flourishes during the four seasons, because one can see the snow only once I seven years. And every time it snows it never really does without vanishing into the air as soon as possible. These green cypresses are the witnesses of many Godness's temples. (M. Kuteli, E madhe është gjëma e mëkatit);*

*For some countries, mainly those with a big population the core of existence is not conditioned by freedom. (I.Kadare, Mosmarrëveshja);*

*People may die, but their struggles and their faith do not really ever die. (R.Qose);*

*There where one can notice wealth can notice stingy as well. (Balzak);*

*No one ever dies without a reason.*

As we can notice from the example that we mentioned above, the present tense in the synthetic form shows as certain connection with the speaker at the moment of speech. This happens due to the fact that in this case the idea is to show an action which is always true.

When we talk about present synthetic form there are also other forms of this tense when it works as a past tense or even as a future one. It may be used as a form to express a past action during those times when the action is based on the report among the moment of speech and the chronological order of the events. In this case we can use the synthetic present as a past form. In other words this form is also called a historical present (*Praesens historicum*). This aims to make the action more vivid and interesting that it might have sound in the past form. (Grammar of the Albanian Language 1, 2002).

For example; *After I got out of the office I was walking around thinking about all those officials that sit in their chairs and do nothing but writing. I turn my head I see an old friend of mine...*

If we use the present simple in this kind of way what we are doing is the process of making it more actual and bringing it closer to the past. The reason is very simple. Because we want to build a stronger connection between the speaker and the reader/listener. So regarding the grammatical point of view, this kind of usage is in the present simple, while regarding the aspect of meaning this form refers to the past simple tense. The grammatical meaning of this form is highlighted in order to make it more interesting for the listener so that he or she can imagine it as if it is happening now at the moment of speech.

Regarding the future aspect of the present simple we have to understand that it is used only when we want to make a future action a bit more actual. So, the action is clearly going to happen in the future but the verb will be used in the present simple just to make it more interesting and actual for the listener. For example; *'We must be prepared. During these days we expect the Germans to come.'* (D.Agolli, Njeriu me top).

The action that we are talking about may belong to a near future but it might be used even for a longer period in the future. For example; *'Tomorrow I start the qualification master' or 'Next summer we expect you at our new home'.*

In my opinion it is very important to highlight the idea that the figurative meaning of the synthetic present in different contexts does not happen because of its form. No, the grammatical form does not allow it. It is the meaning that gives it the opportunity to be used even for the past or the future. It is because of its synthetic aspect that it has the power to be actualized depending on the situation.

### **Analytic form of the present simple (I am running)**

In the Albanian language the analytic form of the present simple is achieved by adding the particle 'po', the auxiliary verb 'to be' + the participle of the verb. The semantic feature of this tense is a combination between the period of time where the action takes place and the meaning of the action which is shown by the participle of the verb. Both analytic forms have the same value and be used to replace one and other.

For example: *'What are you doing here? I am rolling in the bedroom with no intention because I do not feel sleepy.'*

However, not all the verbs can take the particle 'po' in order to create the analytical form of the present. There are some verbs in the Albanian language which lack the ability to be added the particle 'po'. These are mainly the verbs that describe an uncertain period of time such as; to be, to have, to want, to know, to learn, to be found etc.

In the Albanian language the analytic forms of the present simple are used to express different situations at the moment of speech. For example; *Where is Etleva? She is parking the car. (N. Tozaj, Përmbysja). Do you see the other ones? Do you know them? The one who is speaking is Abdyl Frashëri. (Gj. Fishta, vepër e cituar).*

The above mentioned verbs are verbs that describe certain actions in a certain moment of the speech. And in this case the particle 'po' is used to define the prompt moment of the speech. In the Albanian language the analytic forms of the present simple can also be called as 'actual present'.

The concrete action happens at the moment of speech even though it might have started before the moment of speech, it still stands out of the concerns of the speaker. The whole attention is on the action that is happening at the moment of speech. For example; *Finally it is dawn*. (I.Kadare); *He let his pipe down on earth and put his hands on his bladder. – You are hitting me hard*" (Sh. Musaraj, *Belxhiku që këndon vençe*).

Another characteristic of the present simple is the fact that it might be involved into a certain action where we can add existential questions about the action. For example *'What are you doing? – I am having a coffee.'*; *'What is this silent? – They are in a meeting, responded the minors.'* (Dh. Xhuvani, *The Tunel*).

The existence of the imperative forms in the present tense in the Albanian language has the ability to characterize the present tense with visual and hearing aspects which in the end may also condition or determine the action's period. So, it may contribute in putting the action before or at the moment of speech.

For example; *'The buds are blooming, look, they are flowering.*

*Thousands of flowers, thousands of love.*

(J. Bllaci, *Zërat e Natës*);

However in order to express a certain action we do not need to use a lot of specific words. Sometimes it might be enough to just understand the minimal context. For example; *'Suddenly Miti didn't say anything. He got closer to the window and said; They are serving the dinner'* (Sh. Musaraj, *Belxhiku që këndon vençe*).

The actual present that we already mention is also a variant which is widely used even when we write articles or coverages in journalism, when the action is happening at the moment of speech or in front of the speaker. For example; *The local residents are being evacuated . The ambulance and the police are approaching scene.*

There are also different cases when we can use the actual present for actions that might happen just a few moments after the moment of speech. During these cases the speaker is showing the confidence that the action is going to happen for sure in the near future. For example; *'I am going to get some information about the situation – said Skënder and left.'* (N. Tozaj, *Përmbysja*);

There was a hunter who has been going out in order to get catch a prey. There he saw a rabbit sleeping in the woods. He smiled happily and started to think; *'I am going to kill this rabbit. I am going to eat its meat and then I am going to sell its fur and get some money. With all the money that I am going to earn I am going to buy a chicken...'* (Fairytale).

If we would make a short recap to all those things that we mentioned above during this paper, the real situation of the present simple in the Albanian language can be described with the following characteristics:

The imperative forms of present simple carry with it a certain categorical meaning of simultaneity of the moment of speech.

The most important semantic variants of present simple forms are the analytic form or the actual present and the non-current form of present or synthetic forms. The meaning of a certain action/uncertain action has always been seen as a characteristic feature of the contravention between the analytic and synthetic forms of the present. The only difference in this contravention is the fact that the action expressed from the verb has a certain relation with past. They are used not only to show the meaning but also to introduce a development and actualization of the action. (Agalliu, F. *Studime filologjike* 2, 1968; Dhimo, A. 1996).

The semantic potential of present simple among the feature of analytical forms that expresses the action at the moment of speech, is also characterized by the aspect of actual action. This means that the present simple is a combination between the concrete action, or a located action in the period of time with the feature of expressing the action at the moment of speech. So the action is happening at the moment that we are delivering the speech.

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## The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour

PhD Cand. Lorena Manaj Sadiku

Aleksander Xhuvani University Elbasan Albania

### Abstract

*Teaching and learning are two basic processes underlying the activity of students and teachers nowadays. Learning process puts both parties toward each other, what it teaches, and what it takes, the teacher and the student. Today takes great importance to the training of students to teach themselves, their education, equipping them with the skills of independent work with the most advanced methods of learning conscious, sustainable, active and creative. The purpose of this topic is to know the importance of usage of all skills during a lesson hour. The teacher is free to use a variety of methods and strategies of teaching / learning to suit the needs of students in different classes. He combines these methods during the learning process and adapts according to the increasing development of linguistic competence and independence of student development, the consistency of this process. Teaching has at its center the method of communication, task-based methods, functional methods and situations as real life etc. These methods are realized through various strategies and techniques, according to language skills (listening, speaking, reading, writing). Teacher and students collaborate on the organization of teaching / learning. To facilitate the teaching / learning, the teacher finds efficient ways to organize communication activities, provides and suggests source materials for students. In contemporary teaching teacher does not only play the role of teachers, but also plays the role of supervisor. Together they establish cooperative relations in the process of learning. The teacher clarifies the students and takes their understanding of what happens in the classroom. This means clarifying the rules of the line of work and responsibilities of students in the process of activities. The teacher suggests and provides the use of audiovisual means, electronic, and helps students to use various forms of information technology within and outside the classroom. It gives students the website in accordance with the age and educational requirements. On a teaching hour should be applied all four language skills strategies, but they escalate from level to level depending on the objectives. Setting the students in the spotlight makes the student actively participate in linguistic interaction, preparing it for a new phase of his education or of being able to face the demands of the labor market.*

**Keywords:** Reading, writing, listening, speaking

Any language is difficult and easy. Language serves many purposes. Absence of language is mere dearth of communication. The role that language plays is immense, since time embarked. Identified as the need of the hour, the four necessities in language or commonly known as the four skills- Reading, writing, listening and speaking plays a vital role in any language learning quest... The four skills are the pinnacles of language which will take you to greater heights. They are separate yet bound together with an inseparable bond.

Teachers should set high standards for an ESL classroom. They should work to create the necessary condition for students to learn effectively and reach the desired outcome. For the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually. This encompasses: **Listening and speaking**: these two skills are highly interrelated and work simultaneously in real life situations. So, the integration of the two aims at fostering effective oral communication. This integration will assure real-life and purposeful communication. **Reading and writing**: they form a strong relationship with each other as skills. They are tools for achieving an effective written communication. Students need opportunities to develop their reading and writing skills. Developing students' competencies in reading and writing requires exposing students to gradually challenging reading materials and writing tasks. The aim is making students read and write effectively.

In fact, the integration of listening and speaking with reading and writing will make learners good listeners, speakers, readers and writers so as to be able to communicate effectively. The mastery of these skills is a gradual process. Teachers, for instance, should expose learners to gradually challenging tasks and material.

When a teacher makes use of activities that have been specially designed to incorporate several language skills simultaneously (such as reading, writing, listening, and writing), they provide their students with situations that allow for well-rounded development and progress in all areas of language learning. In her reflection, Anna refers to activities that make use of 'the four skills' but she is not quite sure how to plan activities that incorporate all four. In this section we will

discuss the 'four skills' as well some activities that can be used in the classroom to promote all four. Through daily activities, teachers provide learners with opportunities to develop each skill: students *listen* (to the teacher use the target language, to a song, to one another in a pair activity), *speak* (pronunciation practice, greetings, dialogue creation or recitation, songs, substitution drills, oral speed reading, role play), *read* (instructions, written grammar drills, cards for playing games, flashcards) and *write* (fill-in-the-blank sheets, sentences that describe a feeling, sight or experience, a dialogue script, a journal entry).

This approach, however, does not combine the four skills so that they can be used together to reach the same end (i. e. language development that is well-rounded).

Two activities that make use of all four skills in tandem are Self-introduction and Reading and Retell. **Self-introduction** takes the answers to a series of personal questions (name, age, grade level, where you live, members of your family, favourite sports, animals, colours, subjects, etc. ) and sequences them into a self introduction. Students are given large visuals to trigger each component of the self introduction. The teacher can point to each picture while modeling a self-introduction (students are *listening*) and then invite learners to introduce themselves (*speaking*) to one or two of their peers. Some of the visuals can then be changed and the students can be invited to introduce themselves to others in the class to whom they have never spoken. This activity can be adapted to become a regular (daily, weekly) warm-up activity to get learners talking in the target language. Having covered *listening* and *speaking* in the oral self-introduction, a scenario can then be created wherein learners must *write* a self-introduction to a potential home stay host. The same picture cues can be used, reconfigured to show a salutation, closing and signature. The picture cues provide learners with support without giving them a text to memorize.

In multilevel SL classes, graded readers can be excellent springboards for another activity that integrates the four skills- **a reading and retell**. First, learners select a book or story at their own level and *read* it. Learners are then given a template to follow to summarize their thoughts about the story (*writing*). The summary is designed to help learners gauge the amount of detail required in a retell. After additional practice *reading* the summary silently and aloud several times, learners are asked to select two or three illustrations from the book to help them tell the story. They then practice telling the story by using the pictures and remembering what they wrote in the template. Students find a partner who has not read the same story and retell (*speaking*) their story to one another using the selected illustrations. Partners not only listen to the retell but also complete a feedback checklist (*writing*) about the retell. After *reading* the feedback, partners switch roles.

### Why are four skills activities useful?

Four skills activities in the language classroom serve many valuable purposes: they give learners scaffolded support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most important, confidence.

Reading is fun-way to knowledge hunt. We read or see innumerable quotes and proverbs on reading. How far is it true? It is true indeed- reading brings wisdom. Through reading, we learn a lot and it is the most prominent language skill. But the fact of making a reading habit or being good at it is the question here. For now, students, adults and even educators read very less. It is a well-known fact that when there were no televisions or computers or other forms of entertainment, reading was a primary leisure activity among the educated lot. People would spend hours reading books and travel to lands far away or enjoy love, cherish victorious moments and live history-in their minds. The tragedy is that, with time, people have lost their skill and passion to read. Reading has declined among every group of people in today's world of technology and entertainment. There are many other exciting and thrilling options available, aside from books. And that is a shame because reading offers a productive approach to improving language- vocabulary and word power for example. When you possess rich vocabulary, you listen better as you understand more; then you can write better with more words to choose from; obviously you can speak better because of your intense word power. It is advisable to indulge in at least half an hour of reading a day to keep abreast of the various styles of writing and new vocabulary. Thus, the need to develop a habit to read is very important. Well, the skills will hopefully jump in automatically once the strong genuine habit has been established. The best and easiest approach is however, to make a small effort to read a piece a day... you will surely succeed.

Writing is a gem to pick. A person with good writing skills is always victorious at expressing oneself. The writing skill is the 'hard copy' of your intellectual level or the level of your expression. The writing process is taught in schools and colleges. But, do you practice it in reality? Or Do you start to write as soon as the question is read. Pre Writing opens the doors to effective writing where you brainstorm almost anything under the topic or theme. You find a topic, narrow it, and consider the purpose, audience as well as the form of writing. You are not concerned with creating whole sentences or paragraphs at this point rather you should aim at defining an idea and getting it rolling. Then we write our first draft which is a compilation of our random thoughts. This is where our words form sentences and paragraphs. The third step is revision. Revision means "Seeing again." Here you refine the ideas in their compositions. Revising consists of three activities: rereading the rough draft, sharing the rough draft in a writing group/with anyone, and revising on basis of feedback. You can add or substitute thoughts and words. The same can be done with deleting and moving your words in the draft. Editing is the next big thing. The cleaning up process where the clutter is cleared and ideas are allowed to shine happens here. We tend to putting the piece of writing into its final form and you fine-tune your work by focusing on correct punctuation, capitalization, grammar, usage, and paragraphing. The goal here is to make the writing 'optimally readable.' The last is publishing your final piece. Each step is interchangeable and can be done as many as you dare or till your writing perfects. I always tell my students to work out at least three drafts. So this is it with writing...easy? It would turn out simply simple if you make it a habit and practice like you practice your favourite song or dance. Tip: Avoid electronic English (u for you)

Listening is yet another necessitate in language. The more efficient a listener you are... the more successful and satisfied you will be. *Listening...is not merely hearing: it is a state of receptivity that permits understanding of what is heard and grants the listener full partnership in the communication process.* We need to develop a keen interest in making ourselves better ears. The fact that we listen more than our ears and we listen far more than the sound is very true. As any member in a society, listening is one important skill to possess as good listening is an integral part of communication process. A good listener shows readiness and possesses an ability to manipulate the sound into words and their contextual meaning. Then the good listener relates given meanings to other experiences and he shares responsibility with the speaker. Academically, listening skills plays a vital role in the teaching-learning cycle. A student learns better when he can listen better. A teacher is also in need of a good listening skill. All the way, listening should be enhanced in your life as to be a greater speaker. The attitude of the listener is another stepping stone to achieve this skill.

Speaking is all special. This skill is as important as the others. When you have words read, ideas written and thoughts heard, all you need is to express- your speaking skill. What you speak will determine the expressiveness in you. Speaking has many masks- public, friendly or academic contexts are few from the lot. Each context has the same need for the skill. Statistics reveal that when you talk, you use about five syllables per second and there are more than forty different speech sounds. Thus, every time you talk, your audience must catch all the five syllables per second out of the air, must recognize the forty sounds in them, must translate the syllables into words and finally they must translate the words into thoughts- you got to help them succeed in doing so. If you slur or muffle sounds, or project the sounds weakly, the listener will miss a lot, failing you as a good speaker. Therefore, proper pronunciation, diction and building a good vocabulary should be on your prioritized list. Tip: Avoid one word answers or queries.

As a student, the skills of language will make you academically sound and the miracle it will have when you enter the world as an adult is magical in an adventure. Mind you, the four skills never stand out as individual areas but they form a chain cycle, where you break one ring of the chain and the whole chain would collapse. In the changing competitive world, your command over a language and even more the level of your English can determine your life.

Thus, it is so much imperative for you to understand the four skills and give it a consistent effort. The result will be astonishing!



## Language Selectivity in Lexical Access: an Experimental Study on Bilinguals

**Fatma Demiray**

is currently Instructor Dr. at the School of Foreign Languages, AIBU. Correspondence: Instr.Dr. Fatma Demiray, Abant İzzet Baysal University, School of Foreign Languages.14280 Gölköy/Bolu-Turkey. E-mail: [demiray\\_f@ibu.edu.tr](mailto:demiray_f@ibu.edu.tr) /[demirayfatma@gmail.com](mailto:demirayfatma@gmail.com) Phone: +90 374 2541000

**Dilek Peçenek**

is currently Assoc. Prof. at Ankara University, Department of Linguistics. Correspondence: Assoc. Prof. Dilek Peçenek, Ankara University, Department of Linguistics, Ankara/Turkey. E-mail: [pecenek@ankara.edu.tr](mailto:pecenek@ankara.edu.tr)

### Abstract

*In this study, the locus of language selection in bilingual lexical access is investigated based on some basic factors such as first languages, second language proficiency, age of acquisition and multilingualism. In particular, this study explores competition between bilinguals' languages and proposes two language selection models; Inhibitory Control Model (Green, 1998) and Concept Selection Model (La Heij, 2005). In experiment 1, the participants were asked to perform a word translation task from their second language (L2) to first language (L1). Each target was accompanied by a distracter item in the form of a picture or a word which was related/unrelated to the target word semantically. As a result, all participants translated target words faster when they are accompanied with semantically related/unrelated word distracters than picture distracters. On the other hand, they translated target words faster when they are accompanied with unrelated word distracters than related word distracters. Finally, they translated target words faster when they are accompanied with related picture distracters than unrelated picture distracters. In experiment 2, participants were asked to perform a switching task with the numbers in their first language and second language according to the background color of the digits. Finally, the language switching cost was larger when switching from L2 to L1 than vice versa. The results have shown that while the factors such as L1 and age of acquisition do not affect the locus of language selection during lexical access, proficiency in L2 and multilingualism factors affect the locus of language selection.*

**Keywords:** Bilingualism, Inhibitory Control Model, Concept Selection Model, Lexical Access

### 1. Bilingual Lexical Access and Speech Production

Bilingual lexical access and speech utterance terms require that language to be chosen to produce can be determined in advance of speech planning. When an Italian- English bilingual is asked to name a picture of a tree in English, he/she will come up with the word *table*. The process that makes the connection between the "idea" table and the word *table* is often referred to as *lexical access* (La Heij, 2005).

Lexical access is only a small part of bilingual language production but a very fundamental step because it bridges the gap between nonverbal thought world and language world (La Heij, 2005; Bloem & La Heij, 2003). Besides, the lexicons in both languages share a common conceptual system. That is, the concept of a tree is the same in both languages but happens to be mapped on to two lexical entries (*table* and *tavolo*) (Schwieter, 2007; Kroll & Stewart, 1994; Kroll & de Groot, 1997).

As it is mentioned, several lexical representations are activated due to spreading activation from the semantic system to the lexical level and thus a selection mechanism is needed. In this mechanism, the semantic system activates both the word that matches the intended meaning and other related items (see Figure 1) (Costa & Santesteban, 2004). Two selection processes are commonly assumed in language production models. These are the selection of conceptual information to be lexicalized (concept selection) and the selection of the response word from a set of activated words (lexical selection) (La Heij, 2005, p. 290).



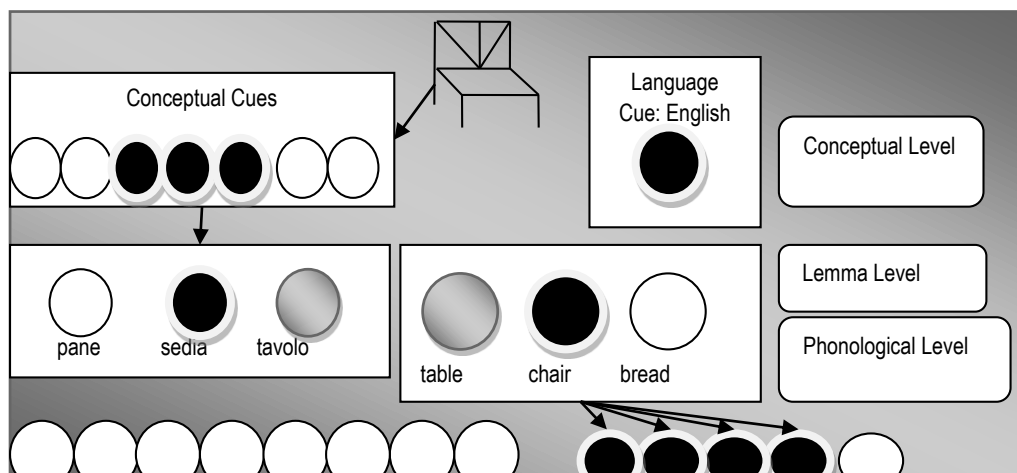
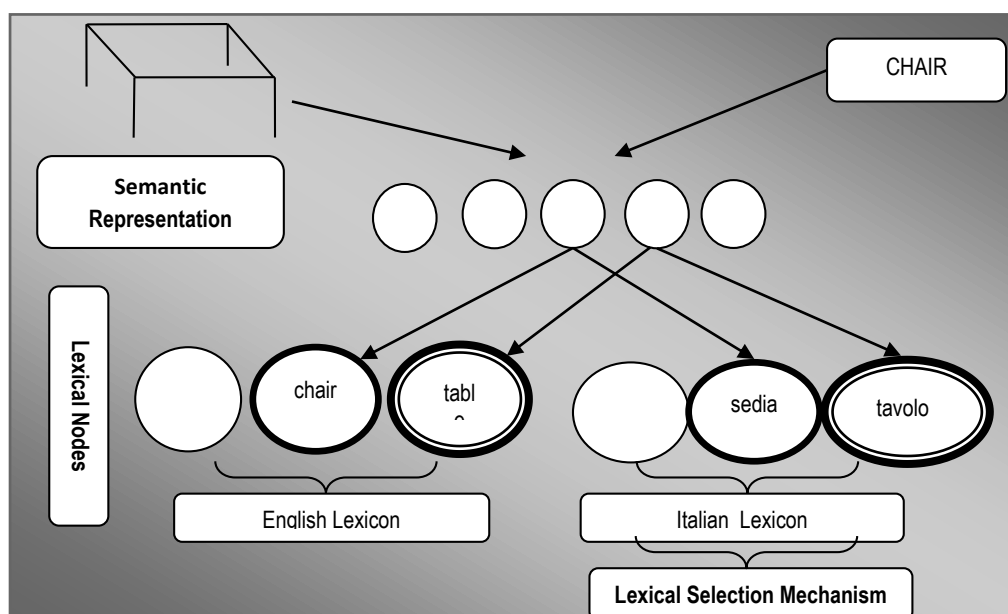


Figure 1. A model of Bilingual Language Production (adapted from Poulish & Bongaerts, 1994 & Hermans, 2000) (cited in Kroll, Bobb & Wodniecka, 2006, p.120).

### 1. 1 Language Specific Selection and Concept Selection Model

As in Levelt's (2001) proposal lexical access occurs automatically in the sense that it delivers a winner depending on the information in preverbal message and "complex access, simple selection" idea is emphasized. Costa (2005) assumes that during speech planning semantic system activates lexical nodes in both languages however, these nodes do not compete for selection because they have been already selected in preverbal message, in other words in conceptual level. Finally, according to Concept Selection Model (CSM), the most highly activated lexical node in the target language is chosen (Costa, 2005; Kroll, Bob & Wodniecka, 2006; Fishman, 2001; Francis, 2000; La Heij, 2005). Therefore, this selection process is not based on inhibition or suppression as competition does not occur between languages but within languages (see Figure 2).



Some researchers who favor non-specific language selection are opposed to language specific selection hypothesis (Green, 1998; Caramazza, 1997; De Bot, 1992). They assume that there is cross-language activity the languages compete for selection. In other words, lexical nodes in both languages are activated by semantic system (see Figure 3).

The basic hypothesis of Inhibitory Control Model (ICM) is that the selection of one language is only possible after suppression or inhibition of nontarget language. This inhibition is the main reason for longer Response Times (RTs) and more errors. Moreover, more dominant language will take longer time to produce because it has a larger system than weaker language and it will need stronger inhibition.

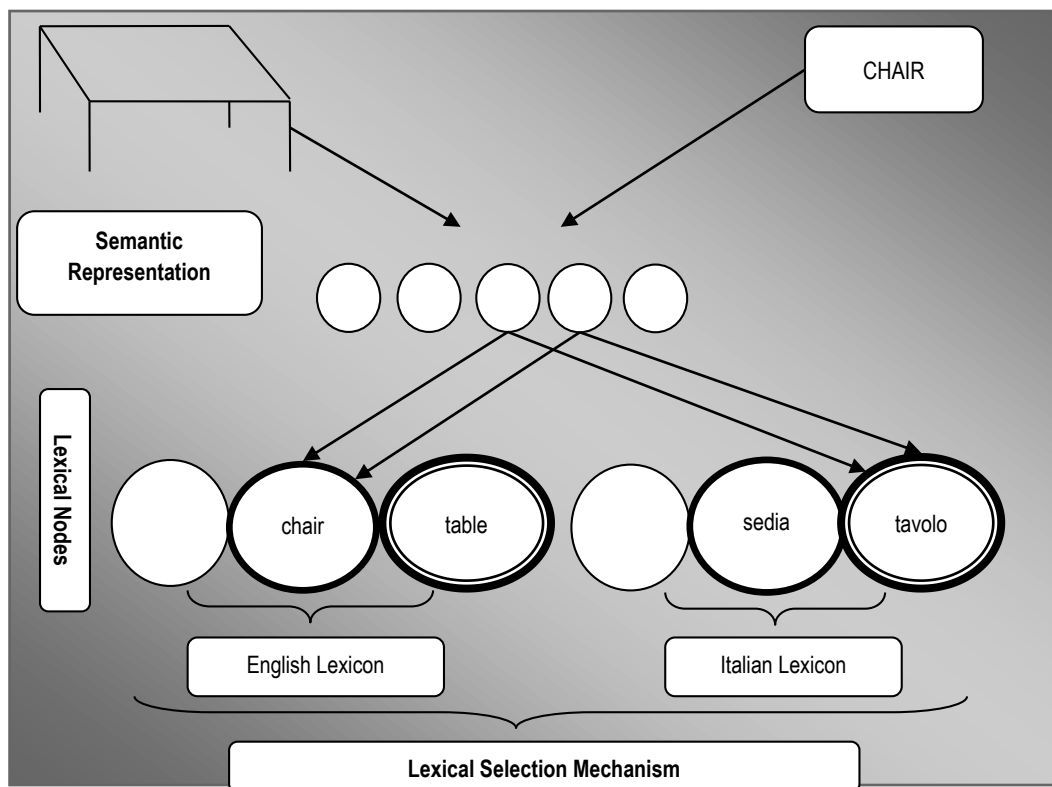


Figure 3. Nonspecific Language Selection Model (Costa, Miozzo & Caramazza, 1999, p.370)

## 2. Method of the Study

This study in which the lexical access and language selection process are supposed to analyze on undergraduate or graduate English learners of Turkish and Italian is based on experimental approach and the data has been observed quantitatively. In this frame, firstly, Oxford Quick Placement Test (OQPT) is applied to determine the proficiency level in L2 of the participants. Afterword, language history questionnaire is performed to reach the participants' demographic information and all participants are grouped into two in terms of L1, L2 Proficiency Level, L2 Age of Acquisition and Multilingualism. After then, two experiments have been designed in the name of Word Translation Task based on CSM (La Heij, 2005) and Numeral Task based on ICM (Green, 1998).

## 2. 1 Overview of the Experiments

The goal of the present study is to examine the underlying processes of bilingual lexical selection and speech production in terms of the nature of bilinguals (i. e. varying types of bilinguals, L2 proficiency level, age of acquisition and multilingualism). In particular, the experiments investigate the loci of language selection and competition based on CSM and ICM. These two distinct theories seek to explore whether speech production are found at conceptual or lexical level.

In Experiment 1, it is investigated that target language is established at the initial stages of the lexical process and other mechanisms such as inhibition are not necessary during speech production process. In the experiment, Italian-English and Turkish-English bilinguals who translated English words into Italian or Turkish are included. Each target word was accompanied by a distracter item in the form of a picture or a word which semantically related or unrelated to the target. To understand whether factors of bilingualism affect these lexical process or the loci of selection and competition, four kinds of bilingual groups are included comparatively. If participants take longer to translate when distracter items are in the form of pictures, it can be concluded that there is a competition at the conceptual level (because pictures activate their conceptual representation). However, if participants are slower to translate when the distracters are words, it can be assumed that there is a competition at the lexical level of the speech production process.

In Experiment 2, the main goal is to examine whether bilinguals suppress the nonrelevant language during speech production. Recall that IC Model expresses the fact that there is a difference between the size of L1 and L2 and that is the reason why more time is required when switching from L2 to L1 than vice versa. Inhibitory mechanism during language switching appears and the words in the nonrelevant language are inhibited in order to produce the target language. This experiment consists of numeral task (from 0 to 9) with language switches. Bilinguals name the digits according to the background color which is seen on the computer screen. If the digits are presented with a blue background color they name them in English. If they are presented with a yellow background color, they name them in Italian (for Italian-English bilinguals) or in Turkish (for Turkish-English bilinguals). All numbers are presented in short lists of switch or nonswitch trials. If participants need more time switching from L2 to L1 than vice versa, it can be assumed that there is a competition at lexical level.

## 2. 2 Oxford Quick Placement Test and Language History Questionnaires

OQPT (Allan, 1992) was conducted to explore the bilinguals' proficiency levels and Language History Questionnaire was used to reach some information about participants' background knowledge about language (s). It was taken from Schwieter (2007) and Marian, Blumfeld & Kaushanskaya (2007) and adapted after pilot study. In this questionnaire, twenty five items were presented to explore L2 early and late age of acquisition of bilinguals and bilingual or multilingual participants.

Additional information about their language backgrounds such as age, use of languages, self-rated scores for reading, writing, listening, speaking and the other languages which have been learnt after second languages of them was obtained.

## 2. 3 Participants and Grouping

A total of 54 participants were recruited from the graduate or undergraduate students who were studying at Roma Tre University, Italy and Ankara University, Turkey. They have different language backgrounds, L2 age of acquisition and knowledge of other languages except from English (L2).

Fifty-four participants took part in the experiments. Participants in Italy were native speakers of Italian and learning English for an average 7 years. These participants were receiving formal training in English as a second language. Participants in Turkey were native speakers of Turkish and learning English for an average of 10 years. Twenty six participants were living in Italy, the rest of them were living in Turkey. Participants from different countries were considered to be L2 learners or late-bilinguals of Italian-English or Turkish-English.

According to OQPT results, the number of the highly and low proficient bilinguals in L2 was twenty-seven to twenty-seven. Twenty two participants acquired the second language in early ages (before 7), thirty two of them in late ages (after 7). Besides, thirty one of the participants only knew second language (English), twenty three of them knew other languages such as German or Arabic for Turkish participants and French or Spanish for Italian participants (see Table 1).

**Table 1.** Descriptive Statistics for the Participant Groups

	L1 Turkish		L1 Italian	
	L2 Proficiency	Low High	L2 Proficiency	Low High
<b>N</b>	16	12	11	15
<b>Age Mean</b>	18.44	26.67	19.73	27.33
<b>Age Range</b>	17-21	23-31	17-25	24-32
<b>OQPTResults</b>	39.31	54.75	36.73	54.07
<b>L2 Age of Acq.</b>	9.25	5.83	8.45	5
<b>L2 Reading</b>	4.25	8.83	4.55	8.93
<b>L2 Writing</b>	3.94	8.08	3.82	8.2
<b>L2 Speaking</b>	3.63	9	3.45	8.87
<b>L2 Listening</b>	4	8.42	3.45	8.8
<b>L2 Self-Expression</b>	3	8.92	4.27	8.87
<b>Level Mean</b>	3.76	8.65	3.9	8.73
<b>L1 Speaking</b>	10	10	10	10
<b>L2 Speaking</b>	3.56	9.33	3.82	9.6
<b>L3 Speaking</b>	1.38	1.5	1.36	1.47
<b>L3 Average</b>	2	6.84	2.15	7.46

### 3. Experiment 1: Word Translation Task

#### 3.1 Materials

Thirty two high frequency English words were selected. The target words in the experiments were taken from Bloem and La Heij (2003) and after the pilot study they were adapted (see Appendix A and B for a description). Each of the target words were presented with a semantically related or unrelated words or pictures. For example, the target word DOG (to be translated into Italian as "cane" or into Turkish as "köpek") was accompanied by the picture of a peach or by the word "pesca" (Italian translation equivalent of peach) or "şeftali" (Turkish translation equivalent of peach) in an unrelated context. However, in the related context the same target word DOG was accompanied by the picture of cat or by the word "gatto" (the Italian translation equivalent of cat) or "kedi" (the Turkish translation equivalent of cat) in a related context. English target words were seen one by one on the computer screen in black-lower case and the distracters were presented in black-lower case immediately over the target words. Half of the participants started the experiment with picture distracters, the other half started with word distracters.

#### 3.2 Procedure

The participants were tested individually in a soundproof room at each university. Firstly in a written and then orally, they were asked to translate L2 words into L1 as fast as possible. Each participant was given a series of 32 trials two times and one of them was given with related distracters, the other was given with unrelated distracters. First, a fixation point for 500ms. appeared on the computer screen. Next the stimulus appeared and remained for 2000ms. If the participant did not

give any answer during this time, the next trial was seen. The researcher took notes for true and false responses simultaneously and also used voice recorder to indicate and judge the responses later again.

### 3. 3 Data analysis

Response latencies of only correct responses (in L1 or L2) were included in the statistical analyses. There are two main variables as picture-word or related-unrelated contexts. The analyses were conducted to each bilingual group separately and T-test was conducted in four phases: a) L1, b) L2 age of acquisition, c) Proficiency level and d) Multilingualism.

### 3. 4 Results and Discussion

The results gathered from word translation task to analyze locus of language selection and competition in terms of CSM were investigated on the basis of context (word or picture) and relatedness (related or unrelated). As seen in Table 2, the statistics have shown there was a significant main effect for context ( $t(107) = -5.44, p=0.000$ ) that is, participants have more difficulty in translating target words when accompanied with pictures (1091 ms.) than words (1026ms.). On the other hand, the same significant effect cannot be seen in relatedness ( $t(107) = -0.31, p=0.755$ ). This suggests that reaction times for translating target words when they are accompanied by related (1057ms.) or unrelated (1060ms.) context were nearly same. It can be understood from these results that words created semantic interference while pictures induced semantic facilitation.

Table 2. Paired Samples Statistics for Context (word-picture) and Relatedness (related-unrelated) in Experiment 1

Paired Samples Statistics						
		Mean	N	Std. Deviation	Paired Samples Correlations	
					Correlation	Sig.
Pair 1	Word	1026,347	108	2093,243	0,863	0,000
	Picture	1091,117	108	2474,211		
Pair 2	Related	1057,457	108	2322,456	0,896	0,000
	Unrelated	1060,445	108	2307,936		
Paired Differences						
		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	Word-Picture	-655,702	1,250	-5,443	107	0,000
Pair 2	Related-Unrelated	-316,737	1,050	-0,312	107	0,755

#### 3. 4. 1 L1 Factor and Lexical Access

As a main goal of this experiment, to see whether L1 factor affects the locus of language selection and lexical access process, the participants were grouped into two; English learners of Italian and Turkish. What is appeared from the mean RTs is that all participants were slower when translating target words in picture contexts than word contexts (see Table 3). While it is investigated whether semantic relatedness effect (SRE) differs according to the type of bilinguals, it can be concluded that context words induce semantic interference (-10ms., -24ms.) whereas context pictures induce semantic facilitation (+22ms., +26ms.). As illustrated in Figure 4, in an unrelated or related context, there is a significant difference

between L1 Turkish and Italian participants, however, the semantic relatedness effect is the same for both experimental groups.

According to the independent samples T-test results, there is a significant main effect between participants in terms of word ( $t(106) = 6.01, p=0.000$ ), picture ( $t(106) = 4.39, p=0.000$ ), related ( $t(106) = 5.07, p=0.000$ ) and unrelated ( $t(106) = 4.94, p=0.000$ ) context. In other words, Italians were faster for all contexts than Turkish participants. To analyze the main effect of the distracters, Turkish and Italian participants are examined separately (see Table 4 and Table 5).

Table 3. Mean RTs (ms. ), Accuracy (in percent) and SRE for L2 Learners of Italian and Turkish in Experiment 1

	L1 Italian				L1 Turkish			
	Word		Picture		Word		Picture	
	Rt	Acc.	Rt	Acc.	Rt	Acc.	Rt	Acc.
Unrelated	912	1,9	1002	1,7	1115	1,1	1197	2,3
Related	922	1,6	980	1,5	1139	2,3	1171	1,4
Sre	-10		22		-24		26	

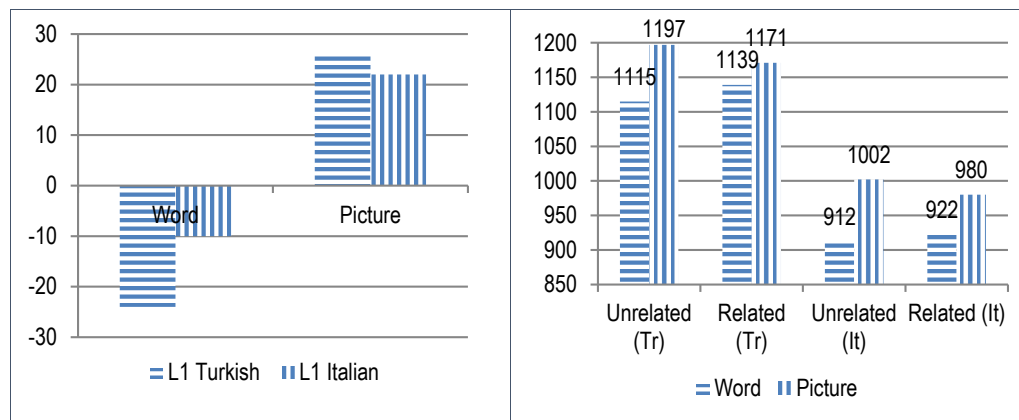


Figure 4. SRE and RTs (in ms. ) for L2 learners of Italian and Turkish in Experiment 1

Paired samples statistics were included for the reason context and relatedness data were collected from each participant group. L1 Turkish participants' mean RTs in picture context is more than word context ( $t(55) = -3.453, p=0.000, r=0.811$ ), L1 Italian participants also have similar RTs mean ( $t(51) = -4.233, p=0.000, r=0.861$ ). When relatedness effect is analyzed, both L1 Turkish ( $t(55) = -0.04, p=0.971, r=0.850$ ) and Italian participants ( $t(51) = -0.419, p=0.000, r=0.891$ ) have similar results. Consequently, similar effects were reported for both groups and the results support CSM regardless of what type of bilingual may be. In other words, lexical access occurs at conceptual level.

Table 4. Paired Samples Statistics for L2 Learners of Turkish in Experiment 1

Paired Samples Statistics
---------------------------

					Paired Samples Correlation	
		Mean	N	Std. Deviation	Correlation	Sig.
Pair 1	Word	1127,534	56	1753,289	0,811	0,000
	Picture	1184,921	56	2125,853		
Pair 2	Related	1155,963	56	1972,677	0,850	0,000
	Unrelated	1156,491	56	1967,095		
Paired Samples T-test						
		Paired Differences				
		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	Word - Picture	-573,867	1243,669	-3,453	55	0,001
Pair 2	Related - Unrelated	-527,661	1079,440	-0,037	55	0,971

Table 5. Paired Samples Statistics for L2 learners of Italian in Experiment 1

Paired Samples Statistics						
					Paired Samples Correlations	
		Mean	N	Std. Deviation	Correlation	Sig.
Pair 1	Word	917,203	52	1881,146	0,861	0,000
	Picture	991,586	52	2447,878		
Pair 2	Related	951,390	52	2215,314	0,891	0,000
	Unrelated	957,400	52	2214,369		
Paired Samples T-test						
		Paired Differences				
		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	Word-Picture	-743,834	1267,058	-4,233	51	0,000
Pair 2	Related-Unrelated	-601,014	1035,367	-0,419	51	0,677

### 3. 4. 2 L2 Proficiency Level Factor and Lexical Access

To see L2 Proficiency Level affects the locus of selection and competition in the process of L2 lexical access, the participants were categorized into two; low proficient and highly proficient bilinguals in L2. As interpreted in Table 6 and Figure 5, when mean RTs are analyzed, while low proficient bilinguals translate target words faster when they are accompanied with unrelated word context (1216ms. ) than related (1272ms. ), high proficient bilinguals translate slower target words when they are accompanied with unrelated word context (814ms. ) than related (800ms. ). At this point, L2 proficiency does not already support the hypothesis that emphasize language selectivity is at the conceptual level. However, after several significant interactions and t-test statistics it can be reached the objective results.

According to the independent samples test results, there is a significant main effect between the groups on the basis of word ( $t(106)=11.275, p=0.000$ ), picture ( $t(106)=13.694, p=0.000$ ), related ( $t(106)=12.057, p=0.000$ ) and unrelated ( $t(106)=12.093, p=0.000$ ) context. That shows that, high proficient bilinguals were faster than low proficient bilinguals as expected. To analyze the main overall effect of the proficiency on lexical access, both groups are analyzed separately with paired samples test.

Table 6. Mean RTs (ms. ), Accuracy (in percent) and SRE for L2 Low and Highly Proficient Bilinguals in Experiment 1

	L2 LowProficiency				L2 HighProficiency			
	Word		Picture		Word		Picture	
	Rt	Acc.	Rt	Acc.	Rt	Acc.	Rt	Acc.
<b>Unrelated</b>	1216	1,5	1278	1,8	814	1,5	932	2,2
<b>Related</b>	1272	2	1252	1,6	800	1,8	904	2,5
<b>Sre</b>	-56		+26		+14		+28	

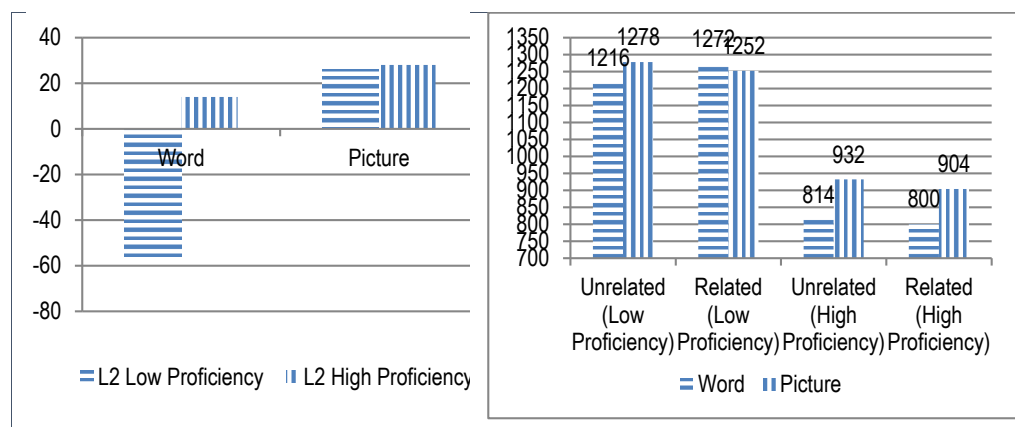


Figure 5. SRE and RTs (in ms. ) for L2 Low Highly Proficient Bilinguals in Experiment 1

Paired samples statistics in Table 7 and 8 are included for the same reason mentioned in L1 and language selection. There are several significant interactions which should be reported and emphasized. Firstly, for context and relatedness, only low proficient bilinguals could not get significant effect for context ( $t(53)=-5.72, p=0.776, r=0.624$ ) and for relatedness ( $t(53)=-0.14, p=0.886, r=0.769$ ). However, high proficient bilinguals could get significant effect only for context ( $t(53)=-1.809, p=0.004, r=0.750$ ) not for relatedness ( $t(53)=-0.31, p=0.756, r=0.729$ ).

All in all, low and highly proficient bilinguals are affected from different lexical selection processes. Thus, it can be hypothesized that low proficient bilinguals are probably using inhibitory control mechanism to be able to choose the correct language since the language cues in L2 may enter the selection process only after the suppressing of nontarget language nodes.

Finally, it should be emphasized that after the second experiment on ICM, it will be possible to reach a final and exact result about lexical selection process of them.



Table 7. Paired Samples Statistics for L2 Low Proficient Participants in Experiment 1

Paired Samples Statistics						
		Mean	N	Std. Deviation	Paired Samples Correlation	
					Correlation	Sig.
Pair 1	Word	1244,123	54	1503,705	0,624	0,000
	Picture	1265,665	54	1690,411		
Pair 2	Related	1262,264	54	1694,468	0,769	0,000
	Unrelated	1247,524	54	1687,400		
Paired Samples T-test						
Paired Differences						
		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	Word - Picture	-1085,420	1394,759	-5,719	53	0,776
Pair 2	Related - Unrelated	-2259,76	1150,254	-0,144	53	0,886

Table 8. Paired Samples Statistics for L2 Highly Proficient Participants in Experiment 1

Paired Samples T-test Statistics						
		Mean	N	Std. Deviation	Paired Samples Correlation	
					Correlation	Sig.
Pair 1	Word	807,404	54	1326,957	0,750	0,000
	Picture	918,003	54	1266,948		
Pair 2	Related	852,666	54	1311,833	0,729	0,000
	Unrelated	873,741	54	1292,375		
Paired Samples T-test						
Paired Differences						
		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	Word - Picture	-2259,820	918,143	-1,809	53	0,004
Pair 2	Related - Unrelated	-4074,980	958,627	-0,312	53	0,756

### 3. 4. 3 Age of Acquisition Factor and Lexical Access

Supposing that highly proficient bilinguals acquired language in an early age and low proficient bilinguals in a late age, the participants were grouped into two. However, it is surprising that some highly proficient bilinguals acquired the language in a late age during their staying in an English native country for education or other reasons. Similarly, some of low proficient bilinguals acquired the language in an early stage however, since they did not use it productively, they probably forgot it. Thus they were grouped again according to the results of questionnaire. When analyzed their mean RTs (as Table 9 and Figure 6 illustrate), those in late age of acquisition translated target words in context or relatedness effect slower than those

in early age of acquisition. This interpretation shows the parallel results to the hypothesis of CSM. In other words, the participants in each group select language at conceptual level. Just as L1, age of acquisition independent samples analyses show that there was an overall main effect for word ( $t(106) = -7.895, p = 0.000$ ), picture ( $t(104,781) = -9.145, p = 0.000$ ), related ( $t(105,605) = -8.468, p = 0.000$ ) and unrelated ( $t(105,99) = -8.694, p = 0.000$ ) context.

Table 9. Mean RTs (ms. ), Accuracy (in percent) and SRE for L2 Early and Late Age of Acquisition in Experiment 1

	Early Age of Acquisition				Late Age of Acquisition			
	Word		Picture		Word		Picture	
	Rt	Acc.	Rt	Acc.	Rt	Acc.	Rt	Acc.
Unrelated	908	2,2	974	1,1	1122	1,7	1236	1,3
Related	931	1,6	950	1,5	1141	1,9	1206	1,4
Sre	-23		24		-29		30	

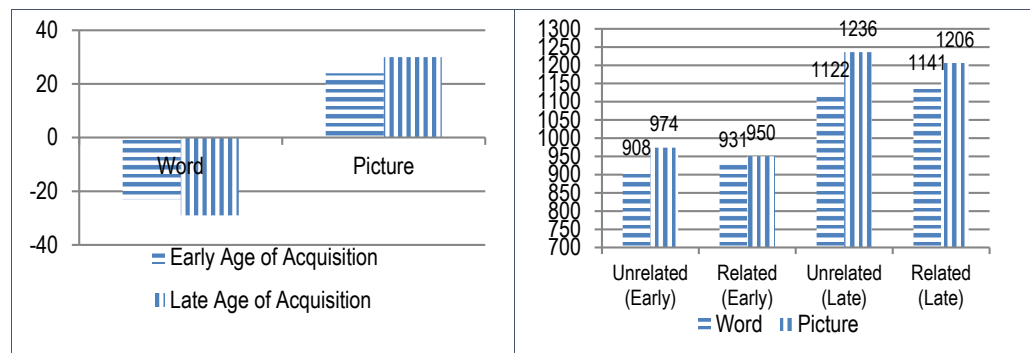


Figure 6. SRE and RTs (in ms. ) for L2 Early and Late Age of Acquisition in Experiment 1

The significant interactions gathered from paired samples statistics in Table 10 and 11 are in Pair 1 as word and picture and Pair 2 as related and unrelated context. First of all, for both groups, on the basis of context there was a significant main effect for bilinguals in early ( $t(43) = -2.169, p = 0.026, r = 0.769$ ) and late age of acquisition ( $t(63) = -5.173, p = 0.000, r = 0.785$ ). Similarly, in terms of relatedness, there was not any significant main effect between those in early age of acquisition ( $t(43) = -0.016, p = 0.987, r = 0.767$ ) and late age of acquisition ( $t(63) = -0.368, p = 0.714, r = 0.855$ ). Consequently, lexical selection and competition occur at conceptual level without inhibition of nontarget language.

Table 10. Paired Samples Statistics for Early Age of Acquisition in L2 in Experiment 1

Paired Samples Statistics					Paired Samples Correlation	
		Mean	N	Std. Deviation	Correlation	Sig.
Pair 1	Word	919,355	44	1403,000	0,769	0,000

	<b>Picture</b>	962,105	44	1364,651		
<b>Pair 2</b>	<b>Related</b>	941,613	44	1367,907	0,767	0,000
	<b>Unrelated</b>	940,847	44	1417,000		
<b>Paired Samples T-test</b>						
<b>PairedDifferences</b>						
		<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Pair 1</b>	<b>Word - Picture</b>	-3075,010	940,274	-2,169	43	0,026
<b>Pair 2</b>	<b>Related - Unrelated</b>	-2340,450	951,095	-0,016	43	0,987

Table 11. Paired Samples Statistics for Late Age of Acquisition in L2 in Experiment 1

<b>Paired Samples Statistics</b>						
				<b>Paired Samples Correlation</b>		
		<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Correlation</b>	<b>Sig.</b>
<b>Pair 1</b>	<b>Word</b>	1131,121	64	1830,234	0,785	0,000
	<b>Picture</b>	1220,343	64	2230,126		
<b>Pair 2</b>	<b>Related</b>	1173,324	64	2120,542	0,855	0,000
	<b>Unrelated</b>	1178,450	64	2050,409		
<b>Paired Samples T-test</b>						
<b>Paired Differences</b>						
		<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Pair 1</b>	<b>Word -Picture</b>	-895,092	1387,876	-5,173	63	0,000
<b>Pair 2</b>	<b>Related-Unrelated</b>	-518,403	1136,435	-0,368	63	0,714

### 3. 4. 4 Multilingualism Factor and Lexical Access

To test the effect of the languages which known by participants except from English, the data obtained from the questionnaire was analyzed and the participants were grouped into two, bilinguals (N=31) and multilinguals (N=23). As described before, some English learners of Italian know and use French or Spanish (N=11), while some English learners Turkish know and use German or Arabic (N=12). Probably surprising fact is that bilinguals were slower than multilinguals in overall translation, context or relatedness. In can be immediately seen in Table 12 that multilinguals' RTs are so closer in context or relatedness; however, bilinguals had some difficulties in translation as expected in CSM hypothesis. Furthermore, multilinguals' SRE in word context (+2) is in positive way like picture context (+30) but different from bilinguals' SRE in word context (-44) (see Figure 7). Only analyzing these results one can say that multilinguals and bilinguals select the language at different levels. However, to get the objective results, independent and paired statistics should be analyzed.

Independent samples test results show that there is a significant main effect between the groups in the meaning of word ( $t(106) = 0,322, p = 0,000$ ), picture ( $t(106) = 0,261, p = 0,000$ ), related ( $t(106) = 0,472, p = 0,000$ ) and unrelated context ( $t(106) = 0,103, p = 0,000$ ). That shows that the RTs difference between the groups of bilinguals and multilinguals is meaningful; in other words bilinguals translated the target words in each position slower than multilinguals.

Table 12. Mean RTs (ms. ), Accuracy (in percent) and SRE for Multilinguals and Bilinguals in Experiment 1

	Multilinguals				Bilinguals			
	Word		Picture		Word		Picture	
	Rt	Acc.	Rt	Acc.	Rt	Acc.	Rt	Acc.
Unrelated	902	1,1	912	0,9	1128	1,3	1298	2,1
Related	900	1	882	0,7	1172	1,7	1274	1,6
Sre	2		30		-44		24	

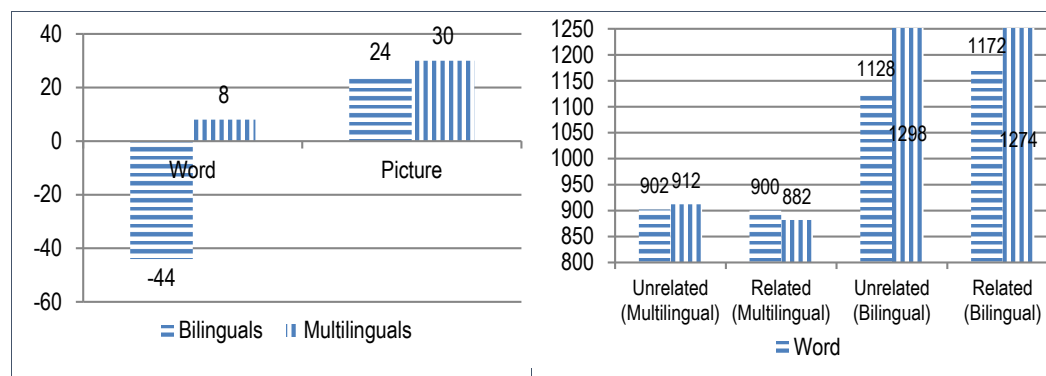


Figure 7. SRE and RTs (in ms) for Multilinguals and Bilinguals in Experiment 1

To analyze the main overall effect of multilingualism on language selection, bilinguals (in Table 13) and multilinguals (in Table 14) were divided into two groups and examined separately. Bilinguals support language selectivity in that locus of selection is at conceptual level since they have the similar results of CSM hypothesis explained at the beginning of the experiment for context ( $t(61) = -1,946, p = 0,004, r = 0,708$ ) and relatedness ( $t(61) = 0,223, p = 0,824, r = 0,710$ ). However, multilinguals statistics result shows that they are probably affected differently in lexical selection such as inhibition or suppression. Moreover, language production can be easier but the lexical selection process can be more difficult. As in the results, significant main effect in context ( $t(45) = -2,464, p = 0,795, r = 0,518$ ) and relatedness ( $t(45) = -2,377, p = 0,743, r = 0,548$ ) in multilinguals' responses have nothing in common with CSM results.

Table 13. Paired Samples Statistics for Bilinguals in Experiment 1

Paired Samples Statistics					Paired Samples Correlation	
	Mean	N	Std. Deviation		Correlation	Sig.

<b>Pair 1</b>	<b>Word</b>	1150,286	62	2379,291	0,708	0,000
	<b>Picture</b>	1286,042	62	2360,025		
<b>Pair 2</b>	<b>Related</b>	1223,233	62	2393,479	0,710	0,000
	<b>Unrelated</b>	1213,095	62	2366,952		
<b>Paired Samples T-test</b>						
<b>Paired Differences</b>						
		<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Pair 1</b>	<b>Word - Picture</b>	-4475,660	1810,837	-1,946	61	0,004
<b>Pair 2</b>	<b>Related - Unrelated</b>	5137,435	1812,483	0,223	61	0,824

Table 14. Paired Samples Statistics for Multilinguals in Experiment 1

<b>Paired Samples T-test Statistics</b>						
				<b>Paired Samples Correlation</b>		
		<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Correlation</b>	<b>Sig.</b>
<b>Pair 1</b>	<b>Word</b>	901,364	46	1884,248	0,518	0,000
	<b>Picture</b>	897,683	46	2530,586		
<b>Pair 2</b>	<b>Related</b>	891,365	46	2034,730	0,548	0,000
	<b>Unrelated</b>	907,378	46	2314,564		
<b>Paired Samples T-test</b>						
<b>Paired Differences</b>						
		<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Pair 1</b>	<b>Word - Picture</b>	-813,192	2238,712	-2,464	45	0,795
<b>Pair 2</b>	<b>Related - Unrelated</b>	-730,130	2083,130	-2,377	45	0,743

## 4. Experiment 2: Numeral Task

### 4.1 Materials

Participants switched between their dominant language Italian or Turkish (L1) and English (L2). Numbers (from 0 to 9) were presented unpredictably. They chose the language of the response according to the color of the background (blue or yellow). All of the participants were instructed that “blue” indicated “respond in English” and “yellow” indicated “respond in Turkish or Italian”. As in Costa & Santesteban (2004), there were two types of trials in which the language of response (either in L1 or L2) was either the same as the trial immediately before (nonswitch trial) or different than that used in the preceding trial (switch trials). These responses were produced in both L1 and L2 and there were four different types of

trials: switch to L1, switch to L2, nonswitch in L1, nonswitch in L2. The total number of the trials in the experiment was 1000 (700 nonswitch trials (70%) and 300 switch trials (30%). There was the same number of production in L1 or L2 (500 responses for each language). Each number was presented 100 times during the experiment.

## 4. 2 Procedure

The participants were tested individually in a soundproof room immediately after Experiment 1. As in the first experiment, in written and orally, they were asked to name the digits which were seen on the computer screen according to the background color of them. When the digits were seen in blue color they were expected to answer in L2, in yellow color they were expected to answer in L1. Each participant was given the numbers in a series of 100 digits. Each number appeared on the computer screen and remained for 800 ms. If the participant does not give any answer during this time, the next trial was seen on the screen and this procedure repeated until the end of the list, at which time an asterisk (\*) was presented for 1000 ms to show that the list finished and another one would begin in 1000ms. After each 10 lists, participants were given a break of approximately 5 minutes to prevent participants from overloading. All responses were recorded as in the first experiment and coded as "correct" or "incorrect".

## 4. 3 Data Analysis

Response latencies of only correct responses (in L1 or L2) were included in the statistical analyses. There are two main variables as L1-L2 or switch-nonswitch contexts. The analyses were conducted to each bilingual group separately as mentioned in Experiment 1.

## 4. 4 Results and Discussion

Numerical task including language switches was conducted to observe whether lexical access and language selection occur at lexical level or not. Recall that IC model hypothesize the words in the nontarget language are inhibited to produce of the target language because there is difference in the size of L1 and L2, in other words L1 system is larger than L2 system so L1 must be reactivated. That is the reason why more time is needed when switching into larger one of two systems. Previous researchers (Costa & Santesteban, 2004; Meuter, 1994; Meuter & Allport, 1999) claimed that asymmetric switch cost (ASC) is associated with L1 and L2 switches and in the present experiment RTs of language (L1 and L2) and trial type (switch and nonswitch) performances were analyzed separately. This experiment is also important to understand the factors which have been consisted in CSM and Word Translation Task to see the main effect of this difference between participants in terms of L2 proficiency level and multilingualism. As in Table 15, the RTs results show that regardless of the factors, all bilinguals were slower in naming the switch trials than nonswitch trials. Also, they were slower in naming L1 trials than L2 trials. Furthermore there was a significant effect for response language (L1 and L2) ( $t(107) = 6,801, p = 0,000, r = 0,697$ ) and trial type (switch and nonswitch) ( $t(107) = 7,943, p = 0,000, r = 0,743$ ). It can be understood from the statistics that switching to L1 is more difficult than switching to L2 and ASC for switch trials is more than nonswitch trials.

Table 15. Paired Samples Statistics for Language Response (L1 or L2) and Trial Types (switch-nonswitch) in Experiment 2

Paired Samples Statistics					Paired Samples Correlation	
		Mean	N	Std. Deviation	Correlation	Sig.
Pair 1	L1	659,422	108	1271,646	0,697	0,000
	L2	597,942	108	1109,985		

<b>Pair 2</b>	<b>Switch</b>	661,959	108	1288,924	0,743	0,000
	<b>Nonswitch</b>	595,405	108	1074,728		
<b>Paired Differences</b>						
		<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Pair 1</b>	<b>L1 - L2</b>	61480,18	93945,09	6,801	107	0,000
<b>Pair 2</b>	<b>Switch - Nonswitch</b>	66553,92	87079,64	7,943	107	0,000

#### 4. 4. 1 L1 Factor and Lexical Access

One of the main aims of this experiment is to see whether L1 factor affects the locus of language selection and completion during bilingual speech production. To analyze this factor, participants are grouped into two; English learners of Italian and English learners of Turkish. The mean reaction times gathered from the experiment show that switch trials take longer than nonswitch trials and Italian participants' RTs are more than Turkish participants' (see Table 16 and for graph see Figure 8).

In language response and trial type observation, there is a significant main effect between L1 Turkish and Italian participants. According to the independent samples test results, there is a significant main effect between two groups on the basis of L1 ( $t(95,8) = -3,929, p = 0,000$ ), L2 ( $t(106) = -2,643, p = 0,009$ ), switch ( $t(96,416) = -3,383, p = 0,001$ ) and nonswitch ( $t(106) = -3,294, p = 0,001$ ) trials.

Table 16. Mean RTS (ms. ), Accuracy (in percent) and ASC for L2 learners of Italian and Turkish in Experiment 2

	L1 Italian				L1 Turkish			
	L1		L2		L1		L2	
	Rt	Acc.	Rt	Acc.	Rt	Acc.	Rt	Acc.
<b>Switch</b>	740	0,7	666	0,2	660	0,6	580	0,5
<b>Nonswitch</b>	672	0,8	586	0,7	574	0,5	558	0,4
<b>Asc</b>	68		80		86		22	

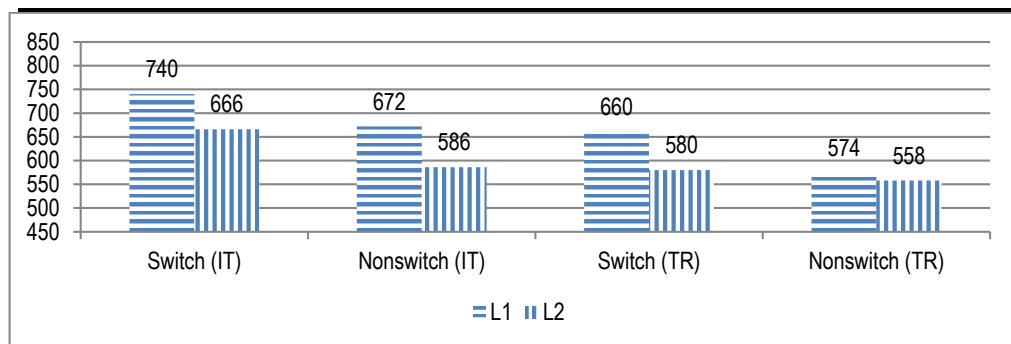


Figure 8. RTs (in ms. ) for L2 learners of Italian and Turkish in Experiment 2

To analyze the main effect of the switch or nonswitch trials, L1 Turkish and L1 Italian participants are examined separately with paired samples statistics (as in Table 17 and 18). The language response and trial type data are obtained from each group and the RTs show that the results of both group are similar to each other in terms of "language response" for L1 Turkish ( $t(55) = 4,279$ ,  $p = 0,000$ ,  $r = 0,742$ ) and L1 Italian ( $t(51) = 5,413$ ,  $p = 0,000$ ,  $r = 0,626$ ). Similarly, the "trial type responses" are similar to each other because there is a significant main effect between switch and nonswitch trials for L1 Turkish ( $t(55) = 6,681$ ,  $p = 0,000$ ,  $r = 0,803$ ) and L1 Italian ( $t(51) = 5,117$ ,  $p = 0,000$ ,  $r = 0,652$ ) groups. Consequently, similar effects can be seen for both groups and the results support ICM regardless of what type of bilingual one may be. That is, locus of language selection and lexical access process are solved at lexical level as long as language switching is needed in production of target language.

Table 17. Paired Samples Statistics for L2 Learners of Turkish in Experiment 2

Paired Samples Statistics					Paired Samples Correlation	
		Mean	N	Std. Deviation	Correlation	Sig.
Pair 1	L1	617,575	56	1034,706	0,742	0,000
	L2	569,466	56	1104,983		
Pair 2	Switch	620,046	56	1074,538	0,803	0,000
	Nonswitch	566,995	56	1028,838		
Paired Samples T-test						
		Paired Differences				
		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	L1 - L2	44109,52	77141,57	4,279	55	0,000
Pair 2	Switch - Nonswitch	59050,02	66139,71	6,681	55	0,000

Table 18. Paired Samples Statistics for L2 learners of Italian in Experiment 2

Paired Samples Statistics						
it		Mean	N	Std. Deviation	Paired Samples Correlation	
					Correlation	Sig.
Pair 1	L1	706,641	52	1341,522	0,626	0,000
	L2	626,454	52	1052,766		
Pair 2	Switch	703,865	52	1376,593	0,652	0,000
	Nonswitch	629,230	52	1028,013		
Paired Samples T-test						



		Paired Differences				
		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	L1 - L2	801,870	1068,220	5,413	51	0,000
Pair 2	Switch - Nonswitch	746,350	1051,816	5,117	51	0,000

#### 4. 4. 2 L2 Proficiency Level Factor and Lexical Access

As in the first experiment, the participants were categorized into two according to L2 proficiency level; low and highly proficient bilinguals. As expected, mean reaction times show highly proficient bilinguals are faster than low proficient ones. However, as Table 19 illustrates, ASC in L1 and L2 for low proficient bilinguals (117 ms. , 64 ms. respectively) is much more than highly proficient bilinguals' cost (47 ms. , 38 ms. ) (Figure 9 shows more detailed graph). These findings are important because they do not validate the hypotheses of ICM and support the findings found in Experiment 1. From these results, it can be assumed that in order to select the appropriate word in the target language, low proficient bilinguals must inhibit the nonrelevant language temporarily.

According to the independent samples test, there is a significant main effect between two groups in terms of L1 ( $t(95,8) = 6,484, p=0,000$ ), L2 ( $t(106) = 6,863, p=0,000$ ), switch ( $t(106) = 7,222, p=0,000$ ) and nonswitch trials ( $t(106) = 6,181, p=0,000$ ). Analyzing these results it can be assumed that low proficient bilinguals are slower than highly proficient bilinguals as expected. However, to get knowledge about what the main difference between them, separate analyses with paired samples test are needed.

Table 19. Mean RTs (ms. ), Accuracy (in percent) and ASC for L2 Low and Highly Proficient Bilinguals in Experiment 2

	L2 Low Proficiency				L2 High Proficiency			
	L1		L2		L1		L2	
	Rt	Acc.	Rt	Acc.	Rt	Acc.	Rt	Acc.
Switch	796	0,8	696	0,3	604	0,6	550	0,4
Nonswitch	679	0,7	632	0,7	557	0,6	512	0,4
Asc	117		64		47		38	

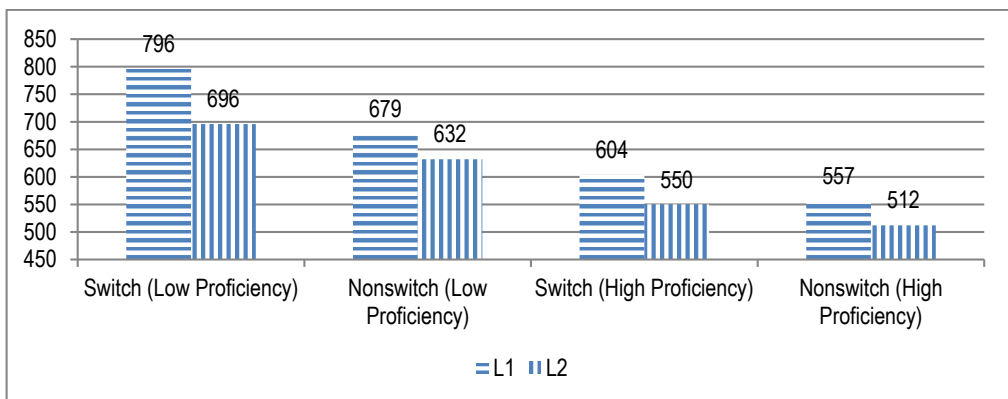


Figure 9. RTs (in ms.) for L2 Low and Highly Proficient Bilinguals in Experiment 2

Paired samples statistics are shown in Table 20 and 21 separately. They are analyzed for the same reason in the first experiment and there are several significant interactions in the results. Most importantly, for language response and trial types, only low proficient bilinguals could get the significant effect for language response ( $t(53) = 4,595$ ,  $p = 0,000$ ,  $r = 0,526$ ) and for trial types ( $t(53) = 4,541$ ,  $p = 0,000$ ,  $r = 0,611$ ). These results are also parallel to the results of ICM itself (Green, 1998) which has been found at the beginning of the study. Alike low proficient bilinguals, highly proficient bilinguals could not get the significant effect for both language response ( $t(53) = 1,862$ ,  $p = 0,068$ ,  $r = 0,831$ ) and trial types ( $t(53) = 2,159$ ,  $p = 0,064$ ,  $r = 0,721$ ). The results of the present experiment for low proficient bilinguals are completely in line with the claims put forth by ICM and the inhibition rules to produce target language. On the other hand, the same discussion is not possible for highly proficient bilinguals in the shadow of their asymmetric switch cost; in other words, highly proficient bilinguals are completely in line with CSM and they select language at conceptual level using language cues in preverbal message.

Table 20. Paired Samples Statistics for L2 Low Proficient Bilinguals in Experiment 2

Paired Samples Statistics						
					Paired Samples Correlation	
		Mean	N	Std. Deviation	Correlation	Sig.
Pair 1	L1	737,876	54	1193,714	0,526	0,000
	L2	664,222	54	1000,946		
Pair 2	Switch	746,632	54	1165,801	0,611	0,000
	Nonswitch	655,466	54	965,099		
Paired Samples T-test						
Paired Differences						
		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	L1 - L2	676,537	1082,010	4,595	53	0,000
Pair 2	Switch – Nonswitch	851,661	956,835	6,541	53	0,000

Table 21. Paired Samples Statistics for L2 Highly Proficient Bilinguals in Experiment 2

Paired Samples Statistics					Paired Samples Correlation	
		Mean	N	Std. Deviation	Correlation	Sig.
Pair 1	L1	580,968	54	955,273	0,831	0,000
	L2	531,402	54	1014,424		
Pair 2	Switch	577,285	54	942,799	0,721	0,000

		Nonswitch	534,121	54	888,809		
Paired Samples T-test							
		Paired Differences					
		Mean	Std. Deviation	t	df	Sig. (2-tailed)	
Pair 1	L1 - L2	1456,587	574,961	1,862	53	0,068	
Pair 2	Switch - Nonswitch	2016,394	686,457	2,159	53	0,064	

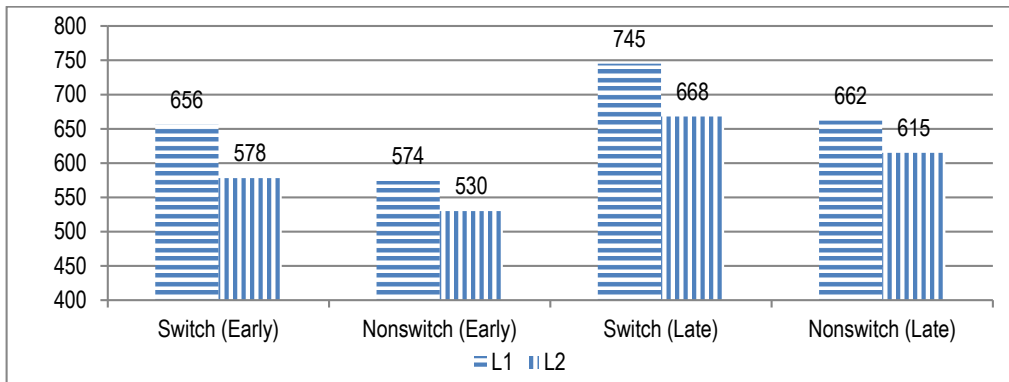
#### 4. 4. 3 L2 Age of Acquisition Factor and Lexical Access

As was emphasized in L2 Age of Acquisition Factor and Language Selection section of Experiment 1, all participants were grouped into two, L2 early and late age of acquisition. As expected, those in early age of acquisition were faster than those in late age of acquisition. However, as shown in Table 22, their ASC rate is similar to each other, as for L1: 82ms. to 83ms. (early and late age of acquisition respectively) and for L2: 48ms. to 53ms. (also see Figure 10). From these results, it is obvious to predict that all bilinguals regardless of their L2 age of acquisition proceeds their lexical selection via ICM hypothesis. In other words, they use inhibitory control mechanisms in selection target language as long as they do language switching.

Age of acquisition independent samples analyses also show that there was an overall main effect for L1 ( $t(106) = -3,014$ ,  $p=0,003$ ), L2 ( $t(106) = -3,404$ ,  $p=0,001$ ), switch ( $t(106) = -2,980$ ,  $p=0,004$ ) and nonswitch ( $t(106) = -3,516$ ,  $p=0,001$ ) trials. To analyze the main overall effect of language response and trial types, both groups must be indicated separately.

Table 22. Mean RTs (ms. ), Accuracy (in percent) and ASC for L2 Early and Late Age of Acquisition in Experiment 2

	Early Age of Acquisition				Late Age of Acquisition			
	L1		L2		L1		L2	
	Rt	Acc.	Rt	Acc.	Rt	Acc.	Rt	Acc.
Switch	656	0,8	578	0,1	745	0,6	668	0,3
Nonswitch	574	0,8	530	0,9	662	0,7	615	0,4
Asc	82		48		83		53	



**Figure 10.** RTs (in ms. ) for L2 Early and Late Age of Acquisition in Experiment 2

The magnitude interactions obtained from paired samples statistics (in Table 23 and 24) are as follows: First, there was an observed main effect in response language for those in not only early age of acquisition ( $t(41) = 5,252$ ,  $p = 0,000$ ,  $r = 0,811$ ) but also late age of acquisition ( $t(65) = 4,811$ ,  $p = 0,000$ ,  $r = 0,562$ ). Second, the last observed significant main effect can be analyzed from the part of trial types and both the participants who are at early age of acquisition ( $t(41) = 5,372$ ,  $p = 0,000$ ,  $r = 0,799$ ) and late age of acquisition ( $t(65) = 5,914$ ,  $p = 0,000$ ,  $r = 0,657$ ) get similar results. The findings from these analyses suggest that L2 age of acquisition does not affect the locus of language selection and competition. Surprisingly, although they are totally different from each other in nature their statistics are similar except from the time they needed to name the digits in target language.

**Table 23.** Paired Samples Statistics for L2 Early Age of Acquisition in Experiment 2

Paired Samples Statistics					Paired Samples Correlation	
		Mean	N	Std. Deviation	Correlation	Sig.
Pair 1	L1	614,849	42	1228,812	0,811	0,000
	L2	554,465	42	1189,993		
Pair 2	SWITCH	617,251	42	1303,556	0,799	0,000
	NONSWITCH	552,063	42	1093,575		
Paired Samples T-test						
Paired Differences						
		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	L1 - L2	603,843	745,157	5,252	41	0,000
Pair 2	Switch - Nonswitch	651,882	786,445	5,372	41	0,000

Table 24. Paired Samples Statistics for L2 Late Age of Acquisition in Experiment 2

Paired Samples Statistics					Paired Samples Correlation	
		Mean	N	Std. Deviation	Correlation	Sig.
Pair 1	L1	703,786	66	1224,523	0,562	0,000
	L2	641,609	66	966,999		
Pair 2	Switch	706,409	66	1204,832	0,657	0,000
	Nonswitch	638,986	66	973,863		
Paired Samples T-test						
Paired Differences						
		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	L1 - L2	621,775	1049,988	4,811	65	0,000
Pair 2	Switch - Nonswitch	674,229	926,245	5,914	65	0,000

#### 4. 4. 4 Multilingualism Factor and Lexical Access

In the light of diverse language histories and background, the participants who knew and used other languages except from English were separated from those who knew and used only English as L2 as explained in Experiment 1. Alike word translation task, the multilinguals were slower in naming digits than bilinguals in numeral task. Moreover, as Table 25 illustrates asymmetric switch cost shows that multilinguals needed more time (ASC=115 ms. ) switching from L2 to L1 than bilinguals needed (ASC. =49 ms. ). The same effect can be seen in L2 asymmetric switch cost (also see Figure 11). The analyses present the effects of certain factors on the nature of multilinguals such as inhibition effect of the other language (L3). To be sure on this hypothesis, it will be suggested to obtain data from two groups first comparatively and then separately. Independent samples test results suggest that there is a significant main effect between participants in terms of L1 ( $t(106) = -3,481, p=0,001$ ), L2 ( $t(106) = -5,228, p=0,000$ ), switch ( $t(106) = -4,214, p=0,000$ ) and nonswitch ( $t(106) = -4,391, p=0,000$ ) trials. That shows that bilinguals are faster in naming digits than multilinguals.

Table 25. Mean RTs (ms. ), Accuracy (in percent) and ASC for Multilinguals and Bilinguals in Experiment 2

	Multilinguals				Bilinguals			
	L1	L2	L1	L2	L1	L2	L1	L2
	Rt	Acc.	Rt	Acc.	Rt	Acc.	Rt	Acc.
Switch	777	0,3	677	0,4	623	0,5	569	0,5
Nonswitch	662	0,6	610	0,2	574	0,7	534	0,4

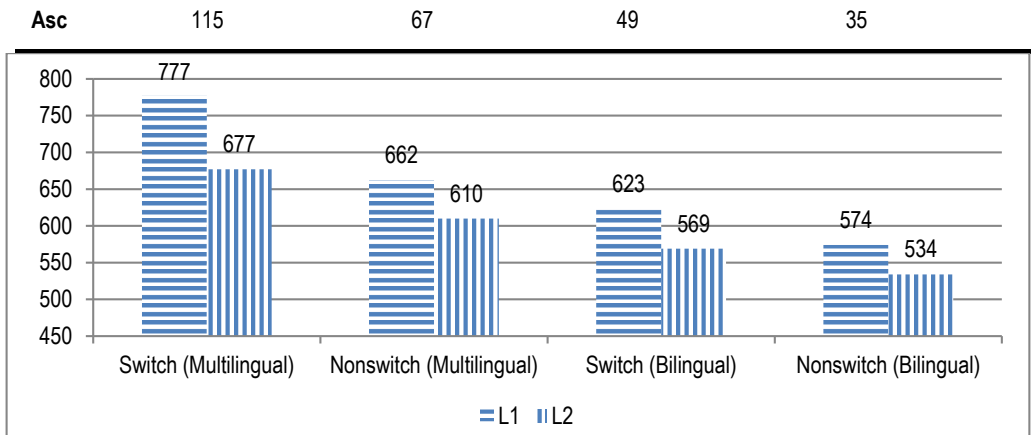


Figure 11. RTs (in ms) for Multilinguals and Bilinguals in Experiment 2

Main overall effect of multilingualism in language selection and lexical access process should be considered as significant. Since, only indicating the RTs and ASCs, one may predict, multilinguals are affected from different process during the language selection. Also, one may ask why multilinguals had difficulty in naming digits instead of being fast because of the proficiency levels. The answer to this question is coming from IC model; because the inhibitory control mechanisms prevent them producing the language at conceptual level but lexical level and that is the reason why switching from L2 to L1 is more difficult than L1 to L2 when they are compared with bilinguals. The paired samples results shown in Table 26 and 27 say that there is a significant main effect in language response ( $t(45) = 1,973$ ,  $p = 0,021$ ,  $r = 0,737$ ) and trial types ( $t(45) = 2,391$ ,  $p = 0,015$ ,  $r = 0,476$ ) in multilinguals' responses. However, we cannot see the significant main effect in bilinguals language responses ( $t(61) = 6,032$ ,  $p = 0,065$ ,  $r = 0,637$  and trial types ( $t(61) = 5,860$ ,  $p = 0,074$ ,  $r = 0,705$ ). Finally, these analyses suggest that multilinguals use inhibitory control during lexical selection and that bilinguals do not.

Table 26. Paired Samples Statistics for Bilinguals in Experiment 2

Paired Samples Statistics						
					Paired Samples Correlation	
		Mean	N	Std. Deviation	Correlation	Sig.
Pair 1	L1	598,501	62	1163,691	0,637	0,000
	L2	551,852	62	888,780		
Pair 2	Switch	596,097	62	1126,700	0,705	0,000
	Nonswitch	554,256	62	965,950		
Paired Samples T-test						
		EşleştirilmişFark				
		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	L1 - L2	696,493	909,148	6,032	61	0,065
Pair 2	Switch - Nonswitch	608,409	817,477	5,860	61	0,074

Table 27. Paired Samples Statistics for Multilinguals in Experiment 2

Paired Samples Statistics						
				Paired Samples Correlation		
				Correlation	Sig.	
Pair 1	L1	719,227	46	1192,693	0,737	0,000
	L2	643,845	46	1106,681		
Pair 2	Switch	727,598	46	1148,655	0,476	0,000
	Nonswitch	636,126	46	1029,037		
Paired Samples T-test						
Paired Differences						
		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	L1 - L2	2438,26	838,343	1,973	45	0,021
Pair 2	Switch - Nonswitch	3947,143	1119,628	2,391	45	0,015

## 5. Conclusion and Suggestion

The answer to the question whether basic factors such as L1, L2 proficiency level, L2 age of acquisition and multilingualism affect the locus of language selection and lexical access process is tried to be given in this study. After the analyses, it can be concluded that while more proficient learners provide support for CSM, less proficient learners provide support for ICM for the first experiment. Besides, multilingual speakers provide support for ICM bilingual speakers provide support for CSM for the second experiment. Finally, it can be proposed that language selection and competition differ according to the some basic factors such as L2 proficiency level and multilingualism and these are the determining factor in the locus of language selection during lexical access (Demiray, 2014).

Based on this general conclusion, in figure 12, Language Selection by L2 Proficiency and Multilingualism Model has been proposed. In this model, English learner of Italian is shown the concept "chair" and expected to name it in L1. When target language is produced, if L2 proficiency level is high, semantic system will immediately activate lexical nodes of target language in preverbal message; however lexical nodes of nontarget language will not be activated. Thus, language selection occurs within target language only using one lexicon without competition for selection across languages. On the other hand, if L2 proficiency level of the participant is low, inhibitory control mechanisms will be involved in language selection. Nontarget language lexicon will compete for selection with target language lexicon at lexical level. In other words, the higher L2 proficiency is, the more language selection occurs at conceptual level. However, if the participant is multilingual, the inhibition occurring at lexical level will be stronger and response time will be longer.

Whatever L3 proficiency level is, the multilingual will go into production of target language at lexical level and lexicons for each language will compete with each other and finally the more highly activated lexicon will be the winner. As in figure 12, the higher English learner of Italian participant's L2 proficiency level is, the more he/she will shift to conceptual level from lexical level (follow arrows in figure). If this participant has L3 knowledge, inhibitory control mechanisms get on the stage, lexicons and the lexical nodes regarding L2 (English) and L3 (Spanish) are suppressed and the language production in L1 (Italian) occurs in a higher cost.

The statistical analyses of two experiments questioned whether the findings of previous research (Costa & Santesteban, 2004; La Heij, 2004; Meuter & Allport, 1999 and Schwieter, 2007) can be generalized to late bilinguals or multilinguals who

have different language backgrounds. Finally, it was seen that language selection at conceptual or lexical level differs depending on L2 Proficiency Level (as in Costa & Santesteban, 2004 and Schwieter, 2007) and Multilingualism.

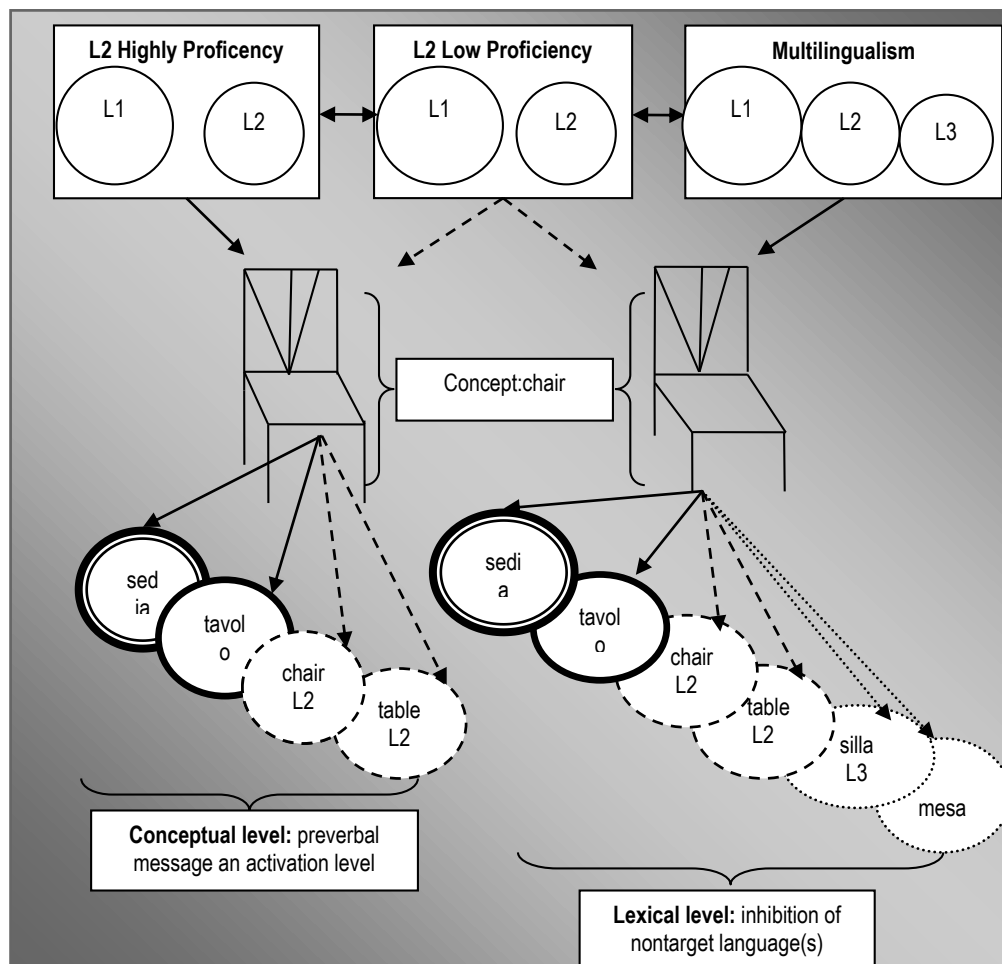


Figure 13. Language Selection by L2 Proficiency and Multilingualism Model

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## Appendix A

### Target words and stimuli used in Experiment 1 for L1 Turkish Participants

Target Word	Translation (produced)	Related Context (picture or word distracter)		Unrelated Context (picture or word distracter)	
Pig	Domuz	Keçi	Goat	Cetvel	Ruler
Horse	At	Inek	Cow	Çorap	Sock

Duck	Ördek	Tavuk	<i>Chicken</i>	Sepet	<i>Basket</i>
Donkey	Eşek	Zebra	<i>Zebra</i>	Araba	<i>Car</i>
Dog	Köpek	Kedi	<i>Cat</i>	Şeftali	<i>Peach</i>
Deer	Geyik	Bufalo	<i>Buffalo</i>	Bluz	<i>Blouse</i>
Tree	Ağaç	Yaprak	<i>Leaf</i>	Dudak	<i>Lips</i>
Frog	Kurbağa	Salyangoz	<i>Snail</i>	Kol	<i>Arm</i>
Ant	Karıncı	Örümcek	<i>Spider</i>	Kapı	<i>Door</i>
Shark	Köpekbalığı	Yunus	<i>Dolphin</i>	Zincir	<i>Chain</i>
Plane	Uçak	Tren	<i>Train</i>	Burun	<i>Nose</i>
Garlic	Sarımsak	Soğan	<i>Onion</i>	Ceket	<i>Coat</i>
Grapes	Üzüm	Limon	<i>Lemon</i>	Yunus	<i>Dolphin</i>
Rabbit	Tavşan	Sincap	<i>Squirrel</i>	Limon	<i>Lemon</i>
Cherry	Kiraz	Elma	<i>Apple</i>	Zebra	<i>Zebra</i>
Orange	Portakal	Şeftali	<i>Peach</i>	Kedi	<i>Cat</i>
Ear	Kulak	Dudak	<i>Lips</i>	Solucan	<i>Snail</i>
Spoon	Kaşık	Çatal	<i>Fork</i>	Sincap	<i>Squirrel</i>
Scissors	Makas	Cetvel	<i>Ruler</i>	Yaprak	<i>Leaf</i>
Glove	Eldiven	Çorap	<i>Sock</i>	Tavuk	<i>Chicken</i>
Saw	Testere	Çekiç	<i>Hammer</i>	Elma	<i>Apple</i>
Knife	Bıçak	Balta	<i>Axe</i>	Tren	<i>Train</i>
Trousers	Pantolon	Hırka	<i>Cardigan</i>	Inek	<i>Cow</i>
Dress	Elbise	Bluz	<i>Blouse</i>	Keçi	<i>Goat</i>
Skirt	Etek	Ceket	<i>Coat</i>	Çekiç	<i>Hammer</i>
Rope	Halat	Zincir	<i>Chain</i>	Örümcek	<i>Spider</i>
Leg	Ayak	Kol	<i>Arm</i>	Soğan	<i>Onion</i>
Eye	Göz	Burun	<i>Nose</i>	Balta	<i>Axe</i>
Bike	Bisiklet	Araba	<i>Car</i>	Divan	<i>Couch</i>
Suitcase	Valiz	Sepet	<i>Basket</i>	Çatal	<i>Fork</i>
Window	Pencere	Kapı	<i>Door</i>	Hırka	<i>Cardigan</i>
Chair	Sandalye	Divan	<i>Couch</i>	Bufalo	<i>Buffalo</i>

## Appendix B

### Target words and stimuli used in Experiment 1 for L1 Italian Participants

Target Word	Translation (produced)	Related Context (picture or word distracter)		Unrelated Context (picture or word distracter)	
Pig	Maiale	Capra	Goat	Righello	Ruler
Horse	Cavallo	Mucca	Cow	Calzino	Sock
Duck	Anatra	Pollo	Chicken	Cestino	Basket
Donkey	Asino	Zebra	Zebra	Macchina	Car
Dog	Cane	Gatto	Cat	Pesca	Peach
Deer	Cervo	Bufalo	Buffalo	Camietta	Blouse
Tree	Albero	Foglia	Leaf	Labbro	Lips
Frog	Rana	Lumaca	Snail	Braccio	Arm
Ant	Formica	Ragno	Spider	Porta	Door
Shark	Squalo	Delfino	Dolphin	Catena	Chain
Plane	Aereo	Treno	Train	Naso	Nose
Garlic	Aglione	Cipolla	Onion	Cappotto	Coat
Grapes	Uva	Limone	Lemon	Delfino	Dolphin
Rabbit	Coniglio	Scoiattolo	Squirrel	Limone	Lemon
Cherry	Ciliegia	Mela	Apple	Zebra	Zebra
Orange	Arancione	Pesca	Peach	Gatto	Cat
Ear	Orecchio	Labbro	Lips	Lumaca	Snail
Spoon	Cucchiaino	Forchetta	Fork	Scoiattolo	Squirrel
Scissors	Forbici	Righello	Ruler	Foglia	Leaf
Glove	Guanto	Calzino	Sock	Pollo	Chicken
Saw	Sega	Martello	Hammer	Mela	Apple
Knife	Coltello	Ascia	Axe	Treno	Train
Trousers	Pantaloni	Cardigan	Cardigan	Mucca	Cow
Dress	Vestire	Camietta	Blouse	Capra	Goat
Skirt	Gonna	Cappotto	Coat	Martello	Hammer
Rope	Corda	Catena	Chain	Ragno	Spider
Leg	Gamba	Braccio	Arm	Cipolla	Onion
Eye	Occhio	Naso	Nose	Ascia	Axe
Bike	Bicicletta	Macchina	Car	Divano	Couch

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Suitcase	Valigia	Cestino	<i>Basket</i>	Forshetta	<i>Fork</i>
Window	Finestra	Porta	<i>Door</i>	Cardigan	<i>Cardigan</i>
Chair	Sedia	Divano	<i>Couch</i>	Bufalo	<i>Buffalo</i>

## Polysemy and Homonymy Seen in Their Stylistic Use

Sonila Daiu, PhD. Cand.

"Aleksander Xhuvani" University

sonilatanku@yahoo.com

### Abstract

*This article is concerned with stylistic phenomenon of polysemy and homonymy. Treated together they represent not only a complex linguistic phenomenon but also a stylistic one, which deserves proper treatment. In this article we mainly deal with the main sources of polysemy and homonymy in both English and Albanian Language in order to have a better understanding within the stylistic use. Using the comparative approach, we have tried to group the main sources of polysemy and homonymy, illustrated with examples.*

**Keywords :** polysemy, homonymy, stylistic, lexical – grammatical ,phonetic ambiguity, grammatical ambiguity, lexical ambiguity

### I. Introduction

The study of semantic issues, especially polysemy and homonymy, is seen in a continuing conflict between theories and arguments of different researchers, who always pose themselves in two directions. On the one hand, are those researchers who concentrate their studies in meaning only within the language, and the relation the meaning has with other linguistic elements. On the other hand, are the arguments that meaning must be studied in a non-linguistic macrostructure, where pragmatic elements play a very important role.

For example, stylistic in itself is not interested in meaning, as it is defined in some linguistic theories or shown in dictionaries. Discourse is related to the actual meaning, that which is produced from the discourse text, with the contextual meaning, with additional meaning that is obtained from the whole structural organizational of meaning, and in the end with special meanings of a speaker<sup>1</sup>. Therefore, we must admit that, except linguistic semantic polysemy and homonymy, there exist a stylistic polysemy and homonymy which is obtained from stylistic organization.

Polysemy and homonymy may rarely cause problems in communication, because the words are used in contexts, which give a lot of data to select the right meaning. Anyhow, most of the time they are used to cause ambiguity as play of words from different authors.

Ambiguity itself represents a kind of hesitation from the listener or the speaker on the selection of the two or more possible meanings that can come from the context. Ambiguity is related to the multiple meaning and give results only when the context is unclear or inadequate to make the right selection.

All words, except some technical or scientific terms, specific nouns and a small number of general nouns which refer to unique objects, mark not an individual unit, but a group of objects or events related with a common element<sup>2</sup>. Always a kind of generalization must be noted as an inevitable way of elements of ambiguity and uncertainty.

Furthermore, words that we use while we talk are not completely homogeneous from meaning: they carry a variety of aspects and patterns depending on the context and situation, and on the speakers' personality. This changes while speaking are the cause of ambiguity 'birth' and in extreme situations of disambiguation.

The nature of outside world can become a source of ambiguity. In our everyday life and environment around us, occur phenomena which melt together and are undifferentiated and we need to divide them in more differentiated units.

<sup>1</sup> Lloshi, Xh. (2001), Stilistika E gjuhës Shqipe dhe Pragmatika, SHBLU, Tiranë, pg.. 130

<sup>2</sup> Jackson, H. And Amvela, Z.E. ( 2007), Words, Meanings and Vocabulary, An Introduction to Modern Lexicology, 2<sup>nd</sup> Edition, Athenaeum, London, pg. 62

This lack of division, is more 'highlighted' when we deal with abstract phenomena, which themselves do not have a real existence except the words which mark them.

Another variable factor based on person's knowledge and interest, is not knowing the referent. Since, the vocabulary of a language is an open system, which means it can always have new 'flows', and moreover what it is to be mention is the fact that no one is specialized in all fields, and none can pretend to know all the words of a language. This is one of the causes not only of ambiguity but also of the interruption in a ongoing communication.

According to Wellman, "*ambiguity is a linguistic condition which may appear in different ways*"<sup>1</sup>. This means, that ambiguity may appear in different linguistic levels as that of phonetic, morphologic, syntax, semantic and pragmatic. All of these fall in three main categories: phonetic, syntax and linguistic ambiguity.

## II. TYPES OF AMBIGUITY

### A. PHONETIC AMBIGUITY

Phonetic ambiguity was born in spoken language, due to the phonetic structure of the sentence, for example in English language the word *near* once have had the meaning kidney, but this word was not used anymore with this meaning because a *near* – a kidney most of the time was confused with the word an ear.

In Albanian also, the accent as an essential element of how a word sounds, performs a variety of functions; among others, marks the divided border between words<sup>2</sup>.

Phonetic ambiguity it is not only related to prose features. Another source are the homophones or partial homophones, which are used for stylistic reasons. Here we can mention some examples of William Shakespeare, who used the word power in both shape and meaning, to play and create purposeful ambiguity.

King Claudius

But now my cousin Hamlet, and my **son (1)**,

Hamlet

[Aside] A little more than **kin (2)**, and less than **kind (2)**

King Claudius

How is it that clouds still hang on you?

Hamlet

Not, so my lord; I am too much **i' the sun (1)**

(Hamlet, Act I, Scene II<sup>3</sup>)

The phonetic ambiguity is created from the homophone 'son' – "i biri" and 'sun' – "dielli" and in the second case from the similarity of forms and meaning kin- " i afërt" nga lidhje farafisnore", and kind – "i dashur" and "i të njëjtë lloj apo soj". All the word-game lies in the fact that Hamlet says to his uncle that we are very close relatives, but not of the same kind (kin) and (kind). On the other hand, with homophone 'sun' and 'son' the possible meanings that come up within the same context are: firstly, it suggests his relative relation, who has replaced his father; secondly, in lighting of presence and king's well-behaviour; thirdly the sun is the kingdom emblem.

Another writer who uses the words-game skilfully as Shakespeare did is Luis Carol, in his well-known work "Alice's Adventures in Wonderland". The writer describes his work as a kind of play, in the way all Alice's adventures will be in this

<sup>1</sup> Wellman, S. (1962), Semantics : An Introduction to science of meaning, Barnes & Nobles, pg. 156

<sup>2</sup> Memushaj, R. (2006), Hyrje në Gjuhësi, TOENA, pg. 115

<sup>3</sup> Shakespeare, W. (1599), Hamlet, <http://www.feedbooks.com>

world. Character's names, places' names, subjects' names and the failure on using the linguistic rules, is in compliance with this world totally different to the real one.

We bring the example of the phonetic ambiguity:

"And how many hours a day did you do **lessons**?" said Alice, in a hurry to change the subject.

"Ten hours the first day," said the Mock Turtle: "nine the next and so".

"That's the reason they're called **lessons**," the Gryphon remarked: "because they **lessen** from day to day".<sup>1</sup>

(Chapter IX. The Mock Turtle's Story, fq.45)

Homophones lesson – "mësim" and "lessen" – "zvogëlohen" produce the same context, with two different meanings, where the explanation is given why they are called "mësim" and why they "zvogëlohen" every day.

"You promised to tell me your history, you know," said Alice, "and why it is you hate - C and D," she added in a whisper, half afraid that it would be offended again.

"Mine is a long and a sad **tail**!" said the Mouse, turning to Alice, and sighing.

"It is a long **tail**, certainly," said Alice, looking down with wonder at the Mouse's tail, "but why do you call it sad?" And she kept on puzzling about it while the mouse was speaking, so that her idea of the **tail** was something like that....

(Chapter III. A Caucus – Race and A Long Tale)

The misunderstanding that happens between Alice and the Mouse comes as the result of the use of two homophones 'tale' – "përrallë" and 'tail' – "bisht". When the mouse says my story is "rrëfenjë" long and sad Alice misunderstands, looking at his "bishti" and wondering why was sad, because ...long, of course it was, this was clearly seen.

## B. GRAMMATICAL AMBIGUITY

Another big group is the ambiguity created by the effect of grammatical elements, where we distinguish ambiguity of grammatical forms or that of sentence structure. Some prefixes and suffixes have more than one meaning, what creates not only a homonymic relation, but also the 'birth' of ambiguity, otherwise known like morphologic homonymy, in which the group includes cases where homonymic prefix in1 – "brendësi, përfshirje" and in2 – "parashtese mohore" are two groups of words with opposite meaning. In the first meaning, income – "të ardhura", inland – "në brendësi", on the other case the second meaning is formed with words like this: incomplete – "i paplotë", invariable – "i panndryshueshëm", inexperienced – "papërvojë". But we have some other words where in- does not have a negative meaning, in contrary it reinforces more the meaning of the word. Also it exists the suffix – less – with a negative, childless – "pa fëmijë", hopeless – "i pashpresë" and positive meaning as well as in words: priceless – "i paçmueshëm".

Oscar Wilde through distorting the rules of word formation in English, presents the school subjects like follows:

"**Reeling** and **Writhing**, of course, to begin with," the Mock Turtle replied; "and then the different branches of Arithmetic – **Ambition, Distraction, Uglification, and Derision**."

(Chapter IX. The Mock Turtle's Story, pg.44)

In the subject of reading from the word *reading* is created a new word almost similar to it *reeling* – "përdredhje". As it is an old published book, based on word etymology this might have been used with an old meaning "*flet pa pushim*". In writing from the word *writing* we have the word *writhing* – "përdredhje". In Maths the addition word is done ambition – "qëllim", subtraction has become distraction – "zbavitje", *uglification* – "shëmtim" into multiplication – "shumëzim" and *derision* – "përqeshje" and *devisation* – "pjestim".

<sup>1</sup> Carroll, L "Alice's Adventure in Wonderland", <http://www.gutenberg.org/files/11/11-pd.pdf>

In English, structural ambiguity is more highlighted because of the morphologic characteristics of the language, lexical units often change their lexical-grammatical category, especially the noun and verb. Also the past tense forms correspond to the participles, explored forms must have different functions within a sentence. This "ambivalence" of lexical – grammatical category in English, and not so common in Albanian language, leads to creation of ambiguity.

"Now , I give you fair warning," shouted the Queen, stamping on the ground as she spoke; " either you or your head must be **off** , and that is about half no time!Take your choice!"

(Chapter IX. The Mock Turtle's Story, pg. 44)

Syntax ambiguity is fully used in humorous parts, but must be found also in different artistic writings or different authors. Continuing with the examples illustration, we can identify the stylistic use.

Guildestern

*What should we say, my lord?*

Hamlet

*Why, anything, but the purpose. You were sent for;*

( Hamlet,Act II, Scene II)

Hamlet's answer related to what Guildestern asks him, must be interpreted in two ways : he must say everything except the purpose why he was sent, or he must say everything, but only regarding the scope that he was sent.

### C. LEXICAL AMBIGUITY

Meanwhile, the most important group of ambiguity is the group which is created as a result of lexical factors. In an infinite number of occasions, we have different meanings related to the same word. This happens because the meaning of the word does not show only its relation with an aspect of the real world. Indeed, it might be taken as a result of semantic features derived from affiliation of speech in one or more lexical systems.<sup>1</sup>

This "polyvalence" of words must be displayed in two different forms, where the same word must have two or more different meanings; or two or more different words must have the same phonetic form, the case of homonymy.

Polysemy as well as homonymy broke one of the main rules of language , where the sign language is a unity of the signified and signifier that the speakers have in their brains<sup>2</sup>.The relation between them is that it can't be a signified without a signifier and vice-versa, the same as a sheet that if ripped, both sides rip simultaneously. In the case of homonymy we have one responsible signifier for some signifiers and on the other hand in polysemy we have one signified expressed by some signifiers.

Polysemy as well as homonymy, are a rich source of expressions we provide in speech. Polysemy includes in itself a lexical paradigm that within the sentence is obtained one of the meanings. But, some authors are aware of breaking this rule and in the same context come out two or more lexical paradigm. On the other hand homonymy is a false polysemy, as we have the same form, but different meanings, that not only are different in meaning but also different lexemes.

Even though that polysemy is widespread in both English and Albanian language, related to homonymy, in everyday communication is almost invisible. In English language this is a frequent occurrence and this the reason why the use of homonyms is so common in English literature. Focusing in Albanian language homonymy has not been seen as a tool to express different ideas in a speech, except the case of humoristic magazines, in comedies etc..

Examples of polysemy and homonymy are common in the authors mentioned above. Here are some of them:

<sup>1</sup> Memushaj, R.( 2006), Hyrje në Gjuhësi, TOENA, pg. 167

<sup>2</sup> Rrokaj, Sh. ( 2005), Hyrje në Gjuhësinë e Përgjithshme, Shtëpia e Librit Universitar, Tiranë, pg. 34



*I. The play of words based in polysemy :*

Now, sir, young Fortinbras,  
Of **unimproved mettle** hot and full,  
(Hamlet, Act I, Scene I, pg.10)

Inside these rows we have two polysemantic words that make us understand two different things. When he talks about Fortinbras, his name has the meaning – strong in arms – “i forte në krahë ose armë”, the description must be interpreted in two ways : he has a unimproved, temper and spirit, the words are use in their relevant meaning.. *mettle* – “shpirt, temperament kurajoz” and *unimproved* – “i.e padisplinar”. But another meaning must be that of the type of the material *metal* that is another explanation for the word *mettle*, which is “i paprovuar” – *undisciplined*.

*II. Words-play based in homonymy*

Mother, good night. Indeed this counsellor  
Is now most still, most secret and most **grave**,  
Who was in life a foolish prating knave.  
(Hamlet, Act III, Scene IV, pg. 126)

Through the homonymy grave1 – “a varr” and grave2 – “njeri i rëndë, serioz”. Shakespeare reaches to adjust both meaning in the same context in the best way possible. After Polonius dead both lexical units with their meanings adjust to context.

Polysemy and homonymy may be seen in artistic and figurative forms of the word which is a way used in Albanian literature and humour programmes. The word play is created in an artificial way for quirks like qe si qe, u bë si ka etc... As a result , artistic humour forms are present in Albanian spectacle “Portokalli” as below :

F2: Gërthisni, mer gërthisni

Të gjithë: E di Rama, E di Ra ma!

F 5: Po, po, ky e di.E di mire ky.

( Portokalli : Skaleta 9.13, 2010-2011)

Zëri: ....Një **ogur**(*prodigy*) i zi ra nga qielli ( a huge stone falls)

Jo **gur**( *stone*) idiot! O gur ! ( another stone falls)

Not only homonymy but also polyemy are used to build the unexpected, abrupt solution, needed for the humour. Here is an example of popular creativity:

I thashë njërit:

- Kur erdhe ?
- Nesor dy ditë.
- Po nga je ti ?

- Nga shtëpia ime.
- Ku e ke shtëpinë ?
- Në mes të oborrit dhe me derë nga lesa.
- Opo, qënke *i trashë* ti!
- Ohu, të shikosh vëllanë tim ti : ta cash, bëhen tre sa unë!

It is clearly seen that the epithet or the adjective *i trashë* ( nga mendja – silly) here it is used in a figurative meaning, as a polysemy used from the prior meaning *i bëshëm*, *i shëndoshë* (fat in your body).

## Conclusion

In the end we must say that polysemy and homonymy remain lexical issues closely related with every aspect of the use of vocabulary within a language. In an intentional manner or not, they are widely used not only as linguistic features but as stylistic features, too. Difficulties that come while they are used, are the same both in English and Albanian language. Anyway, they take a special significance when talking about teaching or learning a foreign language. Analysing in details the origin and the way they 'meet' together in both languages, gives us some valuable insights in terms of this - so much debated distinction.

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## Note about Locutions Nominative in Albanian Language

Prof. as. dr. Haredin Xhaferi

Faculty of Peshkopi

University "Alexander Moisiu", Durrës, Albania

### Abstract

*The object of this article is to describe the locutions worth the name. These locutions not treated in separate studies. It is characteristic that many of them have no words synonymous. They have the phrase structure and express a single concept. This group consists of stable terminology compound words and compound words non terminology. Nomination terminology compound words are formed on a single holistic concept. Unit lexicon - semantic constituent elements is their common feature. Nomination stable compound words are formed from two or more words. Compound words consisting of two elements have the facility two names or a name and a surname. These compound words are not simple names. The designations made by similarity tend to switch to a single word. Their form right is named second in the form of outstanding free. The process of transition to a question set according to their names, composition, content, consent, damage, connotation is the later. Regular forms of these compound words is the name of the second non ablative outstanding. Compound words formed by a name and a surname are used to sense directly or figurative sense. Compound words formed by more than two words have the structure only comes with complete understanding or words with full understanding and sense incomplete. They are few, but are diversified by their structure and value. Locutions name value are many and various.*

**Keywords:** idiom, phrase stable, terminological phrase, phrase not terminologies, structure, limb, semantic value, meaningful words, words not meaningful

### 1. Introduction

Identify and reflect locutions the value of a variable part is difficult. This relates to the presence of phraseological units with value of these categories lexicon - grammar. The difference between them is not always easy, because many features these units have in common. In linguistic literature during treatment variable parts of speech are not mentioned at all locations the value of words contained in each of these parts. For the first time they are mentioned by Sheperi I. D. (Gramatika dhe sindaksa e gjuhës shqipe). M. Domi recognized as such locutions mainly structures origin of verbal lokucionet as: *të bërët ballë (bëj ballë)*, *të vënë re (vë re)*, *të ngritur krye (ngre krye)* etc. , and the designations of free simple, as: *lule akulli (lulja e akullit)*, *lule blete*, *lule dimri*, *lule dhensh*, *bar ethesh*, *bar dielli*, *gjel deti* etc. (Disa çështje të lokucioneve)

Nominal characteristic locutions is that many of them have no words synonymous. These locutions have the phrase structure. Through notions that express limbs, they reflect the reality of relationships between objects or objects and their attributes. These links are stable, not created at the time of the lecture.

Locutions are not worth category name lexicon - grammar. Such constructions are usually presented with two limbs. Constituent elements are about dependency, being distinguished define country and determinant. (A. V. Desnickaja, Mbi strukturën morfologjike të gjuhës shqipe) fused to a single notion. A. Kostallari made this observation about the word made up. (Mbi disa veçori të fjalës së përbërë në gjuhën shqipe) These units are piles consistent with the definition of racial or attributive. Having lost one basic understanding of the elements and, gaining new understanding of the whole structure, idioms approaching unit. (Parimet themelore për hartimin e "Fjalorit të gjuhës së sotme shqipe")

Their constituent elements do not have that degree of stability that have elements of phraseological compound words. The links between these elements are straightforward, such as real connections between objects or objects and their properties. Generally these units are formed according to certain models. Their creation is a continuous process and it is now a trend of our language. This trend has extended into the field of terminology and off the field, in general language.

Locutions the value of a name composed of terminology sustainable compound words and non terminology. To date these linguistic units in general lexicon no special studies. The most studied are stable compound words terminology. They

are formed on a single concept thorough and semantically express a single concept. J. Thomai, a part of these compound words has been included in a separate group names phraseological units (Frazeologjizma emërorë dhe mbiemërorë në gjuhën shqipe). Later excluded from the wording. They are formed by some of these compound words and some other constructions phrase structure. (Fjalor frazeologjik i gjuhës shqipe). This scholar has called platoons consisting designations: *bombë dore, këpucë me qafa, pullë poste, punë dore, detyrë shtëpie, rend dite, bibliotekë kombëtare* etc. and has excluded from the phraseology, while platoons: *gjuhë lope, gjurmë mushke, bisht lepuri, gojë asllani, gjuhë nuseje, këmbë pate, hith të vdekuri, nusja e lalës, kali i qyqes, lakuriqi i natës, Kashta e Kumtrit, Arusha e Madhe, molla e Adamit* etc. has called simple terms without, and included in phraseology (Çështje të frazeologjisë së gjuhës shqipe). According to him, such terms have pure nominative function, while expressiveness is absent or too weak (A. Duro has noted that the stable compound words terminology idiom is weaker, because they have no stylistic or emotional burden. (Terminologjia si sistem), although trope (J. Thomai, Fjalor frazeologjik i gjuhës shqipe).

A. Duro construction *këpucë me qafa, bombë dore* dhe *bibliotekë kombëtare* has included the three types of stable compound words not phraseological nominal value: general (*këpucë me qafa*); terminology (*bombë dore*) and the character of nomenclature (*bibliotekë kombëtare*). Stable compound words terminology has called a special category of albanian vocabulary (A. Duro, Terminologjia si sistem). He has handled sustainable nominal compound words that are used as terms, helping to create a clearer concept on them, to distinguish from free compound words, the free compound words terminology and sustainable compound words phraseological. The author has distinguished unit lexicon - semantics of the constituent elements as the common feature of all compound words consistent with the value of a name. They feature denominator, mark an object or phenomenon of reality. (Togfjalëshat e qëndrueshëm terminologjikë në shqipen e sotme)

M. Samara recognized as stable compound words platoons nominal *marrja parasysh, pasja kujdes, heqja dorë, marrja e masave, dhënia llogari* etc.

M. Samara recognized as stable compound words platoons nominal *marrja parasysh, pasja kujdes, heqja dorë, marrja e masave, dhënia llogari* etc. (Antonimia e togfjalëshave të qëndrueshëm në gjuhën e sotme shqipe). A. Spahiu accepted as nominal locutions structures such as: *Arusha e Madhe, Arusha e vogël, molla e Adamit, nusja e lalës, Qafa e Thanës, i zoti i shtëpisë, zënia besë, vënia re* etc. (A përbëjnë lokucionet një mënyrë të veçantë fjalëformimi). J. Thomai these units included the wording of names. (Fjalor frazeologjik i gjuhës shqipe).

## 2. The structure of compound words consistent with name value

Nomination stable compound words are diversified by semantic and structural composition. The following analysis will be done with the subject mainly from areas of flora and fauna, but also from any other field of general vocabulary. These compound words will be monitored by the structure and their form of use. They are formed by two or more words.

### I. Stable compound words formed from the names of two words

There are numerous. They are formed by two names or a name and a surname.

**1. Nomination stable compound words formed by two names.** Comprise large numbers. They are diversified by morphological forms of names of account.

1. 1. *Nomination stable compound words formed by two names in the form of outstanding free* are numerous. These include quite simple names without flora, fauna, geography, astronomy etc. These designations are made on the basis of similarity, affiliation or other semantic connections. They are formed by name in crumples names + noun in the nominative case or ablative.

1. 1. 1. Designations formed by two names in nominative have second name figurative sense. Links between the two limbs are determinants. (F. Leka called this type of compound words quite manufacturer in the field of terminology, bringing examples *tryelë elikë, sharrë disk, limë piate, vinç kullë*. (Aspekte të zhvillimit të terminologjisë tekniko - shkencore pas Çlirimit). These designations are made on the basis of similarity. the similarity comes from the comparison of one thing he a part of it (the first limb of comparison) with another object or a part of it (the second limb of the comparison). The limbs of comparison can be expressed both or just one of them.

a. Designations that have the structure of the two limbs of comparison, are formed on the basis of direct comparison. The first name is the direct use. Morphological its shape is case nominative singular. The second name is the use of the trope. Morphological its shape is the ablative. (Disa çështje të lokucioneve) or without this termination. Feature in these structures forwarded only to a degree. Thus, to name *bar iriq* which means "Herbaceous plants by cuttings short year with numerous ramifications, which end at their peaks with small leaves of money as needles, giving the whole plant body shape the hedgehog," feature followed by direct comparison with the hedgehog plant. Such mention: *lule fasule* "Plants like beans . . ."; *lule gjarpër* "Herbaceous perennial plants, trailing . . ." etc. Are in smaller number compared with other groups.

Form the termination is not justified for all aliases of this group. Form the termination is not justified for all aliases of this group. They should be used without ending the second name: *bar iriq*. Form without termination allows for the passage in question comprised: *baririq*. (F. Leka, *Aspekte të zhvillimit të terminologjisë tekniko - shkencore pas Çlirimit*). Passing in question facilitates their use in different contexts. Thus, we can say: *gjethet e baririqit*, but not *të barit të iriqit*, because we leave the naming semantics. For this category label is irregular use of the name of the second gender. In this structure form the phrase first used the name in outstanding form and the second named outstanding free: *bari iriq*.

b. A label type structure have in the name of the item (plant) and the name of a foreign entity with which a comparison is made. Although the name of the plant is used, the comparison is done with her part, whose name is not naming structure. Comparison of these structures is not straightforward. Feature followed in two steps: at first passes the part and then to the whole. For example, to name *lule shqiponje*, which means "Perennial, always green, with large leaves and deep cut, similar to the wings of an eagle . . .", followed part feature (leaf) by matching eagle and then passes to the entire (plant) through sinecdoce. Even in these designations second name should be used without ending the ablative: *lule shqiponjë*. It is right that the unit be used as a compound word: *luleshqiponjë* or first name in outstanding form: *lulja shqiponjë*. Using second-gender name is abnormal even in denominations of this group. Of this type are: *bar fier* "Year herbaceous plant, with leaves similar to fier . . ."; *bar gjarpër* "Herbaceous perennial plant, with leaves gray-green, dark on the top, with bright brown scales on the bottom . . ." etc. (K. Cipo in an article about naming composite *lule lakër*, treated by decomposing in "a flower that sprouts" or "a cabbage that is flowers." According to him, the second limb apposition taken as a first attribute of the limb. (Rreth disa kompozitive) It is rich group.

Naming of this subgroup in the vocabulary of today's Albanian language are reflected in two forms: as compound words and how words: *lule krehri* and *lulekrehër*, *lule lakre* and *lulelakër*, *luleshpate* and *lule shpate*, *lulerruazë* and *lule rruaze* etc. (Fjalor i gjuhës së sotme shqipe) These names can be used as a single word, because qualify language, as well as names of the first group (a).

1. 1. 2. Designations formed by a name in crumples name and a name in the ablative have names relating directly. These designations are made on the basis of similarity or affiliation, composition, content, consent, damage, connotation etc.

a. A separate type of account names that have the structure of the second limb of comparison, represented by the name of part of a foreign entity and the name of the owner of that part. Are a subset of the rich. Such are: *bisht daci* "Herbaceous plants year, dump shaped leaves, with white bloom on the tree, on top of the stem, the shape of the tail of the cat . . ."; *bisht gomari* "Herbaceous plants to a meter high, with money leaves long as needles . . ." etc. The limbs of these compound words are in close affiliation. At first these structures have been enhanced with the name of the plant as the first element: *bar (lule) bisht daci* etc. (J. Thomai states that the names of this type colloquially used as adjectives (Frazelogjizma emërorë dhe mbiemërorë në gjuhën shqipe). Later today the structure is narrow and has the form of a simple phrase.

The first name of these compound words trope is in use. He fashioned notion that transmitted the first limb of the comparison, which is not expressed. To better understand this, we label illustration *bisht dhelpre*, which has A. Kostallari treated as composite. (Mbi disa veçori të strukturës semantike të kompozitive pronësore të shqipes). He explained that this label is not broken down into "plant that has tail like a fox," but "leaf plants such as foxtail." (Mbi disa veçori të strukturës semantike të kompozitive pronësore të shqipes). In the definition given there are three keywords (three component strands): *plant - leaf (leaf) - foxtail*. The first word is the name of the plant (the subject or the owner); The second word is the name of the part (of property), and phrase marks characteristic of the part. Linking the subject property is straightforward, while determining bond components (phrase) with the name of the part is figuratively (by comparison). The phrase *bisht dhelpre*, when the direct use, has elements about free. When used as a label, related elements are stable in high degree. (A. Duro, Terminologjia si sistem). Morphological form is regular. Even in this group feature names followed

by two stages (see also the group b). The notion that belongs to an organic part of a foreign entity, the forwarded part of the subject in question (by comparison) and the latter forwarded to the subject itself.

In spelling are not taken into account the above criteria semantics for writing these units. (Drejtshkrimi i gjuhës shqipe). Naming of this type are written as a single word in the dictionary spelling. (Fjalori drejtshkrimor i gjuhës shqipe) In other dictionaries are written in two forms either as a single word. (Fjalori i gjuhës së sotme shqipe; Fjalori i shqipes së sotme) The second name of these structures emerges in ablative outside naming connections, whenever she, on the basis of a new understanding gained, names another object. This morphological form retains its name even when the structure is used as a cheap phrase.

b. A group designations of this type are placed according to their structural, content, attendance, damage, use etc. The second name of these designations is singular or plural number of outstanding free. Such can make: *bar beronje* "Herbaceous perennial plants in the clutch, similar to oregano leaves, white flowers that grow normally in the rocks and used in folk medicine for women who are not born"; *bar bibe* "Herbaceous plants with long leaves of money arising herd near the root, with downy white flowers, used for the treatment of jaundice of duckling"; *lule shkëmbi* "Herbaceous plants with red flowers, leaves thin and long, that grows in the rocks"; *lule vjeshte* "Herbaceous plant with white flowers in purple, blooms in the fall . . ." etc.

The second limb of these designations used on gender, when in the form of outstanding (Gramatika e gjuhës shqipe I) as in Albanian, as a rule, the ablative replaces semantically prominent gender crumples (L. Buxheli, Modelet e caktimit rasor në gjuhën e sotme shqipe). Thus, the unit *lule shkëmbi* can be used and *lule (lulja) e shkëmbit*, *lule vere* and *lule (lulja) e verës*, *bar pleshtash* and *bar (bari) i pleshtave*, *lule dhensh* and *lule (lulja) e dhenve*, *gur zjarri* and *gur (guri) i zjarrit* etc. (Xh. Gosturani, Rasë rrjedhore apo gjinore?)

The designations of the group and subgroup 1. 1. c not end in question, because the relations established between the limbs of the second limb necessarily require the ablative. Albanologist G. Weigand has called composite word compound words name + name  
*outstanding free in ablative*, as *bri dreri*, *ve rosash*, *këlysh macesh* etc. , whose evident connections between the concepts that express limbs. (Albanische Grammatik in sudgegischen Dialekt, Leipzig, 1913). This attitude has supported Cipo K. , who has called composite sui generis. He has brought as examples: : *gur kufiri*, *bukë gruri*, *ve pate*, *lëng pule*, *lule dhensh*, *voj ullish*, *zoq pulash*, *bukë fiku*, *gojë asllani*, some of which included the locutions the value of a name (Gramatika shqipe; Sintaksa).

Maintaining the treatises of free gadgets outstanding (fleksiv element) turns them into units with incomplete grammatical structure and incomplete paradigm bending. (L. Buxheli, Raste në kapërcyell midis emrave të përngjitur dhe togfjalëshave të qëndrueshëm) A. Kostallari type designations over the country residence, domicile etc. In a word explained by the decrease of the endings. This decline, according to him. Shapes neutralizing grammatical relations that exist between the components in the appropriate phrase. When used as a compound word, the second element defines the first element in a more general (Mbi disa veçori të fjalës së përbërë në gjuhën shqipe). In our opinion, the right is the second name of the structures used in gender, although these forms are homonymous with free forms of compound words. The difference between them during use makes context.

For these designations transition process in question seems overdue. It will be done when endings of the ablative become sound theme or termination of the outstanding treatises.

Although these structures have limbs see a general name that names a certain class tableware and second limbs of a name that indicates the feature classification, quality, location, time, composition, ethnicity etc. , the whole structure has acquired new meaning and names a single object. (F. Agalliu, Rreth përdorimeve të rrjedhore në shqipen e sotme letrare). It has taken the form of a stable non-phraseological phrase. These designations are included in the group of stable compound words terminology. This justifies their reflections in the explanatory dictionaries, marking and relevant field. Even determining their shape is regular script. (Drejtshkrimi i gjuhës shqipe). Such structures are compound words name value and should not be written as a single word. In dictionaries noticed misspelled forms, such as *luleborë*, *luledele* etc. (Fjalori drejtshkrimor i gjuhës shqipe) or in two forms, such as *lule dielli* and *luledielli*, *panxhar i sheqerit* and *panxharsheqeri* etc. (Fjalori i gjuhës së sotme shqipe).

A. Kostallari brings several examples of coverage of this type of compound words in dictionaries monolingual or bilingual early Eagles. Structures such as *vaj gur*, *mizë kali*, *gur kali*, *gur zjarri*, *qymyr guri* etc. are reflected in various forms in different dictionaries or in a dictionary. This fluctuation in the writing of these units he saw as "an unfinished process of transition from a word attached to a word composed of racial designation." (See Mbi disa veçori të fjalës së përbërë në gjuhën shqipe.) Recognizing the genetic link between words and words composite absolute, he thinks quite structures, such as *vendbanim*, *vendlindje*, *datëlindje*, *pikënisje*, *bregdet*, *vendqëndrim*, *vendstrehim* etc., who eventually passed in question composite, have origins in attachment of piles of words that compose them. Origins of words composed of absolute words have also accepted foreign scholars. K. Brugman words composite base has found the combinations (plateons) syntactic (Über das Wesen der sog. Wertzusammensetzung), while A. Maillet - J. Vendryes have called possible origin of composition by juxtaposition (Traité de Grammaire des langues comparée classiques).

At first these units are built as compound words branding free. Thus, the structure of the *bar shkëmbi* "Herbaceous plants year, like clover leaves, with small seeds, collected in bean sprouts, grows in rocky high places" was built by the general name *bar*, which names all kinds of drugs and name *shkëmb*, used by the country where the plants germinate. This facility can be used for any type of grass that grows in the rock. How sustainable phrase she used only for a particular type of plant that grows in the rock, although there also grow many other types of herbs, which are labeled with the names according to the knowledge and the characteristics of their special features.

These units come not from the semantics of compound words that constitute limbs, but the grammatical form of the name of the second. Large numbers represent units formed from a more general name or a name that is used for a certain class of things, according to the most general characteristics, such as *bar*, *lule*, *gjemb* etc. and a name of animal, bird, etc., related in various ways to the plant. For example. *bar qumështi* "Herbaceous plants of one year, with leaves shaped dump . . . graze more cattle"; *bar moçali* "Herbaceous plants year . . . , which grows in swampy places, causes disease in cattle pit"; *bar rripe* "Herbaceous perennial plants, . . . , that grows in rocky places"; *bar plehu* "Herbaceous plants year . . . that grow in ruins"; *lule vjeshte* "Herbaceous plant with white flowers in purple, blooms in the fall . . . "; *lule vere* "Herbaceous plant with oval leaves, almost round, yellow flowers that bloom in summer"; *lule balsami* "Herbaceous plants, used in folk medicine to treat wounds" etc.

1. 2. Nomination stable compound words formed by without prominent *name + name outstanding* is the name of meaning or general impersonal. Names in these structures may use direct or trope. The first name appears in the names of outstanding free, while the second comes in the name of gender. The latter can be used in ablative the outstanding free connections just outside the locution. These structures are stable compound words terminology. Included are: *mollë e Adamit*, *Kash të e Kumtrit*, *Udhë e Qumështit*, *Yll i Karvanit*, *Qafë e Thanës*, *Qafë e Shtambës*, *Qafë e Buallit*, *Majë e Hekurave*, *Ditë e Verës*, *pikë e ngopjes*, *e bardhë e syrit* (syve) etc.

**2. Nomination stable compound words formed by a name and a surname.** Are less than the compound words formed by two names. Surname characterizes the object directly or figuratively.

2. 1. *Nomination stable compound words formed by name + surname direct sense* are names that have the structure an adjective quality. Surname characterizes object or a part of it.

2. 1. 1. Designations formed by a *name and a surname that characterizes the object* as a whole, constitute a significant number. Adjectives show a common characteristic feature of the item. For example. , *gjemb i shkurtër* name meaning "Thorn . . . , to increase slightly." *fasule e shkurtër* "Beans . . . , which grows less"; *labot i butë* "Herbaceous plants year . . . that is cultivated in gardens as plants for food"; *murriz i bardhë* "Shrubs with multiple branches with sharp thorns, leaf sprung, with white flowers . . . "; *dhi e egër* "Animal chewable mammals, similar to goat . . . who live in the high mountains of the rugged" etc. From other areas bring: *trysni e lartë*, *ingranazh i madh*, *aeroplan gjuajtës*, *vijat e verdha*, *vijat e bardha* etc. For example. *Një rrapëllimë e fuqishme çau ajrin; në fushë lëvizën dy aeroplanë gjuajtës.* - *Nuk të lënë të ndërtosh këtu, se paska dalë një vendim për vijat e verdha,* - *tha Batoja.*

2. 1. 2. Designations formed by a *name and a surname that characterizes a part* of the property are numerous. Name of part may or may not be an element of naming structure.

a. The designations *bar luleverdhë* "Herbaceous plant with slender stalk branched, with a yellow flower on top of each estuary . . . "; *cërre krahkuqe* "Bird with small body, the color of dark body feathers and down red wings" etc. have the name of the first limb portion of the second element (surname).



b. Designations *tërfil i ashpër* "Plants like clover. . . , with large leaves, strong and tough on the surface"; *bar i hollë* "Herbaceous plants without stalk, with long leaves of money as needles, that grows in meadows" etc. do not have the name of the part structure. Feature forwarded to the subject through synecdoche. So, denomination *bar i zi* means "The one year herbaceous plant small grains, sewage . . ." Black surname characterizes a part of the plant (fruit) and through part feature forwarded plant. Thus naming names seen from the two limbs names.

2. 2. *Stable compound words nominative form of the name + surname meaning trope* have the structure adjectives that characterize an object by similarity. Thus, *shelg lotues* name means "Kind willow branches epshme's very long, which hang down." Such are: *fasule qorre* "Beans with very small grains"; *dredhje zvarranike* "Kind *dredhjeje* to stalk lying"; *Lumi i Vdekur, e premte e zezë* etj. For example. *Lumi i Vdekur, me atë ujët e tij të ndenjur e të mbuluar me lëmashk, ngriu gjer afër grykës, se më tej s'e lanë valët e Adriatikut, ndërsa kënetat e cekët e bëri këtë punë më shpejt. E premija e zezë është dita kur është varrosur Krishti.*

2. 3. *Stable compound words nominative form of the name with the figurative sense + surname direct sense* are few. Appointments are impersonal sense, as *Qerrja e Madhe, Qerrja e Vogël, Arusha e Madhe, Arusha e Vogël* etj. For example. *Përtej perdeve prej dantelle në shihnim të hutuara qiellin që Arusha e madhe dhe yjet e tjera e shponin të shndritshëm e të paartitshëm dhe na bëhej se ato na dërgonin një mesazh të pazbërthyes, të largët qindra vjet dritë.*

## II. Stable compound words formed from the names of more than two words

Are less in comparison with compound words of the first group (I). Their structure is varied by category lexicon - grammar of words that make up and the order of those words.

1. *Stable compound words nominative form by scoring words.* Are different from the lexicon category - grammatical constituent words and their morphological shapes. These words may be names or surnames.

1. 1. *Nomination stable compound words formed by the names* are rich group. They have the features of compound words with two words 1. 1. 1. c. group. Structural difference between them is distinguished by the presence of more than two names. This group includes several subgroups:

a. Designations established by *name in the nominative + a free phrase* (noun + noun) constitute rich group. In these structures is expressed first limb of comparison. The phrase that carries the determinant function, used in the form of stony silence. The structure *bisht dhelpre* second name when using gender crumples put both names changed (*bishti i dhelpërës, bishtin e dhelpërës* etc. ), as the phrase *bombë dore*. The phrase *karafil gjethe pishe* simple phrase *gjethe pishe* used petrous, changing only the name of cloves. Such are the compound words: *cefalare pelin deti, ciklamin gjethe urthi, dardhë gjethe hunapi, dardhë kofshë pule, hudhër erë myshku, karafil ngjyrë gjaku, klokëz brinjë kau, kokoçel bar zgjebeje, kokoçel gjethe rrëshyelli, kuqël dhëmb qeni, lëpjetë kokë kau, lëpjetë lule vishkulli, lulekambanë gjethe pjeshke, milëz bisht akrepi* etc.

b. Designations formed by a *terminological phrase* (noun + noun) + a *prominent name in gender* are the smallest group. In the present structure is not the first limb of the comparison. Name out simple phrase structure stable performs the function of determinant and differentiates the type. Such are: *bisht dhelpre e arave, bisht kali i ujit, bisht miu i Greqisë, gjuhë lope e arës, gjuhë lope e Kretës, gjuhë qeni i kolonës, lule balsami e malit* etc. When using these compound words change to three names. Thus, it is said: *Këputa bishtin e dheplërës së arave.*

c. Designations formed by a *terminological phrase* (noun + noun) + a *free phrase* are in limited numbers. Such are: *bisht miu gjethe lisre, gjilpërë qyqeje sqep shtërgu, gjilpërë qyqeje sqep çafke, gjilpërë qyqeje erë myshku* etc. These compound words are distinguished not only by the number of components, but also morphological forms of these elements. They are formed by a phrase consistent with the use of figurative and a free phrase, first limb of which served for comparison. Although it is free phrase out of this denomination, in its structure he used petrous: *bisht miu gjethe listre, bishti i miut gjethe listre, bishtin e miut gjethe listre* etc.

1. 2. *Stable compound words nominative form of names and surnames* are numerous. These designations are formed by two names and a surname or a name and two surnames.

a. Designations formed by a *phrase* (noun + noun) and an *adjective* have the name of the second phrase in non ablative outstanding. Outside the phrase naming structure functions as set by similarity label or affiliation. Surname characterizes object named by the phrase, specifying the type. Such are: *bisht miu lulevogël, bisht qeni gjembak, brinjë kau gjethegjatë,*



*bar presi fletëgjërë, bisht akrepi grremçak, grurë zhulicë e bardhë, gjilpërë qyqeje butëloshe, gjuhë lope e kaltër, gjuhë nuseje e çarë, gjuhë qeni gjerman, kashtë kënete e gjatë, këmbë maçoku bregdetar, këmbë sorre e kuqe, lule balsami mjekëroshe, lule dimri ombrellorë, lule maji e kaltër, menekshe gomari ballkanike, dac deti i vogël, dallandyshe deti e zezë, qen deti gjembak, zog bari sqepshkurtër etc.*

b. Designations formed by a *phrase* (name + surname) and an *adjective*, although the two adjectives structure, have the characteristics of a group designations. Name and surname of the first off naming functions as terminological phrase. Second surname express what names feature the phrase, being connected steadily with. The three elements form a stable extended phrase. There constitute large number: *cërlua i zi pikalosh, gjelëz e madhe bishtzezë, hundëgjatë i vogël dhëmbëbardhë, hundëgjatë xhuxh dhëmbëbardhë, lakuriq i madh hundëpatkua, rosë e egër e zezë, rosë e përhime rozë, kukapik larosh kurribardhë, zhytës i vogël laraman, kokërrujë e purpurt e kaltër etc.*

c. Designations formed by a *phrase* (name + surname) and a *prominent name in the gender* make up the small group. In the relevant terminology used phrase gender designation, while the gender determines the type name. Such are: *peshk kavall i detit, peshk kavall i lumit, kërpudhë pufkë magjari etc.*

**2. Stable compound words nominative form by scoring word and word service.** There are numerous. Words scoring may be two names that belong to the same semantic field or fields. The word service is preposition.

2. 1. *Stable compound words formed by prominent name without + preposition + noun outstanding free account group* had. Prepositions used in these designations are with or without the racial accusative.

a. Naming the preposition *me* are large group. In these structures names may use direct or trope.

- Designations *nenë me farë, bar me kalli, bar me kokë, rrush me erë, rrush me ujë, zog me lafshë, pështrik me vile, mizë me thumb, gjarpër me çapar, skort me vizë, manometër me zhivë, trapano me vidhë etc.* have direct user names. The meaning of the name designation carries with preposition, however, the whole phrase expresses a single concept.

- Designations *pështrik me baluke, bilbith me mustaqe, gjarpër me syze, gjarpër me zile, pulë me mjekër, zogth me veshë etc.* the second name have to use the trope. Even in these designations name conveys the sense of naming preposition.

b. Naming the preposition without are fewer. Such as: *bulonë pa kokë, hutë pa veshë etc.* The presence of preposition *pa* without showing lack of something to a thing by comparing it with other items of that type.

2. 2. *Nomination stable compound words formed from a phrase terminological + preposition + noun* are few, like: *lule balsami me njolla, rosë laramane me çafkë etc.* Name the accusative differentiates the type of sex. Links are direct elements. All the phrase expresses a single concept, a plant names.

3. *Sustainable nominal compound words formed from a phrase terminological + si + noun in the nominative* are quite rare. These designations are made on the basis of comparing twofold: first, gender denomination was formed based on the comparison of the synecdoce, then the name of the type is formed on the basis of comparison. A second comparison is evident from the presence of both his limbs and vibrating presence of comparison. Included are: *bisht luani si zemër, bisht akrepi si krimb etc.*

### 3. Conclusion

Locutions value are many and various. During this analysis we tried to reflect some of the structural types of compound words terminology. The diversity of their semantic and structural elements degree of sustainability etc. Requires more extensive study and detailed. In this study, as noted above, are mainly reflected the structures of simple labels without flora and fauna, bringing in some cases examples from other areas.

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## An Overview on Adverbial Locutions More Words in Albanian Language

**Prof. As. Dr. Haredin Xhaferi**  
Faculty of Peshkopi  
University "Alexander Moisiu"  
Durrës  
ALBANIA

### Abstract

*The object of this article is to describe the formation of locutions formed by many words, noting the value of their semantics. This group locutions is not large, however, they show great interest for structural and semantic diversity. These locutions are treated in grammar and different studies not as a separate group and not in detail. In the article they will be treated according to the elements that make up their structure. These elements are words with features lexicon - grammar different and have different degrees of stability. The use ratio of meaningful words, words not meaningful in these structures is different. Largest number consists locutions that are formed from equal number of words of the two groups. Meaningful words these locutions are names, adverbs and numerals rare; not meaningful words are the conjunction, preposition or particles. They can stand before a meaningful word or in between them. Meaningful words are reports of equality between them. Locutions having the structure unequal number of words meaningful and non-meaningful words are scarce. Among the meaningful words of this type locutions reports are mixed. The first two elements are scoring words about addiction.*

**Keywords:** phrase, adverb, structure, element, meaningful words, words not meaningful, value semantics, semantic relationships

### 1. Introduction

Locutions are popular in different languages, but are not treated as separate units language. For them there is a general concept as open structures that form a whole language with the value and function of a word, but there is still a stand alone nature, the criteria for recognition and setting them etc. These units are reflected in grammar with parts of speech, which have the same value semantics and lexicology are included with phraseological units. Special studies for these units so far have been limited and have not been sufficient to differentiate and to be differentiated from other linguistic units, especially units that are closest to them: the attached words, the free compound words and phraseological units.

Locutions that are semantically equivalent fixed parts, are treated in Albanian Grammatology, although the words slave "have been, as it were, on the outskirts of grammatical studies." (E. Lafa, Lidhëzat të libri i parë shqip). In some researchers locutions are treated with the appropriate parts of speech or analyze individual types of any group. (See A. Xhuvani, Orgjina dhe formimi i ndajfoljeve në shqipe; E. Hysa, Ndajfolja në gjuhën e sotme shqipe; M. Samara, Parafjalët në shqipen e sotme (Vështrim leksiko - semantik); M. Çeliku, Lokucionet parafjalore emërore në gjuhën letrare shqipe; Sh. Demiraj, Rreth ndajfoljzimit (adverbializimit) të disa formave gramatikore dhe të disa togjeve të tipit parafjalë + emër etc. )

The most comprehensive treatment of these locutions is made in scientific works of the Academy of Sciences, where locutions noting that occur primarily in fixed parts of speech. (Fonetika dhe gramatika e gjuhës së sotme letrare shqipe; Gramatika e gjuhës shqipe). Identify them easily on any researcher explained with a much higher degree of reliability of the constituent elements. (A. Spahiu, A përbëjnë lokucionet një mënyrë të veçantë fjalëshkrimi?)

Locutions the value of a constant part are added to the creation of many new units worth prepositions, conjunctions, adverbs etc. This phenomenon is seen as Albanian trend for increased analytical structures. (M. Domi, Procese dhe prirje të zhvillimit të strukturës sintaksore të gjuhës) Alongside this trend, mainly the last century, is doing significantly, especially in recent decades, the trend towards synthesize these units. Many of them today use two forms: as locutions and as a single word. Any researcher thinks that one should avoid this use, being used as words. (See more about this process L. Buxheli, Çështje të shkrimit të fjalëve të përngjitura dhe të disa strukturave analitike)

Locutions the value of a constant part of more extensive compared with the value of a variable part. These locutions have adverbial value, a prepositions, a connector, a particle or an interjection. Adverbial locutions are varied as the structure, and semantics.

In this article will be considered a special type adverbial locutions worth, which have the structure more than three words. Words that make up, are different categories lexicon - grammar. Writing will make a more specific and more detailed groups and subgroups that constitute locutions of this type, will highlight the diversity of structural and semantic value. Based on the degree of reliability of the constituent elements and the grammatical and semantic changes of these elements, intended for a more precise definition of these units. This type locutions not treated as a special formation.

Early scholars are not mentioned these locutions. J. Thomi enough of the locutions this type are treated as adverbial phraseological units with coordination kopulative and not kopulative (*me sot e me nesër, në këmbë e në dorë*), the coordination of the two limbs no equivalent of the structure (*fill e për pe, orë e pa kohë, rrallë e për mall*), as phraseological constructions starting with a preposition (*me rrënjë e me degë, me hir e me pahir, me mish e me shpirt, për sy e faqe, pa çak pa bam* etc. ) (Një klasifikim i frazeologjizmave me vlerë ndajfoljore në gjuhën shqipe) E. Hysa in his study of the formation of adverbs treated as a special type only a subset of them, formed by the preposition *nga* + *noun* in the nominative + the preposition *në* + *name* in the objective case, as: *nga çasti në çast, nga dita në ditë, nga koha në kohë* etc. (Formimi i ndajfoljeve). This group is also reflected in Fonetika dhe gramatika e gjuhës së sotme letrare shqipe and Gramatika e gjuhës shqipe I.

## 2. Classification

Locutions formed from more than three words have to structure meaningful and non-meaningful words, which belong to different parts of speech.

### I. Locutions formed by two meaningful words and two non-meaningful words

Locutions of this group are different from the order of the components. Words not meaningful to these locutions may precede or meaningful words can stand between them.

**1. Locutions formed from non-meaningful words + meaningful word + non-meaningful word + meaningful word.** Constitute the group had. By category lexicon - grammar meaningful words, these structures are different.

1. 1. *Locutions formed by the preposition + noun + preposition + noun* have the structure of two forms of the same name or two different names. No meaningful words may be the same preposition, two different preposition or a preposition and a conjunction.

a. Locutions formed by the *preposition + noun + preposition + the same name* are at somewhat rich. The locutions having to repeat a name structure, forms of names of these structures are preceded by the preposition different. The first form has formed heap on the racial preposition names, showing the initial time goal while platoon formed by the second form of the name of the racial accusative preposition shows the final target. None of these clusters does not work out locution. All locution said time relationship for an action or process that lasts or will be soon. Such are: *nga dita në ditë, nga java në javë, nga muaji në muaj, nga viti në vit, nga brezi në brez, nga çasti në çast, nga ora në orë, nga minuta në minutë* etc. For example. *Arable land surfaces added nga viti në vit. Made of genuine occupation, which in time became almost inherited nga brezi në brez in the form of dynasties. At the time I felt afraid for delaying loved and anxiously for his achievement nga çasti në çast, he heard behind a naughty tune got to sing. Expected nga ora në orë flow of people into the hut and did not want to hear what was outside.*

b. Locutions formed by the *preposition + noun + preposition + noun* are slim. The structure of these locutions are two names with different meaning, before whom are using a case preposition or different cases. Locution is composed of two platoons *preposition + noun*.

• Locutions *me rrënjë, me dhëmballë; pa nam, pa nishan* etc. are formed by two different names with or without semantic links, preceded by the same preposition. These structures have not reached a high degree of consistency. Platoons *preposition + noun* to make up, can also be used separately. Second Platoon off locution expresses the same relationship

with the height of the first, while within the locution used more in the sense amplifier. All shows strictly locution, safe, hair-splitting. For example. - *For Seferin will talk much, that I know **me rrënjë, me dhëmballë**, - Myrto said.*

• Locutions *nga koka te këmbët, nga koka te thembrat* etc. are formed by two different names, which designate part of a whole. These locutions express spatial relationships within the whole. Each separate platoons not work. First platoon said starting point of action, while the second platoon point of completion. All locution expresses spatial relationships defined. For example. *I thought Yllin, his condition, when the manager broke the conversation at the table and felt the shame of the whole glow **nga koka te këmbët**. I threw a look **nga koka te thembrat** dand said not a word.*

1. 2. Locutions formed by the preposition + adverb + preposition + adverb have two different structure, which are preceded by the same preposition. Adverbs show close periods. Locution limbs are equal ratios. These locutions express a short deadline indefinitely: *me sot, me nesër; me tani, me pastaj* etc. For example. *They are being taught these people for centuries, has made relations with officials to process a particular position. We can not change them **me sot, me nesër**.* These structures can also be used with the conjunction *e*: *me sot e me nesër, me tani e me pastaj* etc.

1. 3. Locutions formed by the preposition + numeral + preposition + numeral are quite rare. Such is the locution *pa një, pa dy*, who has two clusters structure formed by two different numerals, preceded by a preposition without. Each separate platoons not work. All said locution way associated with the mode of coercion, of necessity. For example. - *You will go for us? - I am, **pa një pa dy**.*

1. 4. Locutions formed by the preposition + noun + connector + adverb are scarce. In these locutions an abstract name commonly used, preceded by the preposition to and followed by the conjunction of. The second limb is adverb *sipër*, which has completely lost its meaning and serves to update the time. Locution semantically brunt keeps limb names. Locution performs the same function that carries out the locution nominal platoon. Such are: *në vrap e sipër, në punë e sipër, në gjumë e sipër, në rrëmuje e sipër, në sherr e sipër, në rrugë e sipër, në bisedë e sipër* etc. For example. *More than anything now drives the anger and walking, **në vrap e sipër**, break apart teeth somehow blackberries to quench hunger. The matches were extinguished **në rrugë e sipër** and he lit another. **Në bisedë e sipër** on also mentioned an earlier altercation, which I thought was forgotten.*

## 2. Locutions formed by meaningful word + non-meaningful words + non-meaningful words + meaningful words

Branding words of such locutions can be the same word repeated or may be two different units lexicon - grammar. Locution limbs are equal reports state groups. The second limb expresses that said first limb more reinforced and the major share of the locution meaning. Within this structure, used a word service with limiting or denying function.

2. 1. Locution formed by *name + connector + preposition + noun* are not rich group. They consist of a name or two names repeated with different meaning.

a. Locutions formed by *name + connector + preposition + the same name* are numerous. The name appears in the form of outstanding free even when repeated. The second limb in these structures is preceded by the preposition without which gives meaning denying the limb, but retains locution unspecified affirmative sense.

• Locutions *udhë e pa udhë, vend e pa vend* etc. are formed by repetition of a topical name in the form of free outstanding. These locutions show impersonal place where performed an action that lasts. For example. *The night was very dark and we have passed **udhë e pa udhë**.*

• These locutions can show the action indefinitely, as well as on the queue locutions *radhë e pa radhë, vend e pa vend, rast e pa rast* etc. For example. *Director, having an experience of thirty years as a miner, thought he knew everything and **vend e pa vend** interfere with bestiality. Baca Dan did not show casually **rast e pa rast**, those his stories, he begged us not to hear us, is prayed in the village told us.*

• Locutions *kohë e pa kohë, orë e pa orë, vakt e pa vakt* etc. have to structure a name repeated time. They show indefinite period of time when performed an action that lasts or rolling. For example. *See that his gaze was distracted again and remain the aunt **orë e pa orë**.*

Any structure is formed by two different names, first from the perspective synonymous, as *orë e pa kohë* etc. For example. *Worked **orë e pa kohë** and hate fill of bread.*

b. Locutions formed by *name + connector + preposition + noun* synonymous are rare. Such are locutions synonyms *fill e për pe, fije e për pe*. In these structures before the second name comes a preposition of accusative and formally it passes in that gown, however the equity stored. Platoon *preposition + noun* no use of autonomous elements have lost the sense and the ability to bond with other words. He holds the major share of the locution semantics. For example. *Then he had asked fije e për pe on livestock*.

2. 2. Locutions formed by *name + connector + preposition + adverb* (a heap adverbial) are quite rare. In the second limb structure performs the function amplifier and is defining the meaning of the locution. These locutions express limited relationship. They show of action: *fije e nga njëfije, çikë e nga njëçikë* etc. For example. **Çikë e nga njëçikë**, every day, for years, he had thrown out heart excitement, interest in small things, that once filled her life. Platoons *një çikë, një fije* today presented with features of a word attached. Imposition of their component elements become detached, without pause. Name and numerator have lost their special meaning and function together as a single word.

2. 3. Locutions formed by the *adverb + connector + particle + adverb* constitute rich group. In these structures the second adverb could be a repeat of the adverb form of the first or another adverb. It necessarily preceded by particles more. The second limb bears the brunt of the locution semantic and expressed increasing spatial dimensions, dimensions time etc. or the degree of intensity or quality of an action that lasts. When adverb is not repeated as the second limb out an amount adverb that adds, magnifies what first adverb said: *thellë e më thellë, tej e më tej, plot e më plot, vonë e më vonë, herët e më herët, lart e më lart, poshtë e më poshtë, sipër e më sipër, andej e më andej, ngadalë e më ngadalë, rrallë e më rrallë, shpejt e më shpejt, mirë e më mirë, qetë e më qetë, shumë e më shumë, keq e më keq, fort e më fort, gjithmonë e më shumë, gjithnjë e më shumë, gjithmonë e më tepër, gjithnjë e më tepër* etc. For example. *Nodded a couple - three times, as if beating with a heavy hammer his pain, to enter thellë e më thellë into the heart. Jokes its long now grabbed marshes and, if they had been studded stones, throw Pelt on its surface paving, was kissed hip - hop site and brought tej e më tej, giving more and more power. Ibish mention it rrallë e më rrallë and once removed it altogether, it seemed long. Editors of magazines expect more gjithmonë e më tepër with the warmest smile of compassion.*

## II. Locutions formed by three meaningful words and a word not meaningful

Are few in comparison with those of the first group. Meaningful words such locutions structures are equal or dependency ratios. Word not meaningful can be a go or a preposition.

1. Locutions formed by *meaningful word + the conjunction e + words meaningful + meaningful word* or vice versa does not constitute the majority.

a. Locutions formed by *meaningful word + the conjunction e + words meaningful + meaningful word* have the first meaningful words an adverb, followed by the conjunction *e* and a phrase with qualifiers relationship. Such are locutions *sot e gjithë ditën, sot e kësaj dite, këtu e një vit (më parë), aty e një muaj, njëherë e një kohë* etc. , which first element a time adverb or country adverb the sense of time. These locutions express general time relationship or show a finite time limit. For example. *What happened that day winter scare me even sot e kësaj dite when I remember. With Mustafa's eaten the assembly comes as njëherë e një kohë and was unfortunate that had fallen on the neck.*

b. Locutions formed from *meaningful word + meaningful word + conjunction e + meaningful word* are rare. Such mention locutions *një herë e mirë, një herë e përgjithmonë* etc. , which indicate a safe or performing a final action. For example. - *Like I said, - said Selo, - better to die një herë e mirë, than pieces - pieces. To eradicate një herë e përgjithmonë different political nests had entered into the army, I ordered the demolition of the old army organization.*

2. Locutions formed by *meaningful word + word meaningful + preposition + meaningful words* are few. Locutions such as: *një ditë prej ditësh, një natë prej netësh, një ditë me diell, një natë me hënë, një natë pa hënë* etc. The heap formed by two words meaningful phrase functions as outside these structures. Indefinite pronoun *një* and name *ditë* have weakened their meaning. This heap has the major share of the locution semantics. Meaningful third word is a name preceded by a preposition. Both elements retain lexical meaning. Name functions as a descriptor is first name, adding an additional feature generalists, not very important for the semantics of the locution. Locutions such as: *një ditë prej ditësh, një natë prej netësh, një ditë me diell, një natë me hënë, një natë pa hënë* etc. For example. *Gathered again një ditë me diell and chose a new task force. But the insistence of friends and acquaintances of my best pushed me një ditë prej ditësh to get into a trial.*



### III. Locutions formed by two meaningful words and three not meaningful words

Are a small group. Meaningful words are nouns, numerals, adverbs.

1. *Locutions meaningful words formed from the same category lexicon - grammar.* Meaningful words can be two forms of a name or two names synonymous, antonyms or other meanings.

a. Locutions formed by *the preposition + noun + connector + preposition + the same name* are numerous. Locutions *me të drejtë e pa të drejtë, me punë e pa punë, me shkak e pa shkak, me vend e pa vend, me kohë e pa kohë, me vakt e pa vakt* etc. have in their structure two platoons formed by the repetition of a name, preceded by the antonyms prepositions, which give them positive and negative sense, while all locution affirmative sense. Two platoons are associated with a concerted connector. These locutions express approach, with the idea of acceptance, approval or consent without full conviction, with suspicion: - **Me të drejtë e pa të drejtë** *secretaries orders broadcast executives - said Aranit and came to trying the door. Submergement opposites had their own expressions and concerned* **me vend e pa vend**.

The conjunction *e* these structures can be replaced by segregation conjunctions *a* or *apo* and locution gives an idea of the end of an action or process, regardless of the path chosen: *me të drejtë a (apo) pa të drejtë, me punë a (apo) pa punë* etc. For example. So *Ismail beut . . . did not like to stay in the municipality and people who* **me punë a pa punë** *needed to meet the head of state, came in his private apartment.*

b. Plenty locutions are formed by *two names synonymous, antonyms or other meanings*, which form clusters with the same preposition within the locution. Second platoon within the structure of locution *a* feature reinforces the relationship expressed by the first platoon, establishes a relationship of coercion, of necessity etc. All locution serves to show:

- Manner of action: *me të urtë e me të butë, me të mirë e me të butë, me thonj e me dhëmbë, me hir e me pahir, me këmbë e me duar, me pe e me gjilpërë, me lak e me gjak, me bukë e me kripë* etc. For example. *Mystehaku conversed* **me këmbë e me duar** *with Fuzuliu.*

- Feature a state, without pinch saw mole; *pa çikë e pa nishan; as në det, as në breg; as në qiell, as në tokë; as në mend, as në figjir* etc. For example. *Lost* **pa çikë e pa nishan**.

In some cases, *a* or *apo* conjunctions used, however, the relationship does not change: *me hir apo (a) me pahir, me të drejtë apo (a) me të padrejtë* etc. For example. *Such rivalry nor could have existed until 1912, if it were not made* **me hir ose me pahir** *from Austria - Hungary error and mistakes.*

2. Few locutions have to structure the heap *numeral or indefinite pronoun + a time name*, followed by the conjunction *e* and by an adverb, preceded by particle *më*. The conjunction does not perform its function syntax and is an important element in the structure of locution.

• Locutions *një orë e më parë, një sahat e më parë, një ditë e më parë* etc. express a circumstance of time in which conducted an expedited action. The phrase *një orë më parë* without conjunction has the "one hour before the moment of discourse or a particular instant of time." Constituent elements in these structures have lost their special meaning. This seems also to use the adverb before the first form. For example. *With the tail of the eye saw how hurry all finished* **një orë e më parë**, *as they leave the water in the groove. Everyone wanted the situation created to end* **një sahat e më parë**.

• Locutions *çdo ditë e më shumë, çdo herë e më shumë, çdo ditë e më tepër, çdo herë e më tepër* etc. time relationship express an action that is performed with high intensity. For example. *We were in the last year of economics, accounting branch and my literary inclinations had long since turned* **çdo ditë e më shumë** *from the branch where parents had liked me to push through.*

### 3. Conclusion

From the above analysis it appears that locutions adverbial are quite diverse from the structure and semantic values. This study can not be considered completed. Other studies are needed to become more distinct as those of other groups of locutions. Treatment as wide as the most comprehensive of these locutions helps to determine their place in the grammar of the various language texts and to reflect the different vocabularies.

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## The Traditional Conception of Diathesis (Voice) and a Modern View to It

**Ph. D Albana Deda**

Department of Albanian Language,  
Faculty of History and Philology,  
University of Tirana, Albania

**Ph. D Leonora Lumezi**

English Department, Faculty of Foreign Languages,  
University of Tirana, Albania

### Abstract

*Since the antiquity, diathesis has been analyzed in linguistic theories as a morphological category of the verb. Consulting the earliest papers, there could be noticed that Greek tradition makes mention of active, passive and middle verbs, whereas in Latin papers we find active and passive verb forms. (There must be said that during this linguistic period the term diathesis could hardly be found. The above mentioned terms referred to the classification of verbs). During the Medieval Age linguists defined the same concept of diathesis. Most of the traditional grammars of many contemporary languages hold the same view, without any significant differences. In traditional Albanian papers diathesis or voice is defined as a morphological category that expresses relations between the verb (the traditional predicate) and the subject. There has been made a division between active and non-active voice. Non-active voice verbs are further divided into: passive, reflexive and middle voice. Empirical studies show that it is difficult to make a distinct and final classification of verbs in terms of the different patterns in which it can be found. This inference is made taking into consideration abundant examples from the Albanian corpus, showing that a verb can be used intransitively in some patterns and transitively in others. The voice division of verbs provided by the Albanian grammars reveals a gap in the examination of the formal and especially the semantic aspect. There are many semantic and formal arguments that lead us to the conclusion that the traditional definition of diathesis is problematic. In our view, this process should be treated as a wider phenomenon that includes more than the morphological aspect. The Valency Theory could be an alternative approach that provides a better solution to this problem.*

**Keywords:** Traditional Conception, Diathesis, Voice, Modern View

The studies on diathesis in the Albanian language are of an early origin. Obviously, the main sources to consult are the first grammars. The conception of this process by each grammar book has its own peculiarities. However, what could undoubtedly be asserted is that they do not provide a unified perception of diathesis, even though, apparently, the terms used are almost the same. On the other hand, in certain cases this concept, which was traditionally viewed as a morphological category, is characterized mainly formally, thus leaving aside the other aspects of linguistic study that are involved in this process. In this paper we focus only on the concept defined and examined by **Grammar I**<sup>1</sup>, because its definition is widely and solely referred to by all pre-university textbooks (some of which literally cite it), and also because, unfortunately, even in the research conducted at a university level, there are no new treatments of this topic or discussions on it.

**Grammar I** provides the following definition of diathesis/voice: "Diathesis is a grammatical category, which expresses the relationship between the action expressed by the verb and the subject (overt or implied) of the sentence. "The relations to

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<sup>1</sup> In the Grammar of 2002 there are only two pages clarifying this concept.

the subject of the sentence are morphologically expressed by two forms that oppose each-other, which will be called the active form and the passive form of the verb<sup>1</sup>."

Further on it emphasizes the fact that this book refers to the narrow conception according to which the intransitive verbs have no voice forms (active or passive). There are mentioned the active, passive, middle and reflexive voice forms.

The definition appears quite baffling, because it refers to a morphological grammatical category, which has traditionally been described mainly formally, within the boundaries of words and their paradigms and, on the other hand, it discusses the relations between sentence elements (subject- verb) which traditionally belong to a syntactic level of analysis. Therefore, it is not clear what relations (morphological or syntactic) this "morphological category" focuses on. The analysis leaves apart the semantic aspect, which is very important concerning the topic under discussion. It creates the impression that these relations could be explained by a formal analysis, i.e. morphologically expressed by the formal contrast active/ passive voice, but a simple pragmatic analysis of the definition provided shows that the above implication is only part of a broader process and not a limited morphological one.

The exclusion of intransitive verbs, despite the fact that one of its paragraphs affirms that they might have an active form (according to **Grammar I**, the intransitive verbs usually have active and passive forms, except for some cases, as mentioned in the book, when they are used as *one-person* or *impersonal* verbs, *s'rihet*, *s'më rrihet*<sup>2</sup>), suggests that such examples exist.

It is surprising that the intransitive verbs are excluded from the analysis, taking into account the fact that, as justified by the above mentioned historical description, most of the authors accept that the intransitive verbs can have active or passive voice forms, an opinion shared also by Prof. Demiraj, whose analysis is, in our opinion, represented in **Grammar I**, according to which a verb can be used with different meanings in different contexts, even though he does not include the intransitive verbs in this process.

On the other hand, some linguists dealing with rection<sup>3</sup>, have mentioned the existence of verbs with zero, one, two, and three rections, almost structurally (not semantically). Thus, we could certainly conclude that it is impossible to make a precise division of verb uses without comparing the instances of use structurally and semantically with others. Also, if such an analysis were made, we could notice that an intransitive verb (with a zero rection), can appear in other one or two-rection structures, as claimed by Riza e Dhrimo. But, such an analysis goes beyond the boundaries of morphology, because it involves the syntactic and semantic level as well, without which it would be incomplete.

Viewed from this perspective, what follows is a description of the verb corpus and structures related to intransitive verbs, represented in **Grammar I**<sup>4</sup>. The intransitive verbs mentioned in this book are verbs that denote state and movement: *fle*, *dremit*, *dal*, *eci*, *shkoj*, *hyj* etc. It is distinguishable that each of these verbs can be used transitively and intransitively, as stated in the book, where the author confirms that there are no clear-cut boundaries between the one group and the other, despite it being clarified that it is the context that determines whether a verb is transitive or intransitive. As can be observed, the semantic criterion (in our view, semantic and structural) performs an important function in making this distinction, but the present study does not provide a thorough analysis of it. It is known that the semantics of different verbs is not related only to transitivity or intransitivity. There are impersonal verbs that have no agents, as well as there are others that control patient subject<sup>5</sup>: (*Ai fle* (He sleeps)), goal (*Goli erdhi*. (The goal came)), instrument (*Thika është mbi tavolinë*. (The knife is

<sup>1</sup> Grammar I, Academy of Sciences of Albania, Tirana, 2002, p. 270.

<sup>2</sup> Grammar I, Academy of Sciences of Albania, Tirana, 2002, p. 264-265.

<sup>3</sup> S. Riza Sistemi foljor i letrarshes bashkohore, Tiranë, 1994/ A. Dhrimo, SF, 1965, nr.2.

<sup>4</sup> Grammar I, Academy of Sciences of Albania, Tirana, 2002, p. 264-265.

<sup>5</sup> K. Tarvainen, Semantic cases in the Framework of Dependency Theory, 1985.

on the table)) etc. This fact is acknowledged by the author of the book, since he focuses on the verb **pësoj** which, despite taking an object, “semantically, it is not used as such”.

Given the above analysis, we could infer that the difficulty in determining the exact voice form of the verb appears right from the outset, because there is no sustainable semantic and syntactic criterion (the verb **pësoj**) to rely on. In addition, we think that the exclusion of the intransitive (traditional) verbs makes the analysis less convincing. Following are some groupings provided by the book for each verb voice form (diathesis). The verb is active when it has an active form and denotes an action that is done by the subject, as stated in the **Grammar**. As can be noticed, the formal criterion is mentioned first (active form), and the semantic one (to some extent), second. It is known that intransitive verbs have an active form, but there are transitive verbs that control a non-agent subject.

Atij i **vdij** i ati në një aksident.(His father **died** in an accident)

Boja hidromat **lyen** muret( this paint **paints** the walls), kurse kjo tjetra përdoret për të pikturuar.

In our opinion, the subject of the first sentence above is not the *agent* of the action, but the *patient* (traditional term) or the *experiencer* (terminology of semantic cases). Also, in the second sentence the subject is an instrument, and not an agent. Thus, we might infer that both criteria, the semantic and the morphological one, pose problems, whereas the structural criterion which realizes the first two, is not analyzed thoroughly. **Grammar I** also provides that a verb is in the passive, reflexive and middle voice form when it has a non-active form and names an action which is suffered by the subject if the verb is in the passive voice form, it is performed and suffered by the subject if the verb is in the reflexive voice form, and is performed by the subject itself if the verb is in the middle voice form.

Considering this treatment, we notice that there is no formal contrast between these three voice forms, since the three of them are morphologically expressed by a non-active form.

If we focus on the semantic aspect, we could notice that the definitions provided for the middle voice and active voice verbs are the same (they express an action performed by the subject). So, between them there is no semantic distinction. What distinguishes one form from the other is only the morphological marker. This runs contrary to the definition of diathesis/voice provided in the book. Also, the middle voice verbs are not semantically contrasted to intransitive verbs, since in the verb groups mentioned in Grammar I, these are verbs that denote state, movement, etc, semantic shades that also pertain to intransitive verbs (they also denote state and movement). In addition, the book ignores the formal contrast between them, since it states that intransitive verbs can be used in non-active forms (their impersonal and one-person uses *s’rrihet*, *s’më rrihet*).

The semantic contrast between middle voice verbs and reflexive voice verbs is also difficult to notice given that the representatives of the group of reflexive verbs (*lahem krihem vishem*, etc. (wash, comb, dress, etc.)), in most of the contexts, do not emphasize the fact that they “suffer” the action performed by the subject. We know that a human being of a normal psycho-motor development, at a certain age does all these processes by him/herself, so this is included in the semantic nucleus of the verb itself (semantic valency to be more precise). Moreover, the discourse structures have marked this fact by the use of the reflexive pronoun *vetë*, which appears in cases other than the ones mentioned above. So, when talking about a child or a handicapped person we could say that “*Ai u la vetë*”(He washed himself), but this cannot be used about every normal human being. There is no formal contrast here, because both forms are non-active. An ordinary speaker could not distinguish between the agent and patient in the following sentence:

*Ai u la, u vesh dhe u largua si gjithmonë.*

(He washed, dressed and left as always)

According to Grammar I, the first two verbs are reflexive, whereas the third one is a middle verb.

Some grammarians have included them in one big group, that of reflexive verbs.

In the following examples we will consider that the semantic contrast realized in specific syntactic structures ignores the differences between the other diathesis.

*Ai u vra.*

*Ai u vra vetë.*

*Ai vrau veten.*

The verb in the first sentence is traditionally analyzed as passive, although the sentence lacks a reason adjunct. On the other hand, the second sentence which is similar to the first as to its morphological structure, is followed by the reflexive pronoun *vetë* which changes the meaning of the verb, thus changing its voice from passive to reflexive. The most problematic is the third sentence which has got a verb in the active form and whose subject not only performs the action but is also acted upon. This is expressed by the reflexive "veten" which in the sentence is a complement.

In our opinion, the active voice verbs display a huge gap in precisely determining the semantic criterion. Thus, according to the traditional approach, in the sentence "Blerina ndez dritën", we have to do with an active voice verb because it is a transitive verb, takes a direct object and the subject is the agent.

The two complements of this structure represent the following components: the subject, the agent [+active], [+intentional] and the object, the patient [- active], [- intentional].

However, the same head verb in the same form (active), can select other arguments that are also realized by an [NP] the meanings of which could have different semantic cases. One such structure is the following:

*Blerina ndez(i) dritën e shpresës (te ne).*

The complements in this sentence are formally similar (the accusative noun is expanded by another obligatory constituent, the traditional modifier, which modifies the head noun and gives an utterly different meaning to the sentence under discussion).

*Blerina* is again analyzed as the agent, *dritën e shpresës* in this case is [-active], [-intentional], [+virtual]<sup>1</sup>.

In the first example we talk about an [+objective] perception, because it expresses an objective physical process, perceived by the senses visually, objectively.

The second example expresses a figurative, emotional perception through a metaphor.

Some idiomatic verb phrases are also problematic. According to Grammar I these units have got a finite head verb form. When they are morphologically and semantically analyzed they are taken as an inseparable single unit as they really are. Frequently, the semantics of these units does not correspond to their morphological form. Thus, such units as ***kam frikë***, ***lë nam*** etc, which at first glance would be described as active, because the verbs of these unit are active voice verbs, are equivalent to their non-active forms ***frikësohem***, ***turpërohem***, which are included in the non-active verb group.

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<sup>1</sup> According to "Fjalori i gjuhës hqipe" (1980) this verb can control arguments that are completely different from its first meaning (ndez shpirtin, ia ndezi surratit, nuk i ndezi me të etj.).

Given the above analysis, we could conclude that with respect to active voice verbs, the semantic criterion is almost ignored. On the other hand, the concept of voice/diathesis cannot be restricted to a subject-verb relationship, which is only part of what the wide discourse corpus offers.

Our analysis (which considers a few of the many examples found in the discourse), shows that voice is a broad process and not a simple grammatical category, as defined by Grammar I. An accurate perception of it is possible only if we examine the data coming from the three linguistic levels, i.e. semantic, syntactic and morphological one. It is impossible to define this process based on the subject-verb relations only, without taking into consideration the distribution of the verb head. Furthermore, we cannot draw on the traditional semantic characterizations that do not provide a clear explanation of the semantic aspect. There should be analyzed all potential patterns of verb phrases, the verb heads and their distribution. The arguments that the verb head involves should be described using the terminology of semantic cases that give a clear view of the message conveyed by the structure.

The above mentioned reasons urged us to find other solutions concerning the voice. Our conclusions and perception with regard to this process come close to the analysis found in descriptive theory known as the Valency Theory.

This theory has for a long time been related to Tesnière and his Dependency Grammar<sup>1</sup>. At the same time it was introduced first in Germany and later in other countries.

In this context, the German scholars refer to the studies of Bühler, 1934, Groot, 1949, etc, which are considered a significant contribution in terms of descriptive studies on this phenomenon<sup>2</sup>, in Germany. These scientific studies resulted in the publication of the first valency dictionary of German verbs in 1968.

Outside Germany there was a growing interest about this theory and almost parallel to the developments there, there were introduced studies of such scholars as Hays (1964), Gaifman (1965) and Robinson (1970). Later this tradition would be followed by Anderson (1971, 1977), Hudson (1976, 1984, 1990), Miller (1985), Melcuk (1988), Starosta (1988) etc.

At present, there are many renowned linguists who have made a serious contribution to this field, such as Thomas Herbst, Charles Fillmore, Rudolf Emons, David Allerton, Peter Mathews, Katrin Götz-Votteler, Michael Klotz etc, to name but a few.

Valency theory attributes a central role to the verb seeing the verb as the element that determines how many other elements occur in a sentence.

With reference to valency, there have been two main approaches. One of them views valency as a phenomenon of a formal dependency between heads and the elements controlled by them. This dependency involves a certain number of complements or arguments. Such findings resulted in conclusions that were more related to quantitative valency (the number of arguments controlled by the head). Consequently, the verbs were divided into monovalent, divalent, trivalent, etc.

This division was in fact very sketchy and did not represent all the potential valences of the head analyzed. What confirms this inference is the fact the semantic analyses attempted by representatives of this approach were fewer and less profound as compared to those of the second approach.

The latter is broader because it views valency as a universal semantic asset<sup>3</sup>. The linguists who share this perspective have made a valuable contribution to a reconsideration of the semantic aspect which is, beyond doubt, of great importance in this process and is viewed from several perspectives, such as the study of the semantic categories, the semantic components, the specific description of verbs, semantic roles, etc. It must be emphasized that the major products of this

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<sup>1</sup> Lucien Tesnière, *La Grammaire Structurale*, Paris, 1959.

<sup>2</sup> A similar concept is presented by Bühleri (1934), Groot (1949). Later, a significant contribution in this field was made by Gerhard Helbig, which was followed by the Valency Dictionary of German (Helbig and Schenkel, 1968, Engel and Schumacher, 1976).

<sup>3</sup> See Allerton/Emons, p.2.

theory are the valency dictionaries of such languages as German, English, French, etc. On the other hand, the principles of this theory are widely applied to the creation of a structural computational corpus of several languages.

The verbs in these studies appear to semantically select arguments which in the surface structure appear to be complements expressed by phrases of specific types. The term argument is related to the semantic analysis and is clarified by the elements of the semantic valency, such as the semantic cases, semantic components, verb description<sup>1</sup>, etc. The term complement represents the syntactic level and is expressed by a specific phrase type. The verbs are given with their formal markers of the active or passive voice in concrete patterns. In this way, a considerable number of valency patterns is described indicating the verb head projections and their different semantic roles.

Below we give the valency patterns of a verb according to the Valency Theory, referring to the Albanian structure:

#### A. ACCUSE<sup>2</sup> - VERB

ACTIVE 1/2	PASSIVE 1/2	Impersonal/ 0
I obl [E]A/[E]P	Active[+inst]/I prek	D <sub>2</sub>
II obl [E]A/[E] <sub>1</sub> [for E] <sub>2</sub>	Active/I prek	D <sub>6</sub> T <sub>10</sub>
III kon [E]P	Përf	M
IV [E]P/[for E]	Përf/Shkak	D <sub>6</sub>

D-The court accused him /Gjykata e akuzoi atë

T-The court accused him (them, me, you (sing+pl), he) of abuse of office, theft, robbery, murder, sexual abuse etc./ Gjykata e akuzoi atë (ata, mua, më,ty, ju,ai) për shpërdorim detyre, vjedhje, grabitje, vrasje, abuzim seksual etj.

M- He (/she; they (fem+masc); we; you (sing+pl), I) were already accused. /Ai(/ajo; ata/ato; ne ; ju; ti; unë) u akuzua tashmë.

D- He was accused of abuse of office, theft, robbery, murder, sexual abuse etc. / Ai u akuzua për shpërdorim detyre, vjedhje, grabitje, vrasje, abuzim seksual etj.

#### B. BLAME

ACTIVE 1/2	PASSIVE 1/2	GENERAL 0
II obl [E]A/[E]P	Vep[+frym]/I prek[±frym]	D <sub>4</sub>
I kont [E] <sub>A</sub>	Vep[+frym]	M <sub>6</sub>
II [E] <sub>P</sub> /[from E]	I prek/Vep	D <sub>6-7</sub>
III [E] <sub>P</sub> /[from E] <sub>1</sub> /[me/pa E] <sub>2</sub>	I prek/ Vep/Mën	T <sub>3</sub>

D-I accused him, boy, girl, state etc. /Unë e akuzova atë, djalin, vajzën , shtetin etj.

M-You only accuse, but .... / Ju vetëm akuzoni, por .....

<sup>1</sup>Herbst, Heath, Roe, Gotz, A Valency Dictionary of English, Mouton de Gruyter, 2004.

<sup>2</sup> 1. Noun phrases [N] (new book, they, some of us, many children)

2. Adjectival phrases [ADJ] (fast to run)

3. Prepositional phrases [Prep N] (at home, around the neighborhood)

D-They were accused by us. / Ata u akuzuan nga ne.

T-They were accused by you justly/unjustly intentionally/unintentionally. / Ata u akuzuan nga ju pa(me) të drejtë/pa (me) dashje.

Next we will try to give a model on how a verb head is reflected in a valency dictionary, for example in English, however, referring to the specific structures of Albanian.

The different meanings of the head are given in the beginning with Arab letters, for example, A – Accuse.

Firstly, we should clarify the fact that these patterns do not only foresee the structures where the verb is active, but also the passive ones and in certain cases when it is used as impersonal. Therefore, active and impersonal and passive definitions refer to these projections.

Moreover, we are trying to give all representative patterns, i.e. those that have the highest frequency of usage, at least at a neutral level (these are written in Roman letters).

If there is more than one complement in series, in a pattern, then they are marked with numbers, 1, 2 etc.

Obligatory or optionally are elements to be foreseen in this inventory (obl, kont).

Semantic cases that we have combined with auxiliary elements of semantic components are simultaneously reflected in the pattern (Act – agent, affect – affected, Vepr-vepruesi, I prek-I prekuri etc.) Quantitative valency is given with a traditional terminology: transitive, 1, 2, 3 (e.g. M D<sub>2</sub>, T etc.). The number shows the possible number of complements that could be found in that structure.

We have provided the phrases in Albanian, so we have noun phrases marked as [E].

All the foreseen structures in the inventory are given under the pattern with the indicators on the side for reference.

## Conclusion

The above examples show that the verb and its structural and semantic distribution are clearly examined in the light of the Valency Theory. Thereupon, we suggest that the traditional voice/diathesis should be regarded as a valency process, because this way of reasoning could result in more accurate descriptions of the different levels of linguistic study with respect to the verb and the relations established by its distribution patterns. Also, the semantic valency of the verbs described in specific patterns becomes much clearer as compared to the traditional approach which almost ignores it.

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## Lexical Values to Albanian Language and the Use of the Foreign Words in Albanian without Criteria

Elvira Çaushti

"Aleksander Moisiu" University, Albania

[elviraçaushti@gmail.com](mailto:elviraçaushti@gmail.com)

### Abstract

*This paper aims to show that the Albanian language like all the other languages has great lexically values for all its users at all Albanian speaking territories. Languages evolve and refine in all systems, giving and taking from each - other, when it is necessary . While from the irresponsible users of the Albanian language is noticed an excessive use of uncontrolled foreign word instead of Albanian word , while it is being faded more and more the significance and the beauty of Albanian word . The method used is that of the research on theoretical material and the use of living resources. In this study I have concluded that the Albanian language is an important lexical value and the Albanians should use a foreign word instead of Albanian word, only when it is necessary and required. So, in Albanian we can not have an extreme purification, but neither excessive use of foreign words.*

**Keywords:** lexical value, purification, foreign words, Albanian words.

### Introduction

Albanian language is one of the most valuable assets of the Albanian people. This is a fundamental feature of expressing national identity and at the same time expressive instrument in all aspects of life. Albanians through Albanian language and its use, wherever they are located indoors or outdoors Albania, they feel fulfilled, blessed and lucky to have a rich and wonderful language with a variety of words and phrases that sound nice to their ear and their heart. This makes them feel proud among the people in Balkans and Europe.

In recent years the beauty of Albanian language is being faded and disappearing due to the uses of unnecessary foreign words. There's no way that such a phenomenon could not bother all people and especially those that directly deal with the language, those who more than anyone try to preserve the pure form of speech and also the utterance of Albanian language.

The language in its own is a social phenomenon and it changes over in time, for this reason all are conscious, but we need to be conscious if these changes do serve for the Albanian people, if they adorn Albanian language more or defeature it. The use of unnecessary foreign words, instead of beautiful Albanian words, instead of the words of heart, not only would undermine it, but will also destroy the Albanian language.

People have always given and received by each other and the Albanian language can't be excluded, thing that the vocabulary of Albanian shows which majority is indoeuropean source, are shown by Turkish borrowings, Latin, Greek, Slav, etc. . Twenty- five years ago, put a new insight into the Albanian foreign words from neolatine languages as: *abandonim, abonoj, absorboj, afeksion, adio, afinitet, afirmoj, aks, ambulant, aproksimtiv, aplikoj, asistoj, bilateral, multilateral, biond, brun-e, central, civilizues, decidoj, deciziv, definicion, definitiv, dekompozoi, deskriptiv, destinoj, deziluzion, difensiv, dopio, efigence, editor, evident, evakuoj, eveniment, elokuent, eksplodon, falsitet, fodamental, funeber, gratis, gusto, implikoj, indipendence, insistoj, insufigence, inteligence, koncentroj, konciz, kondicionoj, konfidence, konfirmoj, konfondoj, konfrontoj, konfuz, konsulent, kontemporan, memorie, merkato, monstruoz, oportun, opozicion, preokupoj, privim, privoj, proklamoj, prononcoj, survejoj, suportoj, sensibel, sens, sensacinal, satisfaksion.*

These foreign words mentioned here, of course are not included in the Dictionary of today's Albanian language. FGJSSH (Tirana, 1980). While in the " Dictionary of Albanian language" (ASHSH, Tirana 2006), some of these words are included indicating that the language changes over in time, and if these words have become part of the vocabulary, there is no

reason to call them foreign. Ex. *abonoj, absorboj*, are not involved in the Dictionary of today's Albanian language (Tirana, 1980), but in this dictionary are included. This shows the evolution of Albanian language over the years.

Today we have a greater use of English and Italian phrases. However, today phenomenon of "irritating" inappropriate usage of foreign words, especially to English words that destroy us this goddess, which have envied us all. Those who make this sin against language and people are television, print and electronic, that are example of Albanian language standard for most of people.

Journalists, politicians, they disorganize every day the Albanian language and they transmit this phenomenon in general to all the people. Too often in the speeches of politicians, the journalists or the chronicles of the Albanian press writings and speeches to people in different professions, are being used more dense the unnecessary foreign words such as: *aksesim – hyrje, akses – mundësi, përdorim, hyrje, afishoj – shpall, paraqes, aplikant – konkurrent, angazhim, angazhoj – zotim, zotohem, asete – pasuri/mjete, alokim – vendosje/përndarje, aktivitet – veprimtari, aplikim – konkurrim, ambientim – përshtatje, bordi i menaxhmentit – këshilli drejtues, dislokoj-zhvendos, disponoj – zotëroj, donator – dhurues, draft – projekt, plan, edicion – program, ekzaktësi – saktësi, përpikëri, esencial – thelbës, fluks – valë, lëvizje, frakturë – thyerje, frekuentoj – ndjek, fokusohet – përqëndrohet, investigoj – hetoj, iniciativa – nisma, implementim – zbatim, përmbyshje, Involvim – përfshirje, inicoj – filloj, interferoj – ndërhyj, konsensus – mirëkuptim, komportim – sjellje, qëndrim, konsekuenca – pasojë, rrjedhim, konstitucionale – kushtetuese, kredibilitet – besueshmëri, live – drejtpërdrejt, lider – udhëheqës, licencë – leje, monitorim – mbikëqyrje, oportune – e rastit, passëord – fjalëkalim, perfeksionoj – përsos, prezencë – prani, sekser – ndërmjetës, skontinë – kupon tatimor, suspendim – pezullim, startoj – filloj, suporton – mbështet, solucion – zgjidhje, tutor – kujdestar, tender – ofertë, resurse humane – burime/pasuri njerëzore, remitanca – dërgesat monetare të emigrantëve, grant-i, - dhënie, dhurim, ofrim, vakante – i/e lirë, valid – i vlefshëm, etc. . .*

Why should they use these foreign words, when instead of them we have the corresponding Albanian? why people have infected the albanian words with this deadly virus? Why have pale the beauty and the grandeur of the Albanian language ? Why not have mercy and not defend it that distinguishes from other nations? Why are so anti-Albanians the albanians themselves ?

Every day more and more as we move into a lexical destruction, to a indraught and an even greater flood of foreign words in Albanian, if we continue in this way the Albanian lexicons after several years will not differ from that of the Italian and English. Aching soul when we see that the language is deliberately massacred, by them who should have long approved a law for the protection of the purity of the Albanian language and for an enrichment of it where necessary. Using foreign words, the invaders of Albanian language, seem to be the most cultured, the most intelligent, or of the time and fashion. It seems as if modernity and understanding expressed through foreign words that so few people understand.

Their courage and at the same time the use of foreign words only to be seen, noticed the use of incorrect sentences foreign speech and that of Albanian language. Ex...*Ai u tregua njerëzor dhe human, për çështje dhe kauza të rëndësishme, kredibiliteti dhe besueshmëria në zgjedhje, strateg dhe udhëheqës i zoti, në surprizoi dhe befaso i të gjithëve, evakuimi dhe zhvendosja e familjeve të përmbytura etj...*

The excessive use of foreign words by journalists comes from the fact that the information obtained from the Internet, foreign words you do not know to find the corresponding Albanian language (or at least to browse a dictionary) and is easier to say in English or Italian, here showing the mental narrow space thereof. It's even worse when those who know the keyword in Albanian and the foreign words use. Of course, in addition may also use foreign words to be pretentious as modern.

It is a pity that they have made thus Albanian language. How painful it is when you hear the old generation says: We do not understand Albanian, it is as if we live in a foreign country! If the politicians and journalists that have to intend only those words, but also all the people who "despise" their language and like to express themselves with unnecessary foreign words. I am not for an extreme purity because many technological and social developments taking place is impossible that in Albanian language lexicon not to enter the new words, become even Albanian words and not to be called borrowed, as if the word (codified in vocabulary of Albanian), we do not call him more the stranger. It is now the Albanian question, for which she needed and got. this thing they accept, those who all their lives have made a commendable job for enrichment and protection of the purity of the Albanian language. So we have foreign words but necessary for Albanian who have entered and continue to enter in the Albanian together with technology. Ex. . celular, lavatriçe, frigorifer, kompjuter, internet. etc. . . contrary to enrich our language and not depleting it.

All have to be conscious about this crime you are doing with Albanian, but also must raise our voice against this injustice. The Academy of Sciences has published a dictionary of foreign words, "For the purity of the Albanian language", Tirana 1998. In the first pages it is expressed even the intention, that's released by the Albanian word stifling the use of foreign speech. How much was made public this dictionary? How much importance is being given to scientific publications and works with national values? How much importance is being attached to the Albanian language in our televisions, radios, newspapers etc. . ? If we have given more importance to this work, probably would not have so many foreign words that we use today, at least there would have not less neolatin words and will only disturb us inappropriate use of English words, that we continued to use the following Albanian due to globalization.

What I noticed is that nowadays more interested for us are emissions with characters "VIP", than emissions where can be discussed for Albanian, so that you can count on the fingers debates on television for the language better of its functioning. Of course as much as possible our linguists are trying to honor, but not everything is up to them. They show us the good and we chose the most evil. They publish works for this degeneration phenomenon and we do not get even the slightest effort, the importance of proper devote so large a work, significant, quality and exceptional value.

There is no need to act like English that borrows every word, if used more than 5 years in its place. We are not a nation as large and with that development. We do not have to follow that path of progress by taking spirit to the Albanian language with foreign words. Even the greatest nations such as France, do not accept such a phenomenon to seek and to replace all foreign words with domestic source words. Probably are these less intelligent than we Albanian that we conquer even our language. We can not move on the path of integration by copying only others, but by creating something that belongs to us and protect our originality.

This phenomenon is even more disgusting, especially when the copying is done badly and without need for it. All Albanians, wherever they are around the world are struggling to protect their language, are trying at all costs to transmit this phenomenon to generations that comes and make not disappear Albanian language seeds. Although they are in foreign lands have tried as far as possible to maintain Albanian language from influences of culture and language in the country where they live and work. Meanwhile we Albanians in Albania, we try to modernize our language by using unnecessary foreign word instead of the word resonant and promising of Albanian language. Therefore the time has come, that we become aware of this injustice that has threatened our parent language.

Albanian language should be protected from unnecessary foreign words, and we should not destroy with our hands the monument that has been created with love from our ancestors and scholars. Committees should function specifically for enrichment and cleansing of Albanian from Albanian foreign words. It must become much more scientific publications and to become known Albanian public through numerous programs on language, so that even they may be unaware that someone is working to protect Albanian language.

It is time that everyone should think before they speak well in public or before you prepare a report, before you prepare a written newspaper, magazine, broadcast before a news edition before prices provide a festival etc. . Ownership of more foreign languages is the ability for the Albanian people, that very few people have.

Their ability and understanding will be noticed more if they give the place that belongs of the parent language of the country and to use other languages when they are communicating with foreigners. People said: Soup with salt and salt with sparingly. Can understand the difficulty of an Albanian who has lived for years abroad and speaks Albanian with foreign words, but it happens that he can not find Albanian and not use foreign words to make it look as do politicians, journalists, etc. , that have mislead the Albanian public with Italian phrases and English unnecessary phrases. Gjergj Fishta in his poem "Gjuha Shqype" says:

Pra, mallkue njai bir Shqypтари,  
qi këtë gjuhë të Perëndis',  
trashigim, që na la i Pari,  
trashigim s'ia len ai fmis.

Therefore, if possible to see if these words after a deep intervention by the government and relevant bodies can long live, should be issued a linguistic law, to not allow the use of foreign speech without written in brackets the correspondent in Albanian, for words that exist in the dictionary of Albanian, (which I doubt that could ever happen). While the various terms that have entered as a result of technology developments, international words should be included in the dictionary, which are necessary for the Albanian language and will not sound good the replacement in Albanian.

Imagine how much embarrassing it would be a writ or even a normal conversation, where for every foreign word would be used even the Albanian word. Being that there will be such a double use (foreign word-word Albanian), then the users themselves will be aware and will divert saying words or writing foreign words that he probably does not know the meaning. This thing will facilitate even understanding of people with each other. It would be a relief in the sense of information broadcast by various media, for all people, especially for the older generation. In this way it would be seen after a few years which from the foreign word has found a great use of the Albanian language and which are eliminated. So the Albanian language can be enriched and purified simultaneously from unnecessary foreign words.

Language is the essential attribute of a nation that makes it independent and distinct from other nations. Therefore, this independence was reached by our ancestors with might and sweat, let not pollute it with unnecessary foreign words and do not forget many colorful words that Albanian language has, because the declaration of independence corresponds not only with being an independent state by others, but also taking an independent and original language.

**In conclusion** we can say that, as the language itself is a social creation, it is a duty of the whole society to contribute to its enrichment and purification from foreign words. Using the keyword of "heart" instead of "fashion", they just have exalted Albanian language and make it feel proud and independent from other languages of other people with it is in contact. The state will have a major factor and an important role in enriching and cleansing of Albanian, if will reveal and enact a law for the protection of Albanian from unnecessary foreign words. Only in this way we can bring back the true face of our native language. I reemphasize that we should not have an extreme purify and seclude of language, as words that are necessary and enrich Albanian should be accepted as unnecessary foreign words should be avoided, and to leave the country speech beautiful and "love Albanian".

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