EJLS

REVISTIA

PUBLISHING AND RESEARCH

EUROPEAN JOURNAL OF LANGUAGE

AND LITERATURE STUDIES

May-August 2015

Volume 1 Issue 2

Typeset by Revistia

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ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

European Journal of
Language and Literature Studies

May-August 2015
Volume 1 Issue 2

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The Meanings of Prefix "Over"

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Abstract

The rules of word formation undergo changes from day to day. Prefixes become productive or lose their productivity. The aim of this paper is to examine the various meanings of prefix over- in English. Although it has its specific distinct meaning which is 'excessive' or too much, it can also imply other meanings. The prefix over- is used to form many different words, so it is very productive in constantly forming new words. Some of the words with over- represent recent coinages and some are very old dating back to the 16th century.

Keywords: prefix *over-*, meaning, English, word formation.

Introduction

According to Plag (2002: 123), prefixes in English can be classified semantically into four groups. In the first group are the prefixes that quantify over their base and have the following meanings:

'one' (*uni-, unilateral*), 'two' (*bi-/di-, bilateral, ditransitive*), 'many' (*multi-/ poly-, multi-purpose, polyclinic*), 'half' (*semi-, semi-detached*), 'all' (*omni-, omnipotent*), 'small' (*micro-, microwave*), 'large' (*macro-, macroeconomics*), 'to excess' (*hyper-/over-, hyperactive, overestimate*), 'not sufficiently' (*undernourish*).

In the second group are numerous locative prefixes such as:

'circum 'around' (*circumscribe*), *counter* 'against' (*counterbalance*), *endo* 'internal (*endocentric*), *epi,* 'on, over' (*epiglottis*),

inter 'between' (*intergalactic*), *intra* 'inside' (*intravenous*), *para-* 'along with' (*paramedic*), *retro* 'back' (*retrospection*), *trans-* 'across' (*transcontinental*).

In the third group there are temporal prefixes expressing notions like 'before' (*ante-, pre* and *fore-,* as in *antechamber, premedical, forefather*), 'after' (*post-, poststructuralism*), or 'new' (*neo-, neoclassical*).

A fourth group consists of prefixes expressing negation (*a(n)-, de-, dis-, in-, non-, un.*

Numerous prefixes do not fit into any of the aforementioned groups, however, and express diverse notions, such as 'wrong, evil' (*mal-, malfunction*), 'badly, wrongly' (*mis-, misinterpret*), 'false, deceptive' (*pseudo-, pseudo-intellectuals*), 'together, jointly' (*co-, coeducation*), 'in place of' (*vice-, vice-captain*) etc.

The large majority of prefixes do not change the syntactic category of their base words. Moreover, they can be attached to more than one kind of syntactic category (verb, adjective, or noun) and do not influence the stress placement of their bases.

On prefix *over-*

There are three master patterns of word formation in English:affixation,conversion and compounding. In the process of affixation, prefixes and suffixes are added to the bases to form a new word. They may change syntatic category of the base form. Conversion allows transformation of one category into another without changing the base form while compounding allows adding one word to another to form a new word. Even though the word formation relies on certain rules,the rules themselves may be subject to change. Some affixes may become more productive, and some may lose their productivity. For example,old English affix *-th* is no longer used in formation of new words, but it is kept in nouns such as *warmth,width*,etc.

Apart from Latin and Greek prefixes, English uses German prefixes to create new words. The most productive German prefixes are *in-,out-,up-,down-,under-,*and *over-*. One of the characteristics of these prefixes in standard English is their mutual exclusiveness. But it would be wrong to say they are always mutually exclusive. The exception to the rule is found in spoken English. For example,if we imagine a person who is supposed to be overdressed but does not reach that degree of overdress,we might describe that person as *underoverdressed* (Lehrer 144). According to the same author, if one wants to emphasise the meaning of these German prefixes, they can double the prefix and make a word like *overoverachiever.*

Even though the original meaning of German prefixes is local,they can have other meanings too. Our intention here is to show all possible meanings of prefix *over-*.

Prefix *over-*appears in old English. Back then it was used in a combination with verbs as in *oferclimban*,with nouns *oferslop*,with adjectives *oferceald*. At the time,it appeared in the form of *ofer-*, but also in the form of *ouer* as in *ouerbide* (survive),commonly in the verb formation.

The majority of old English forms disappeared in the Middle Ages, and the forms with prefix *over-*we use today appeared after 1550 (Brenda 2014: 70). Yet,in that period there were still words formed with prefix *ouer-:ouerfilm,ouerfineoverfloat e.*

Prefix *over-* has always been used for formation of new verbs in English, the verbs Biber (Biber et al 2007: 403) claims are rare. Consulting *The Oxford Dictionary* he gives the examples of verbs derivationally formed by prefix *over-,* and divides them into:

the ones that appeared before 1650: *overeat, overfeed, overpay, overshoot, overstay, overstrain, overtax, overweigh,*

the ones that appeared after 1920:*overextend,overgraze, overprotect,overprovide.*

Certain words with prefix *over-* were introduced in English by eminent English theologians and writers. For example, J.Wycliffe(1320-1384),famous British theologian and reformer,translating the Bible,brought into English the following words:*overabound,overcarry,overcover,overgive.*

J.Milton (1608-1674),one of the most important English writers used the following *over-*words in English:*overarch, overripe,overstudy*. He made the verb *overbody* (to give too much body to someone) from the noun *overbody*, *and the* adjective *overawful* (too full of awe toward someone) from the verb *overawe.*

W. Shakespeare (1564-1616) enriched the English language adding the following *over-* words to it:*overblow, overcool,overcount,overcredulous,overeye,overglance, overhang,overhold,overpost,overred, oversize,oversnow.* Like Milton,Shakespeare first used the word *overearnest* (although the word was first introduced by Sidney in Arcadia in the form of adverb), the word *overcharged* (from verb overcharge) and many other.

Quirk (1985:1542) classifies prefix *over-* under prefixes of degree and size claiming that his primary meaning is 'excessive'. When it means '*too much', over-* freely combines with verbs and adjectives as in:*overeat,oversimplify, overconfident,overdressed.* In his second-common meaning '*from above' it is usually added to verbs:overflow,overshadow, etc.*

In a great number of examples analysed for the purpose of this study prefix *over-* meant '*too much'* and it was combined with verbs (1) and (2), nouns (3) and (4), adjectives (5), adverbs (6) and numbers (7):

1. Like olive oil, though, rapeseed oil needs to be used with care as its unique flavour can **overpower** a dish or dressing.

2. The FDA's decision came on the heels of the discovery that American women were routinely **overdosing** on Ambien.

3. Pennycook is trying to turnaround the Co-op which lost £2.5bn in 2013 after the problems in the bank and an **overexpansion** of its supermarket arm.

4. "Reluctant governments should realise that **overemphasising** the 'pull effect' is not only factually incorrect but also morally indefensible," said the Centre for European Reform thinktank on Thursday.

5. Without this, patients will continue to turn up at A&E in desperation, and will place more pressure on an already **overstretched** service.

6. Kickstarter-funded adventure Broken Age told two stories in old-school "point and click" style: one about a boy stuck on a spaceship with an **overbearingly** maternal AI, the other featuring a girl about to take part in a ritual called the Maiden's Feast in which she gets fed to a monster.

7. More top-slicing is likely and there is the possibility that Whittingdale will revisit the idea of the BBC paying £500 cost of free TV licences for the **over-75s.**

8. Although the commonest meaning of prefix *over-* is '*excessive*', there are some other meanings that can be conveyed with this prefix such as local, temporal, general, meanings of failure, meanings of limit, meanings of power and metaphorical meanings:

9. With Luis Suárez out with a calf strain, Pedro then tried an **overhead** kick but missed the ball and Dani Alves drew a save from Jan Oblak from 30 yards.

10. Soak the beans **overnight** and cook per instructions on packet or click here for the River Cafe recipe. In a large thick-bottomed pan, heat 2 teaspoons of olive oil.

11. While its revenue has grown consistently, peaking at $75bn in 2013, its **overall** profit has remained flat due to heavy reinvestment of income from mature services into growing areas.

12. Rules that were made to defend the rights of the less wealthy are being **overlooked**.

13. It has transformative properties too: even on an **overcast** day, this gilded beacon casts a warm aura over the entire site.

14. During one very speedy visit to a factory where we were asked to wear blue **overalls**, one minister thought it funny to say: "It would be better if you weren't wearing anything underneath."

15. My clothes are tatty. My face is too spotty and my laugh too loud. I **overhear** friends asking why I put up with it.

16. Calling for a complete **overhaul** of how the project is managed, the report stated: "Proper planning must be in place and managed, which is not the case presently."

17. His comments had stated that, instead of feeling sorry for themselves and dwelling on the segregation and racism they faced in the past, African Americans should work harder to **overcome** their troubled history.

18. The pivotal year, when hip-hop went **overground**, was perhaps 1988, when Yo! MTV Raps aired and beamed it across middle America. Nelson George (old school: "before 1985"), a hip-hop commentator since the genre's infancy, remembers first hearing the term "in the 1990s when the west-coast scene was happening and there was a sense of eras passing".

19. Tory sources say the significance lies in the **overlapping** remits of Gove's new department and that of Theresa May's home office.

20. Industry experts estimate that around 62% of young adult fiction is bought for **over-18s**.

21. Later in the same month he and his wife, who used to sing his songs delightfully, gave some piano and song recitals in London; while in August he conducted the performance of his **overture** "In Autumn" at the Birmingham Festival.

22. Techno-optimist Kevin Kelly of Wired celebrates the coming of our robot **overlords**, arguing that they will free us to do more fulfilling and higher-value jobs in the future.

The meaning of *over-* from the phrase *overhead kick* (8) is local and means the kick from above someone's head; *over-* in *overnight* (9) has temporal meaning and means during the night, but it can also denote something that happens suddenly; *over-* in *overall profit* (10) means total; *over-* in *overlook* (11) means to miss but in can also mean to have a view of something usually from above; *over-* in *overcast* (12) means dark with clouds; *over-* in *overalls* (13) denotes a piece of clothing worn over other clothes to protect them; *over-* in *overhear* (14) to hear what other people are saying unintentionally; *over-* in *overhaul* (15) means to change to improve; *over-* in *overcome* (16) means to control something that prevents you from achieving something; *go overground* (17) has a metaphorical meaning and means become popular, *over-* in

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

European Journal of
Language and Literature Studies

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Volume 1 Issue 2

overlapping (18*)* means selective inclusion; *over-* is combined with a number (19) to form a noun which is always in plural and refer to people who are older than the number mentioned; *over-* in *overture* (20) denotes the introduction into a large piece of music; *over-* in *overlord* (21) is combined with a noun to denote someone who has power. Usually *over-* of this type is combined with nouns and verbs to form new verbs. Verbs formed in this way express the idea that someone has power over someone else as in :*overcome, overpower, override, overrule, overrun, overthrow, oversee, overturn, overwhelm.* Nouns with this power impact are combined with king, lord, ruler: *overking, overlord,* overclass, overruler.

Some words with prefix *over-* have a meaning *'to go beyond': overtake, overtime, overshoot* while some mean to fail*: overbalance, overlook, oversight.*

The study we conducted also comprises words with prefix *over-* pertaining to English for specific purposes[1]. The great majority of *over*-words in the field of business English means '*excessive'* or *'too much' as in*: *overcapacity, overleveraged, overproduction, overspent, overload* but the prefix *over-* in some words have other meanings too, for example, word *overheads* used in business English refers to indirect costs (not related to production but to administration).

Words with prefix over- combine with nouns and adjectives in medicine. Words formed in this way indicate that the quality exists in immense amounts: overactive, overdiagnosis, overdose, overexertion, overhydratation, overnutrition, oversensitive, overstimulation, overweight. Here again, some words with prefix over- have a meaning that is not that of excess like the word overbite which describes a condition in which someone's upper teeth are too far in front of their lower teeth, or the word over-the-counter which is usually combined with drugs or remedies (drugs that can be obtained without a prescription).

In the language of law, certain words with prefix *over-* mean to change: *override, overrule, overturn.*

In the language of sport, words with prefix *over-* may have local meaning (*overarm, overhead*), some can have the meaning '*too much' (over-swing and over-club)* or the meaning do pass or to do better than, after catching up with someone (*overhaul*). The word typical of newspaper reporting is *over-by-over,* which is also found in our corpus.

Prefix *over-* combines more willingly with certain semantic items which are classified in the following table:

Garment	Power	Feelings	Food	Cover	IT	Colour	Biology
overalls	*overclass*	*oversad*	overdrink	overlay	overclocking	overgreen	overstorey
overblouse	*overking*	*overconcern*	overeat	overpaint	overscan	overred	overplant
overcoat	*overlord*	*overdear*	overcook	overglaze	overtype	overbright	overseed
overshoe		*oversensitive*	overdo	overdye		overcolour	overcrop
overskirt		*overeager*	over-egg	overprint			overgrass
overdress		*overfussy*	overboil	oversite			overharvest
overgarment			oversup	overwrap			overcultivation
overclad				overgild			
overknee				overveil			

Conclusion

Although linguists (Quirk 1985, Plag 2002) argue that the main meaning of prefix *over-* is 'excess', there are other meanings conveyed with this prefix: temporal, local, metaphorical etc. *Over-* can be freely added to different syntactic categories which makes it a very productive prefix. Almost all possible meanings of the prefix *over-* are illustrated in the previous headings. Yet, there are some other meanings that may be conveyed with this prefix but they are not exemplified here.

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Challenges in Children's Literature Translation: a Theoretical Overview

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Abstract

There is an increasing demand for translation of children's literature nowadays and this demand is accompanied by an increased need for the researchers to study the nature and feature of such a discipline. It is worth mention that the word "children's literature" in English-speaking countries is a broader term covering children, adolescents and sometimes young adults. The present paper aims to highlight some comprehensive theoretical aspects concerning children's literature translation. Special attention is paid to the issues which have generated lots of intense and ongoing debates among theoreticians as to which translation strategies and procedures would be more beneficial to the target language child reader. Before elaborating on such issues, this paper casts some light on the various definitions of children's literature and its characteristics, its status and the role it exerts on the potential readership. Ambivalence of children's literature – the texts being addressed to both children and adults – constitutes one of the biggest challenges for the author and the translator of children's literature alike. Such a phenomenon is investigated in this paper illustrated with some book titles. Another feature which is tackled in this paper is that of asymmetry, which refers to the unequal communication levels between adults and children. Finally, conclusions will be drawn regarding to most popular theoretical trends of children's literature and children's literature translation.

Keywords: children's literature, translation strategies, polisystem theory, scopos theory, ambivalence.

I. INTRODUCTION

There are some reasons behind the assumption that children's literature is a minor and peripheral literary form in many cultures, including Albania. According to Zohar Shavit, this is due to the fact that the emergence and development of children's literature have followed common patterns across different countries (1996: 27). This condition of inferiority derives from the history and tradition of this body of literature, which is strictly bound to those of childhood, representing a minority group that has historically suffered a status of inferiority and subordination to other groups.

Thus, the main system of literature tends not to attribute a high value to literature for children, which in turn, has resulted in minor literary research. The most evident repercussion of this peripheral status on the translation of books for children has been identified by many (Shavit, O'Sullivan, among others) in the marked tendency of translated children's books towards 'acceptability' introduced by Toury 'domestication' introduced by Venuti, or, in other words, Schleiermacher's well known principle of 'bringing the author towards the reader' (49).

The great freedom allowed to translators and/or editors, and the high degree of rewriting, abridging, adapting and other kinds of intervention that books for children have undergone, seem to derive from the specific attitude adopted towards the genre in the target context; the more this was considered peripheral, marginalized and of little literary merit, the more freedom seemed to be allowed in translating works for children. Klingberg in his book *Children's Fiction in the Hands of Translators*, states that the extent to which the characteristics of the young readers are taken into consideration can be referred to as degree of adaptation and it should be preserved in translation because the original should not change as far as level of difficulty or interest is concerned. (1986)

II. DEFINITIONS OF CHILDREN'S LITERATURE

There have been made several attempts on the part of the scholars to provide a unanimously accepted definition of what can be considered children's literature. There are scholars who even go so far as to question the existence of children's literature. As Jack Zipes (2001) puts it, in "Why Children's Literature Does Not Exist," "There has never been a literature

conceived by children for children, a literature that belongs to children, and there never will be." Another researcher who raises the question whether there is a need to define children's literature at all is Riita Oittinen arguing that works of literature and whole literary genres acquire different meanings and are redefined again and again. It might therefore, well be that today's adults' literature is tomorrow's children's literature. (1993: 42,43) Gulliver's Travel proves this definition right. According to Klingberg, the term children's literature can refer to different concepts, such as literature recommended to children, literature read by children and literature published for them (2008:8).

The cultural concept of "children" and "childhood" also changes radically with time, place, gender, and perceiver, and so the corpus of texts ("children's literature") is unstable. Childhood two hundred years ago (and consequently the books designed for it) may seem so remote from current childhood and its texts that a distinction might be made between "historical children's literature", or books that were for children, and "contemporary children's literature," books that address or relate to recognizable current childhoods (P. Hunt 1996; Flynn 1997).

The body of texts can be seen as a symbiotic movable feast: the book defines its audience, which is children, and that in turn affects how children are generally defined as well as how they actually will be in the future. In this context, the term "children" is increasingly being interpreted as "comparatively inexperienced/unskilled readers." (Nell & Paul: 2001: 43) Jacqueline Rose, who, in The Case of Peter Pan (1984), carefully uses the term "children's fiction," suggests that children's fiction is impossible, not in the sense that it cannot be written, but that it hangs on…. the impossible relation between adult and child…." Children's fiction sets up a world in which the adult comes first (author, maker, giver) and the child comes after (reader, product, receiver), but where neither of them enter the space in between. (ibid: 44)

III.   CHARACTERISTICS OF CHILDREN'S LITERATURE

Before we start to elaborate on the challenges of children's literature translation, it is essential to refer to some peculiarities and characteristics of children's literature as such. One of the characteristics of children's literature is its ambivalence due to the fact of its dual readership. To Rurvin and Orlati, ambivalent texts are those "written for and received by both adults and children at various textual levels of both production and reception" (2006: 159). This is a challenge to a translator and an issue of concern in children's literature translation. Quoting Metcalf: "More children's books than ever before address a dual audience of children and adults, which on the other hand comes with a dual challenge for the translator, who now has to address both audiences in the translated literature" (2003: 323). To preserve multiple levels in the text, the conventional one to be simply realized by the child reader; the other one only understandable to adults, is one of the biggest challenges for translators of children's literature. (Frimmelova 2010: 35) The Harry Potter saga is a very good illustration of an ambivalent text. Hundreds of pages and a seven-book compilation cannot be appealing to teenagers only. Not to mention the linguistic complexities and layers it encompasses due to the author's sophisticated style of writing.

Asymmetry is another feature of children's literature which entails the relationship between the writers who are adults and the readers who are children. When the partners in communication are not equal, communication structures are asymmetric. Children's literature differs from adults literature in that the authors of children's books and their audience have a different level of knowledge and experience. It is adults who decide on the literary form and it is they who decide what to publish and what to sell without giving the children a chance to decide for themselves.

Another important characteristic of children's literature seen from the pedagogical viewpoint is to educate the child reader. As Puurtinen points out, adults expect children's literature to help in the development of the child's linguistic skills. Therefore, there might be a stronger tendency for authors and translators of children's literature to normalize the texts by grammaticising them, in order to avoid the readership learning faulty grammar from the books. (Puurtinen: 1998)

IV.   THEORETICAL ASPECTS OF CHILDREN'S LITERATURE TRANSLATION:

There are two main trends of translation procedure: source oriented translation and target oriented translation. The first approach advocates the preservation of the source language and cultural characteristics (being faithful to the form and meaning) whereas the latter favors the "merging" of source text into the target language culture, bringing it closer to the readership. Instead of aiming at an adequate translation, the translator should aim at an acceptable translation considering the fact that children's reading abilities are not as advanced as the adults' and their knowledge of the world is limited. "It is

the task of the translator to decide how she/he will compensate for the children's lack of background knowledge without oversimplifying the original and forcing children into simple texts that have lost any feature of difficulty, foreignness, challenge and difficulty". (Ztolze 2003: 209)

In the late 1980s, Klingberg, in his *Children's Fiction in the Hands of the Translators*, criticized what he perceived as the most common way to translate books for children. In his view, the main aim of this activity should be that of enriching the reader's knowledge and understanding of foreign cultures. Yet, most translators' interventions on the source texts - what he categorizes as 'cultural context adaptations', 'purifications' 'modernizations', 'abridgements' and 'serious mistranslations' - hinder that aim. Klingberg suggested that translation strategies which tend to preserve the foreign spirit of the originals should be preferred, so that the child-reader can get acquainted with the country and the culture from where those books come.

Zohan Shavit has given important contribution to the translation of children's literature in that she utilized the polysystem theory introduced by Itamar Evan-Zohar to explain the translational pattern of children's literature. Polysystem theory had a strong impact on research into translation of children's literature, because it elevated a genre regarded as minor to a central object of research. "The polysystem is conceived as a heterogeneous, hierarchized conglomerate of systems which interact to bring about an ongoing, dynamic process of evaluation within the popysystem as a whole. Evan Zohar' polysystem theory places literature in two positions: in the center and periphery. The closer to the periphery the lower the cultural status of the subsystem is within the polysystem. Translated literature constitutes one of the subsystems and it might position itself either in the center representing a significant part of a country's literature or remaining in the periphery and imposing less influence." (Baker, 1998: 176)

According to Shavit, unlike contemporary translators of the adults' books, the translator of children's literature can permit himself great liberties regarding the text as a result of the peripheral position of the children's literature within the polysystem. That is, the translator is permitted to manipulate the text in various ways by changing, enlarging or abridging it or by deleting or adding to it. (1986: 111) "In viewing translation as part of a transfer process, it must be stressed that the subject at stake is not just translations of texts from one language to another, but also the translations of texts from one system to another -- for example, translations from the adult system into the children's." (Shavit 1986: 111)

Another translation theory that has given a great contribution to the translation process of children's literate is Vermeer and Reiss's Scopos theory. Scopos (purpose) of translation is the main criterion of this theory which shifted the attention from the course oriented approach to the target oriented procedures, thus putting the reader at the center of this process. As a result of this approach, the status and responsibilities of translator changed as well, having more freedom to resort to strategies which meet the children's special demands as the main readers. "The translator is "the" expert in translational action. He is responsible for the translational action". (Vermeer 223: 223) According to scopos theory, the translator is considered a "cultural product" and the process of translation "a culture-sensitive procedure". (Vermeer in Mary, and Kaindl: 1994). In the context of children's literature, scopos theory made significant changes to the status of translators, readers and the translation process.

CONCLUSION

The study of children's literature is a well established discipline and a lot of scholars are giving their contribution despite the wrong conception that children's literature is of less importance and less sophisticated than adults' literature. On the other hand, translation studies of children's literature are embryonic and only in the last two decades are theorists elaborating on the translation strategies with a focus on children as a target group and their reading competences and demands.

The primary aim of this paper has been to give an overall view of the subject on children's literature and its translation from the theoretical perspective. Even though an attempt has been made to give a panorama of current situation of this filed, it was impossible, due to the constraints and the length of this paper, to cover all the facets of this discipline.

However, it was concluded that there is no final definition of children's literature because of the wide range of topics, genres and elements it covers and the fact that this kind of literature is written by adults and addressed to children. There are

scholars who believe that there is no such thing as children's literature due to the fact that the child reader is the passive actor who is offered everything that adults consider as appropriate for them.

As far as the characteristics of children's literature as concerned, it was observed that such texts are appealing to children as well as adults and such ambivalence constitutes one of the biggest challenges both for writers and translators. Asymmetry was another feature of children's literature which was highlighted in this paper. Asymmetry refers to the relationship between the writers who are adults and the readers who are children. Additionally, from the pedagogical viewpoint, the purpose of children's literature is to educate.

While analyzing the theoretical aspects of translation, it was observed that different theoreticians have different approaches as to whether preserve the culture of the source text during the translation process or simplify it and replace the culture-bound word with their equivalents in the target language. Finally we must say that, no matter what strategy the translator resorts to, he/she must produce a text which conveys the elements of the unusual, but it must be acceptable and easy-to-read-and-remember, without underestimating the children's knowledge about the world.

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Negotiating between the Constant and the Changing: Balancing Acts in the Training of Writing Teachers

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Abstract

TA training is an important component of any rhetoric/composition program in American universities. As a faculty member in the Department of English, Comparative Literature, and Linguistics with a specialty in classical oratory and comparative rhetoric, I have been training TAs for over a decade as a significant portion of my teaching assignment. In my presentation, I would like to discuss the major factors that affect the quality of the TA training program and ways to balance these factors to maximize the learning experience for the TAs. TAs, short for "teaching assistants" or "teaching associates," are graduate students in English who are assigned to teach a writing class or two, usually of beginning college level. It is essential that these graduate students be provided with detailed hands-on training both in theory and in practice every step of the way in order for them to feel confident and comfortable in the classroom. My role as their teacher and supervising instructor is to provide them with fundamental training, laying a solid foundation for them to grow professionally. As I see it, four major factors interact in the TA training process: the available theory, the institutional and academic expectations, the class of student writers they each teach, and the TAs themselves as a team. Some of these factors are relatively constant; others are fluid and always changing. They often present fresh challenges when they interact in the writing classroom. I would like to explore how these factors act upon each other and complement each other as I try to create an environment in which the TAs feel encouraged to learn and experiment on their own with a minimal amount of guidance. I will argue that, based on my years of experience and on the reflections by the TAs themselves, it is of critical importance that the focus be placed on the balancing of the four factors in an individualized approach for TA training.

Keywords: rhetoric, TAs, composition, training program.

Introduction

One day thirty years ago when I first switched from linguistics to rhetoric and composition as a graduate student at Purdue University, an older student gave me a very unusual introduction to the TA program that I will never forget. He did so with a simple analogy. "Teaching your own writing class for the first time," he said, "was like going on your first date, very exciting, but absolutely petrifying." A few years later, I saw this same analogy, given by the same person of course, but in print this time, and applied to a slightly different context: the writing center:

Six years ago when I began working as a peer tutor, I felt pretty awkward; in fact my first tutorials were as frightening as my first dates. I didn't know what to say—but I was scared to death of silence—and I can remember so well not knowing what to do with my hands.

......

Like that first date, no matter how much the big kids told me about what to do on a date, I'd never seen one. (Adams, 1987)

Little did I know then that, a dozen years later, I would be sitting at my desk, musing at my own destiny in helping new graduate instructors of college composition to overcome their fear, almost literally holding their hands to calm them down as they walk awkwardly into the classroom for the first time, filled with excitement, nervousness, anxiety, and uncertainty all at the same time. As coordinator of a sizeable teaching associate program—or TA program for short—in a large public university in California for the last ten years or so, I am charged with the responsibility of recruiting new TAs from second-

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

European Journal of
Language and Literature Studies

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year English graduate students, enroll them in a year-long training course with a total of four credit units, and supervising them every step of the way as they each teach one section of English 101: Beginning College Writing, for two consecutive semesters.

Generations of researchers and composition practitioners agree that writing is a social act (Bruffee, 1984; Trimber, 1989; Bizzell, 1994; Lu, 1994, Higgins, Long & Flower, 2006). Like writing, the teaching of writing, particularly the training of teachers of composition itself, is a social act, too. From the time I was a graduate student decades ago on the receiving end of training to the present time when I am the one in charge of offering training courses to graduate students and supervising their teaching on a daily basis, there has always been a strong presence of togetherness, one not just of people, but of entire community or institution in which the art of teaching composition is learned and taught. The learning and teaching, however, are by no means mono-directional. The teacher often times can be the student just as the student can be the teacher. Learning and teaching are thus multi-dimensional interactions. From my years' of working in the capacity of a TA supervising instructor, I can identify four major factors that interact with each other in this process: the available body of theory, the institutional and academic expectations, the TAs themselves as a team, and the class of student writers they each teach (See below). Some of these factors are constant; others are fluid and often changing. They always present fresh challenges when they interact in the writing classroom. I would like to explore how these factors act upon each other and complement each other as I try to create an environment in which the TAs feel encouraged to learn and experiment on their own with a minimal amount of guidance. I will argue that, based on my years of experience and on the reflections by the TAs themselves, it is of critical importance that the focus be placed on the balancing of the four factors in an individualized approach for TA training.

Student Writers

Composition Theory

Individual

Teaching Associates

Institutional Expectations
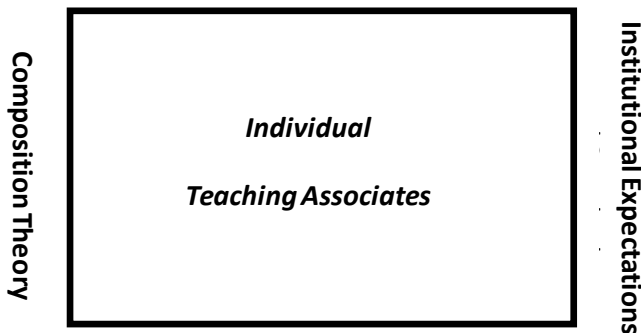
The TA Team

I. **Institutional Expectations**

University students all across America are required to take writing classes. Such classes are divided into lower-division entry level writing and upper-division discipline-specific writing. At my school, students regardless of their majors must take English 101, Beginning College Writing, upon entering the university. As one of the core General Education requirements, English 101 is designed to help students explore such basic elements of writing as aims and modes of the written discourse, lines of effective reasoning in persuasion, stylistic variations in different rhetorical and academic contexts, and roles of audience in the act of written communication. Students must earn a minimal grade of C to pass the course. Typically, the course incoperates a good deal of reading that's meant to help facilitate in-class discussions and to enhance students' critical thinking skills necessary for strong writing. In fact such skills are essential in organizing materials, structuring arguments, and devoloping the writers' voices. While grammar, punctuation, and spelling are considered superficial and given not as much attention, they will be addressed if they start to affect readability. In general, students in English 101 are expected to achieve the following outcomes as laid out in the English Department Guidelines (2000):

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

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English 10I *has a number* of outcomes which we expect our students to achieve by the end of the course. Students should

- Write well-supported, well-developed essays which show a clear purpose;
- Respond to the needs of varied audiences;
- *Understand that* all college writing demonstrates reflection and analysis but different kinds of writing require *particular* rhetorical approaches;
- Use writing and reading for critical thinking, which may include learning to *synthesize,* paraphrase, and quote from sources;
- Be able to use the conventions and syntax of Standard Written English;
- Compose 7–10 prose pieces, which may include revisions and in-class, timed essays.

These desired "outcomes" are what I will take as institutional expectations. Because they generally remain unchanged or un-revised for a long period of time (the above was last revised in 2000), I will consider them to be a constant factor. I do so with complete awareness that what I call "constant" here or "fluid" later can at best be relatively so. From a historical perspective, all things change and nothing is absolutely constant; conversely, the fluidity of anything can be seen as constant because it goes through changes all the time, which is the basis for constancy.

Given the rigor of the course and the high expectations from the department on the one hand and the typical freshmen's umpreparedness for challenges on the other, many students find themselves in the unpleasant situation of having to retake the course. Making these course objectives absolutely clear to the new TAs and helping them achieve these objectives in their respective classes can therefore be an essential part of the training program.

II. Rhetoric/Composition Theory

Another constant factor is theory. The establishment of rhetoric/composition studies as a legitimate and well-respected academic discipline roughly in the second half of last century and the ever growing expansion of such programs across American campuses have produced a sizeable body of theory on the teaching of writing. Although the TA program is primarily a hands-on practicum, it must ground itself in a solid theoretical foundation. Most of the TAs, in spite of their brilliant performance in the graduate classes they take, have had little exposure to the field of rhetoric and composition. While in a typical TA class of 12 to 15, there might be only two or three who want to pursue a career in teaching writing at the college level, the majority of them, however, join the program just to cultivate a new dimension of their marketability, their main interest remaining in the study of literature or other areas of emphases in English, comparative literature, or linguistics. To be fair, almost all of the TAs have worked in the university writing center or the learning center since such experience is prerequisite for applying to the program; that experience alone, however, can in no way compensate their lack of knowledge on theory. It is therefore imperative that reading and discussion of the current theory be an integral part of the training.

To that end, collections of essays on the current thinking by some of the best known researchers in the field are assigned throughout the year, although most of the theoritical explorations are carried out in the first semester. Weekly journals on these readings and subsequent in-class discussions reinforce the learning of the theoretical component of this training course. Time constraint necessitates the limit of reading selections, with most of them focusing on the classroom effectiveness in today's multi-cultural, multi-lingual setting as typified by our campus. Currently, *The St. Martin's guide to teaching writing* by Cheryl Glenn and Melissa Goldthwaite (2014), *Assigning, responding, evaluating: A writing teacher's guide* by Edward White (2007), and *First time up* by Brock Dethier (2005) make up the list of required textbooks. Supplemental and recommended texts include *Cross-talk in comp Theory* edited by Victor Villanueva and Kristin L. Arola (2011) and *Relations, Locations, Positions: Composition theory for writing teachers* by Peter Vanderburg, Sue Hum, and Jennifer Clary-Lemon (2006).

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

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Language and Literature Studies

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III. Student Writers in English 101

Academic standards and theoretical framework aside, what really matters in the training of those new TAs is how they actually teach their students in the writing classroom. As individuals, students in any class are necessarily different from one another, each with unique abilities and personalities. They are thus fluid and changing, in contrast to the aforementioned factors of institutional expectations and composition theory, which are relatively constant. Seen collectively, though, the entry level student writers in English 101: Beginning College Writing, do share certain common characteristics that are readily observable. The English Department's Course Guidelines (2000) describe English 101 students in the following way:

[Entry-level writing] students at CSUF make up a diverse … community. They come from a variety of learning environments, including American High schools and overseas schools, and often use English as a second or third language, or as a second dialect. This course is therefore designed to assist students with a wide variety of writing skills and to take into account the linguistic, cultural, and social situations from which our students come.

As it is known throughout the world, Southern California, where my university is located, is perhaps one of the most diverse cosmopolitan areas in America in terms of the number of ethnic origins people represent, languages and dialects they speak, cultural practices and customary habits they embrace, and economic stratifications they fall under. Our students are products of this rich diversity, one that can make the writing class infinitely interesting and vibrant, but can also create numerous challenges. Writing, being at an advanced stage of cognitive development and linguistic competence, requires a solid all-round command of knowledge, not only of the English language, but also of culture, history, society, and so on. It is therefore impossible for students in any English 101 class to be equally prepared academically or to be on the same footing. In spite of the superficial scores on their English Placement Test administered throughout the entire 23-campus California State University system and taken by every single freshman before they enroll in any of these campuses, students who are identified as "college-ready" and thereby routed into the classroom of English 101 always differ broadly in terms of their writing ability, critical thinking skills, reading speed and comprehension, and level of linguistic fluency. To help them reach the goals set out for them in the aforementioned English Department Guidelines, necessary measures must be taken to make each and every student:

- Understand that it usually takes multiple drafts to create and complete a successful text,
- Develop flexible strategies for generating, revising, editing, and proof-reading,
- Become aware that writing is an open process which permits writers to use later invention and re-thinking to revise their work,
- Understand the collaborative and social aspect of writing processes,
- Learn to critique their own and others' works,
- Use a variety of technologies to address a range of audiences.

These measures constitute the various segments or aspects of the writing process. They may overlap, they may intersect, or they may operate independently of each other. Some of them may feature more prominently in some types of writing than in others. Taken together, though, they form the core elements that English 101 and other writing classes must address. It is of paramount importance that all these elements be highlighted in the TA training course agenda. They must be emphasized alongside course objectives and desired outcomes throughout the year-long program.

IV. The Teaching Associates as a Team

Among the numerous ways of learning, the most effective may very well be that of peer influence. We all know the value of partnership, of collaboration, of teamwork. Working together, we make wonders. TA training is no exception. As another fluid dimension in the overall framework of TA training, these teaching associates each bring to the program a vast array of experiences and expectations. As individuals they differ in personality, in attitudes, in work habits and so forth. As a team, though, they share three things in common: first, they are all new to the art of teaching composition; second, they are all in the program to learn this art well enough to become effective teachers; and third, they are all determined to excel in this learning process.

These commonalities keep them together.   They bond. They learn from each other. Sharing comes very naturally to them. I don't even have to tell them to share. They simply do all the sharing on their own. They share ideas of what works and what doesn't; they share tips of effective lesson plans or activities; they share discussion topics or even essays prompts. And they share stories and observations of their students, of classes, and of me sometimes. They do all this sharing not only during the weekly class meetings, but also in their offices, in the hallway, in their Facebook chatroom, or wherever they happen to bump into each other. Just as Dethier puts it in his *First time up* (2005),

Camaraderie may be the most alluring and addicting aspect of the comp teacher's job. An unusual and powerful bond develops when you wander, punchy and bleary, into your neighbor's office after you've both survived a day of three classes or twenty-seven conferences. Or when you suggest just the right activity when your officemate rushes in, frantic for ideas, ten minutes before class. Or when you spend two hours and $10 of beer money grousing about the student who won't shut up or the class that won't talk. (5)

The best part of this bonding is that is simply happens. It goes with the professional culture. I as the program's coordinating or supervising instructor really don't have to do anything to make them bond. They do it on their own. All I have to do is to provide them with the space for sharing and channel their conversation in such a way that each and every TA can benefit from it. I make sure that they have all the time they need during each class meeting to let other TAs know what has transpired in the week before, what they plan to try in the week ahead, what problems they have run into and how they have dealt with them. Other TAs are always invited to help out if anyone of them has an unusual situation or a difficult issue. In addition, I give them assignments that require a great deal of teamwork. For instance, they have to create group presentations on topics that they share an interest in. Or they have to observe each other and report to the class the strengths they have seen during the observation and suggestions for improvement. I encourage them to borrow ideas— on class activities, on essay prompts, on group exercises or any other kind. There should be no limit in what they want to share.   After all, as Dethier (2005) advises his readers who aspire to the profession of teaching writing, "As a new composition teacher, you need to get used to borrowing, whether from veterans like me, founding fathers like Murray, or your officemate whose class ends just before yours begins. If you think you are going to do everything your own way, not follow anyone's footsteps, you'll blow fuses before you turn in your first set of grades. Teaching composition is, and as far as I can tell always has been, a cooperative venture" (1).

So the sharing continues. Each year's TAs carry the tradition onto the next. They freely borrow from others and gladly let others borrow from them. In fact, this sharing not only happens within each group, it often times is passed on in the form of self-compiled collections of ideas, tips, lesson plans, reflections, textbook selections and evaluation, teaching philosophy statements and so on. The photo below shows two such collections, both titled *Pupil* perhaps to suggest their humble humility as student teachers, one by the class of 2010 and the other by that of 2014, all in the spirit of sharing.
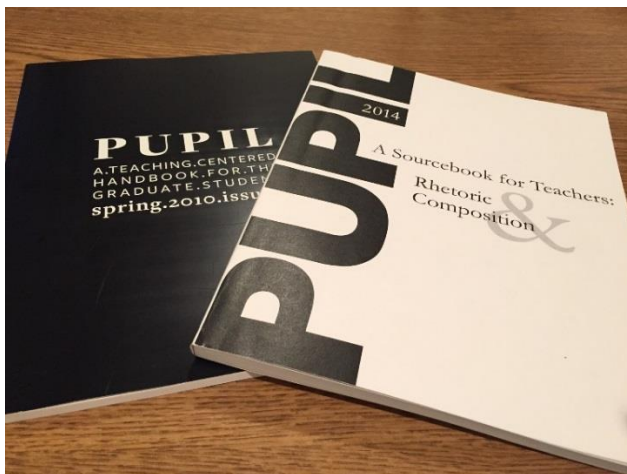
V. Conclusion

At the end of each academic year when the teaching associates are ready to graduate and be on their own, I always ask them to write a reflective essay about their experience in the program, what they learned and what they had expected to learn but didn't, and what changes they want to see in order to make it better for future TAs. As always, I give them this assignment with minimal instructions and very little structure in order to encourage them to write freely. Their reflections always vary in length. Some write several pages, others only a paragraph or two. Their comments and suggestions likewise differ, although they are always well-meaning and constructive. Whatever the differences, these reflections always fall within the four areas I have discussed, plus a few words about me as their cheer leader of a supervising instructor.

I feel cheesy to talk about what seems so obvious. After all, anyone can see that a training program such as ours inevitably involves these four aspects. What I wish to emphasize here is that beyond the obvious on the surface, each one of those four areas has many details that can interact differently to the other three, resulting in very diverse outcomes at times. To me, with my role both seemingly at the center—I am the program coordinator after all—but actually on the side since I really do not teach English 101 with the TAs, meaningful training takes place only when I adopt an individualized approach, one in which I work with each TA according to his or her strengths and needs. And there is no other way to identify their strengths and needs except in the context of interactivity. The TAs and I work together to determine where their strengths lie and where they need to improve. I observe them as they interact with the theories we read, as they learn to understand and implement the institutional guidelines for the tasks on hand, and as they conduct their classes and work with their students. We talk, discuss, discover problems, solve them, and reflect on each interaction to determine what's done well and what needs more work. Throughout the whole process, I make sure that every TA knows that teaching composition is not just a job--you finish it and you are done. Nor is it a science where there is a correct answer to every question. Teaching composition is an art at which one can always get better, but there is never going to be a best way to teach. As long as the four factors discussed here are present, they will interact differently each and every time. And the best way to handle each one of such moments will always be determined by how they interact.

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ISSN 2411-9598 (Print)
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The Vocative Case: Romanian versus Latin

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Abstract:

The vocative is a residuary case in most Indo-European languages, mirroring a particular Proto-Indo-European status. Its syntactical function is preserved in the descendant languages, but the morphological aspects are strongly simplified. In Latin, not unlike the cognate languages, the general tendency is toward a formal overlapping with the nominative case. The Romanian vocative is, in the Romance frame, surprisingly multifarious. It displays four distinct variants: desinence and intonation; desinence, intonation and prolongation of the final vowel; intonation and vowel prolongation; solely intonation. Old Romanian texts attest the tendency of gradually replacing the vocative form with the nominative form, perceived as more expressive. On the other hand, there is an observable development of the formal marks specific to this syntactical function; these marks are only partially inherited from Latin. In nowadays Romanian language the formal specificity of the vocative case is not diminishing – on the contrary, some colloquial vocative forms (not yet acceptable in the frame of the linguistic norm) emphasize an unambiguous linguistic will to maintain this case, while the general tendency is to reduce as much as possible the differences between the actual two cases of the Romanian language, nominative-accusative and genitive-dative.

Introduction

In the frame of comparative linguistics, the status of the vocative case imposes a definition in terms of a relic case, attesting the Proto-Indo-European stage of the first bifurcation in the name syntax, *id est* interpellation *versus* the rest of the nominal functions. The vocative is actually a formal relic and not a syntactic relic: in Latin it displays distinct marks only in a limited part of the thematic declension (the animated nouns ending in -us at the nominative case). The general trend is toward replacing it with the nominative form, syntactically enriched by the interpellation function. This trend has only one exception: the vocative *Iuppiter* (composed with the appellative *pater*, "father", attesting a non-etymological double -pp-, in order to increase the expressivity of this frequently used invocation) that became the regular nominative form in classical Latin); the Latin use of a vocative form with nominative function is comparable with its Romanian lexical equivalent, in baby talk: "Doamne-Doamne" (recurrently used as nominative-accusative).

Some theoretical approaches point out the definition of the vocative case as non-syntactic (Pană Dindelegan 2010, 57) and, in its diachronic alternative, from the perspective of ancient languages, as exclamatory incident free proposition (Sluşanschi 1994, 33). It is somehow close to the syntactic function of the apposition (*vide* Tomescu 1998, 176), due to the fact that it preserves the independence with respect to the context, even if it receives an attribute or, on the contrary, functions as an apposition of another noun. The vocative communicates a relationship of interdependence with a certain part of the adjoining proposition, given the fact that, if it is to be considered a proposition, the ensemble is structured as two distinct propositions. The formal overlapping of nominative and vocative becomes the linguistic standard in the Romanian language (nevertheless in the frame of comparative linguistics), thanks to the similarities with the apposition.

Beyond the particularities of its syntactic function, the Romanian vocative displays its own formal marks, in four distinct variants: desinence and intonation; desinence, intonation and prolongation of the final vowel; intonation and vowel prolongation; solely intonation.

The occurrences of vocative in Old Romanian texts attest the gradual tendency of replacing the vocative with nominative, considered to be stronger and more explicit. *Exempli gratia*: in the biblical book of Prophet Ezekiel, the phrase "fiul omului" ("son of human") appears no less than ninety four times in vocative. For a text that stretches on forty eight chapters, this multiplication of one single phrase has all the characteristics of an emblematic message. The meaning of this phrase has been abundantly analyzed, mostly in messianic perspective. The present paper considers its morphosyntactic aspect, regarding predominantly the Romanian translations. For example, the pericope Ez. 2:1 is to be found in the main Romanian biblical translation in these terms: "Fiul omului! Scoală-te în picioare ca să vorbesc cu tine!" (Radu-Galaction, 1939); „Fiul omului, scoală în picioare, că am să-ţi vorbesc!" (Iustinian 1968 /Teoctist 1988); „Fiul omului, ţine-te pe picioarele tale şi-ţi

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

European Journal of
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voi grăi!" (Anania, 2001); „Fiul omului, stai în picioare, şi-ţi voi vorbi!" (Cornilescu, 2000); „Fiul omului, stăi pre picioarele tale şi voiu grăi către tine." (Bible of Bucharest, 1688); „Fiul omului, stăi pre picioarele tale şi voiu grăi către tine!" (Bible of Blaj, 1795); „Fiiul omului, stăi pă picioarele tale şi voiu grăi cu tine!" (Vulgata of Blaj, 1760-1761); "Fiu al omului, stai pe picioarele tale şi îţi voi grăi." (*Septuaginta*, 2008).

The patristic texts largely commented on this phrase, throughout the New Testament occurrences (eighty eight), in a slightly different form, as both the nouns are articulated, "the son of the human", *vide* the Greek *ho hyós toú anthrópou*. The phrase[1] of the book of Ezekiel is constantly associated with the pericope Daniel 7:13-14: "Priveam în vedenie de noapte şi, iată, pe norii cerului venea ca un fiu al omului (Greek *hos hyós anthrópou*) şi <Cel> ca <unul> vechi de zile se afla acolo, şi cei de faţă s-au apropiat de el. Şi i s-a dat puterea şi toate neamurile pământului, pe seminţii, şi întreaga slavă erau în slujba lui; şi puterea lui [este] putere veşnică, ce nicicând nu va fi luată: şi împărăţia lui nicicând nu se va strica." The text in the Theodotion version displays differencies that do not involve the phrase "son of human": "Priveam în vedenie de noapte şi, iată, cu norii cerului venea ca un fiul al omului (Greek *hos hyós anthrópou*); şi a înaintat până la Cel vechi de zile şi a fost adus în faţa Lui. Şi i s-a dat domnia şi cinstirea şi împărăţia, şi toate popoarele, seminţiile şi limbile îi vor sluji; puterea lui <este> putere veşnică, ce nu va trece, şi împărăţia lui nu va fi nimicită." (*Septuaginta*, 2008)

The phrase is again present in the next chapter of the book of Prophet Daniel, 8:17, included in a direct communication, similar to the occurrences in the book of Ezekiel: "[...] şi mi-a zis: «Înţelege, fiu al omului (Greek *hyié anthrópou*), căci această arătare <este> chiar pentru ceasul vremii cuvenite»"; the Theodotion version attests again the same phrase: "[...] şi <el> a zis către mine: «Pricepe, fiu al omului (Greek *hyié anthrópou*), căci vedenia <este> chiar pentru sfârşitul vremii.»"(*Septuaginta*, 2008).

The third noteworthy occurrence in the book of Daniel is 10:11; the pericope does not include neither the phrase "son of human", nor a vocative (although the Theodotion version might include the Greek vocative *aner*, with short vowel and withdrawn accent, formally replaced by nominative, plausibly under the influence of an ambiguous appellative, *Daniel*, that lacks any mark of accentuation, as usually happens with the foreign names in *Septuagint*) – it nevertheless resembles some Ezekiel occurrences, including the exhortation to stay on his own feet: "Şi mi-a spus: «Daniele, eşti un om vrednic de milostivire (Greek *ánthropos eleeinós*); cugetă la poruncile pe care eu le grăiesc către tine, şi stai pe locul tău, căci tocmai am fost trimis la tine!»"; in this case, the Theodotion version is different: "Şi mi-a spus: «Daniele, bărbat al doririlor (Greek *anér epithymión*), înţelege cuvintele pe care le voi rosti către tine, şi stai pe picioarele tale, căci acum am fost trimis la tine!»"

In the book of Ezekiel, the phrase "son of human", in vocative (with the specific mark of the case), is attested in situations that might be divided into two series: in the first series, there are the direct commands, with or without the insertion of the personal pronoun, with or without an emphatic order of the words (the vocative in the first or the second position); in the second series are references to "son of human" in phatic expressions, with or without an emphatic order of words (the vocative in the first or the second position).

The direct appealing that observes the pattern: personal pronoun, second singular, and the vocative case, /*tu*+vocative/, is always used with a mark of coordination, as these are frequently exhortations to accomplish an act, as in 2:6 ("Iar tu, fiu al omului, să nu te temi de ei şi nici să nu te pierzi cu firea în faţa lor"), 2:8 ("Iar tu, fiu al omului, ascultă-L pe Cel care îţi grăieşte"), 4:1 ("Iar tu, fiu al omului, ia-ţi o cărămidă, pune-ţi-o dinainte şi scrijeleşte pe ea cetatea"), 5:1 ("«Iar tu, fiu al omului, ia-ţi o sabie <mai> ascuţită decât un brici de bărbier"), 12:3 ("Iar tu, fiu al omului, pregăteşte-ţi boccea de robie"), 13:17 ("Iar tu, fiu al omului, aţinteşte-ţi faţa împotriva fiicelor poporului tău"), 21:11 ("Iar tu, fiu al omului, geme frângându-ţi mijlocul"), 21:19 ("Iar tu, fiu al omului, proroceşte şi loveşte-ţi mâinile una de alta şi ia a doua sabie"), 21:24 ("Şi tu, fiu al omului, pregăteşte-ţi două căi <pe care> să intre sabia regelui din Babilon"), 43:10 ("Şi tu, fiu al omului, arată-i casei lui Israel Casa"); or transmit a message, as in 7:2 ("Şi tu, fiu al omului, zi: «Acestea le spune Domnul»"), 21:33 ("Şi tu, fiu al omului, proroceşte şi zi: «Acestea le spune Domnul»"), 28:1 ("Iar tu, fiu al omului, spune-i mai-marelui din Tyr: «Acestea le spune Domnul»"), 33:10 ("Şi tu, fiu al omului, spune-i casei lui Israel: «Aşa aţi vorbit»"), 36:1 ("Iar tu, fiu al omului, proroceşte împotriva munţilor lui Israel şi spune munţilor lui Israel: «Ascultaţi cuvântul Domnului»"), 39:1 ("Şi tu, fiu al omului, proroceşte împotriva lui Gog şi spune: «Acestea le spune Domnul»"), 39:17 ("Şi tu, fiu al omului, zi: «Acestea le spune Domnul»").

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[1] The examples are quoted, unless a different translation is specified, from *Septuaginta* (2008).

To this occurrences is to be added the deictic turn of phrase that includes the equivalent of the Greek particle *idoú* (based on an imperative form), meaning "here you are!", accompanied by a mark of coordination, as in 3:25 ("Şi tu, fiu al omului, iată: ţi s-au pus legături şi te vor lega cu ele").

The sequence /*tu*+vocative/ might belong to an assertion, as in 33:7 ("Şi tu, fiu al omului, pe tine te-am pus străjer pentru casa lui Israel"), with a mark of coordination. The direct appealing sometimes assumes the interrogative form: 5:2 ("Şi tu, fiu al omului, ce este lemnul viţei faţă de toate lemnele ramurilor care sunt în copacii pădurii?"), 22:2 ("Şi tu, fiu al omului, oare vei judeca cetatea <plină de> sânge?"). As in most of the occurrences previously quoted, there is a mark of coordination before the appellative "son of human". Several interrogations occur inside some fragmented sentences as in 24:25-26 ("Iar tu, fiu al omului – oare nu în ziua când iau tăria de la ei [...] în ziua aceea [...]"), 33:30 ("Şi tu, fiu al omului, <iată>, fiii poporului tău grăiesc despre tine [...]").

The inverted order of the words, /vocative+*tu*/, occurs, without the mark of coordination, in 12:2 ("Fiu al omului, tu trăieşti în mijlocul nelegiuirilor acestor <oameni>").

Much more frequent are the occurrences /vocative+[...]/ without the personal pronoun *tu*. There are two distinct developments of the commands in this form, imposing the accomplishment of an act, as in 2:1 ("Fiu al omului, stai pe picioarele tale şi îţi voi grăi"), 2:3 ("Fiu al omului, Eu te trimiţ"), 3:1 ("Fiu al omului, mănâncă sulul acesta"), 3:3 ("Fiu al omului, gura ta va mânca şi pântecele tău se va umple de sulul acesta"), 3:4 ("Fiu al omului, du-te <şi> mergi către casa lui Israel"), 3:10 ("Fiu al omului, toate cuvintele pe care ţi le-am grăit ia-le în inima ta şi ascultă-le"), 3:17 ("Fiu al omului, te-am pus străjer pentru casa lui Israel"), 6:2 ("Fiu al omului, aţinteşte-ţi faţa înspre munţii lui Israel"), 8:5 ("Fiu al omului, ridică-ţi ochii"), 8:8 ("Fiu al omului, sapă"), 16:2 ("Fiu al omului, dă mărturie Ierusalimului"), 20:4 ("Fiu al omului, dă-le lor mărturie"), 21:2 ("Fiu al omului, aţinteşte-ţi faţa împotriva Thaimanului"), 24:2 ("Fiu al omului, scrie-ţi în <fiecare> zi"), 25:2 ("Fiu al omului, aţinteşte-ţi faţa înspre fiii lui Ammon"), 27:2 ("Fiu al omului, porneşte bocet pentru Sor"), 28:12 ("Fiu al omului, porneşte bocet pentru mai-marele Tyrului"), 28:21 ("Fiu al omului, aţinteşte-ţi faţa înspre [cetatea] Sidon"), 29:2 ("Fiu al omului, aţinteşte-ţi faţa înspre Faraon"), 32:2 ("Fiu al omului, porneşte un bocet pentru faraon"), 32:18 ("Fiu al omului, boceşte pentru tăria Egiptului"), 35:2 ("Fiu al omului, întoarce-ţi faţa spre muntele Seir"), 37:16 ("Fiu al omului, ia-ţi un toiag şi scrie pe el"), 38:2 ("Fiu al omului, aţinteşte-ţi faţa înspre Gog şi ţinutul lui Magog"), 44:5 ("Fiu al omului, rânduieşte-ţi în inima ta şi priveşte"); or simply transmitting a message, as in 13:2 ("Fiu al omului, proroceşte împotriva prorocilor lui Israel, proroceşte şi spune-le: [...]", 17:2 ("Fiu al omului, povesteşte <o> poveste şi spune <o> parabolă pentru casa lui Israel şi zi: [...]"), 17:12 ("Fiu al omului, spune-i casei care <Mă> întărâtă: [...]"), 20:3 ("Fiu al omului, grăieşte-le bătrânilor lui Israel şi spune-le: [...]"), 21:14 ("Fiu al omului, profeţeşte şi zi: [...]"), 22:24 ("Fiu al omului, spune-i [ţării]: [...]"), 30:2 ("Fiu al omului, proroceşte şi zi: [...]"), 31:2 ("Fiu al omului, spune-i lui Faraon, regele Egiptului, şi mulţimii alor săi: [...]"), 33:2 ("Fiu al omului, grăieşte-le fiilor poporului tău şi spune-le: [...]"), 34:2 ("Fiu al omului, proroceşte împotriva păstorilor lui Israel, proroceşte şi spune-le păstorilor: [...]").

Less frequent are the occurrences of vocative in the middle of the sentence or by the end, /[...], vocative, [...]/ or /[...], vocative/, as exhortation to an act, as in 11:4 ("[...] să proroceşti împotriva lor, să proroceşti, fiu al omului."), 20:27 ("[...] grăieşte către casa lui Israel, fiu al omului, şi spune-le: [...]"), 21:7 ("[...] să proroceşti, fiu al omului, şi să-ţi aţinteşti faţa împotriva Ierusalimului."), 21:17 ("Înalţă strigăt şi jeluieşte-te, fiu al omului, căci <sabia> a ajuns în poporul Meu") and as message to be transmitted, as in 37:9 ("Proroceşte, fiu al omului, proroceşte asupra duhului şi spune-i duhului: [...]"), 38:14 ("[...] proroceşte, fiu al omului, şi spune-i lui Gog: [...]").

The phatic use of vocative is to be found in two coordinates: interrogation *versus* information, on one hand, and, on the other, the order of words in the sentence. The interrogative pattern of sequence /vocative, [...]?/ occurs in 8:6 ("Fiu al omului, ai văzut ce fac aceşti?"), 8:12 ("Fiu al omului, ai văzut ce fac bătrânii casei lui Israel [...]?"), 8:15 ("Fiu al omului, ai văzut?"), 12:9 ("Fiu al omului, nu ţi-a spus casa lui Israel [...]?"), 12:22 ("Fiu al omului, ce <înseamnă> pentru voi zicala aceasta: [...]?"), 18:2 ("Fiu al omului, ce <înseamnă> pentru voi zicala aceasta: [...]?"); 23:36 ("Fiu al omului, nu le vei judeca oare tu pe Oola şi Ooliba?"), 37:3 ("Fiu al omului, oare vor <mai> fi vii oasele acestea?"). The sequence /[...], vocative?/ occurs in 8:17 ("Ai văzut, fiu al omului?"), 40:4 ("Ai văzut, fiu al omului?"), 43:7 ("Ai văzut, fiu al omului, [...]?"), 47:6 ("Ai văzut, fiu al omului?"). There are relatively frequent occurrences in asserting sentences, type /vocative, [...]/, as in 4:16 ("Fiu al omului, iată, Eu voi spulbera [...]"), 11:2 ("Fiu al omului, aceşti [sunt] bărbaţi [...]"), 11:15 ("Fiu al omului, fraţii tăi şi bărbaţii <aflaţi> cu tine în robie [...]"), 12:2 ("Fiu al omului, tu trăieşti în mijlocul nelegiuirilor acestor <oameni> [...]"), 12:18 ("Fiu al omului, mănâncă-ţi pâinea în durere şi bea-ţi apa în chin şi tulburare."), 14:3 ("Fiu al omului, bărbaţi aceştia şi-au aşezat cugetările [...]"), 14:13 ("Fiu al omului, dacă o ţară păcătuieşte împotriva Mea [...]"), 23:2 ("Fiu al omului, erau două

femei, fiice ale aceleiaşi mame […]"), 26:2 ("Fiu al omului, pentru că Sor a vorbit […]"), 29:18 ("Fiu al omului, Nabucodonosor, regele Babilonului, şi-a pus oastea la trudă grea […]"), 30:21 ("Fiu al omului, am zdrobit braţele lui Faraon […]"), 33:24 ("Fiu al omului, cei care locuiesc în ţinuturile pustiite […]"), 37:11 ("Fiu al omului, oasele acestea sunt toată casa lui Israel […]"), 36:17 ("Fiu al omului, <cei din> casa lui Israel au locuit în ţara lor […]"), 43:18 ("Fiu al omului, acestea le spune Domnul: […]"), and the type /[…], vocative/, in fragmented sentences, as in 12:27 ("Fiu al omului, iată: casa lui Israel […]"), 22:18 ("Fiu al omului, iată: <cei din> casa lui Israel […]"), 24:16 ("Fiu al omului, iată: Eu iau de la tine desfătarea ochilor tăi […]").

The expected vocative form of this term in Romanian language, *fiule* ("son") is rarely attested in the old language (*vide* Bible of Bucharest, 1688), being relatively new. It emerged due to the fact that, simultaneously with the disappearance of the casual desinences, their role was fulfilled by the enclitic article: as soon as the nominal declension faded away, it was replaced by the declension of the article. The immediate advantage on the morphosyntactic level is the presence of a comprehensive paradigm, thanks to the complete series of casual forms. In some distinct conditions, it is obvious that the existence of this desinence (that has a phonetic consistency) has precisely phonetic origins: for the noun *fiu*, the addition of the vocative desinence directly to the lexical root creates a word that is too short and, implicitly, the final part of the word does not provide enough space for changing the tone (a necessary mark of interpellation): consequently, the enlarged form *fiule* becomes lexical norm.

The dictionary of the Romanian language (tome II.1, F-I, 1934) registers the sequence *Prea bine, fiiule* (Calendar 1844). The regular Latin inherited form, *fii*, is frequently used by Coresi; the old writings, on the other hand, attest the vocative *fiule*. All the same, the Coresi texts display nominative occurrences of this term with vocative function ("Fiu, lasă-ţi-se păcatele tale"); in contemporary language, it occurs with this function only when accompanied by the possessive adjective: *fiul meu.*

The Romanian language preserves some specific vocative desinences, consistent with the general trend of linguistic conservatism in the frame of Romance languages. Among the vocative desinences, some are inherited from Latin, probably as a result of Slavic enforcement (*e.g. -e* in masculine singular), some others are borrowed from Slavic (the feminine singular *-o*) and others are created in Romanian language: masculine singular *-ule*, coined on the enclitic article, masculine singular, *-(u)l*, enlarged with the specific vocative desinence, resulting in a complete paradigm of the masculine declension (with article), differentiating the cases of the singular (nominative-accusative: *-ul*, genitive-dative: *-ului*, vocative: *-ule*), nonetheless the vocative plural form, both in masculine and feminine nouns, *-lor*, formed by reusing the desinence for genitive-dative plural, with article, of the masculine nouns. The usual explanation for this astonishing form is a reinterpretation of the religious phrase "Vă spun vouă, fraţilor", "I tell you, brothers", throughout a gradual shift of dative to vocative, probably as a result of the fact that the concorded apposition (in dative case, in this example) became weak and finally disappeared.

There are circumstances (*vide* Vasiliu, 1956, 12-15) when both forms (*-e, -ule*) are preserved, with basically no differences of their meaning; there are solely some fine distinctions, brought by a certain affectivity attached to one of the forms, expressing irony, despise, hypocoristic appellation, *e.g.* the vocative forms of the nouns *copil, băiat, poet* ("child", "boy", "poet"). Some old terms are preserved only with the enlarged vocative form, which totally replaced the previous one, as in *bât* ("grandfather", a restricted term) or *unchi* ("oncle"): *bâtule* and *unchiule* replaced *bâte* and *unche.*

Words sharing the same vocative syntactic status (Vasiliu, 1956, 21) display either one single vocative desinence, or as many as words are; the multiplication of vocative morphological marks is more frequent in colloquial language, *e.g. sărmane omule* (Ion Creangă), *nene Iancule* (Ion Luca Caragiale), *cinstiţilor negustori* (Mihail Sadoveanu), nevertheless some old texts, *e.g. iubite cetitoriule* (Miron Costin, the Moldavian chronicler).

The preservation of vocative in Romanian language is fortified by the emergence of new morphological marks, well attested along the linguistic history. Despite the general tendency toward simplifying the nominal paradigm, by reducing as much as possible the differences between the actual two cases of the Romanian language (nominative-accusative and genitive-dative), the presence of vocative case seems to get stronger, not only syntactically, but also morphologically. This surprising trend is perceptible in nowadays Romanian language, where the colloquial **dragelor and **dragele mele ("dear") is largely used as a feminine counterpart of *dragilor* and *dragii mei*, the correct form of vocative plural, both for masculine and feminine.

The conclusion is double: Romanian language attests, like most Romance (and also Indo-European) languages, a shift from vocative toward nominative, *id est* providing a nominative form with a vocative function; on the other hand, although the nominal flexion tends to diminish, there is attested a multiplication of vocative marks, even though in linguistic conditions that are not yet accepted by the norm.

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National Identity and the "Great Divide" between Two Theories. Where Does the Albanian National Identity Take Part

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Abstract

According to Tom Nairn, the reason why the dispute between modernists and primordialists is not resolved is because it is irresolvable. This is because the two approaches place different emphases on different aspects of identity formation. Nairn described the debate between Anthony Smith and Ernest Gellner, as a courteous difference of emphasis. Hence, the old presuppositions of modernism are losing their hold, but no one is quite sure what new ones will replace them. The great debate in nationalism' studies, is one between so-called "primordialists" and "modernists". Put simply, primordialists argue that the nation derives directly from a priori ethnic groups and is based on kinship ties and ancient heritage. For their part, modernists insist that the nation is an entirely novel form of identity and political organization, which owes nothing to ethnic heritage and everything to the modernism, and the scoope of the debate between them, fail to offer a satisfactory account of the formation of national identity. In this context we need to see where the Albanian national identity takes part. This paper seeks to show how it reacted to the waves of social transition? Where it finds itself and what connects it with globalisation?

1. Introduction

Adam Lerner says: *"… nation, moreover, exist in the minds of the people than in the real world …"*. Starting from this statement determine national identity is the consequence of various perceptions that have various theories for the nation. This paper seeks to examine whether the theories sociological, anthropological or communication have their importance and value in explaining the reconstruction of Albanian national identity in different contexts and different time periods. Also, the paper analyzes the relationship of the nation with different variables that create identity as ethnicity, customs, heritage (tribe, race, culture), symbols (blood, flag, anthem), language, regional elements, territorial, geographic, religious (faith), spiritual constitution etc. So the question naturally arises which (s) of theories explains better idea of building the Albanian national identity as a product of all these variables.

It is said that ethnicity and identity represent something more natural than biology, and nationalism represents a certain religion to modernity. So, here we depart and say that theories worthy of national identity are to analyze the theory of explanation primordialism as fondamental variables and essential forms of the nation and modernity as a theory that departs from the fondamental elements to come to the link and contact me the cloud that leads to globalization and the fear of losing or alienating these values.

In its historical development, social and cultural Albanian society was organized in social groups or family and tribe and larger groupings based on ethnicity, religious, regional, etc. In the eighteenth century, in Europe, we have the emergence of new concepts like nation or derivation of his later collective identity and national. Obviously the latter came as human need to become involved in a more inclusive community, from which flowed even a kind of attraction with common elements.

The need to join any group and to feel the equality with others in this group, the Albanians, is as early as humanity itself, and national identity is a new phenomenon in this need, bound close to political and geographic dimension (nationalism).

When you want to give a definition for the nation, researchers analyzed initially receive the origin and the source or origin of the term. First arguments coming that *… has been the process of modernity that did not leave room dynastic and religious authorities and has forced a new form of legitimacy for the central authorities to things. (Giddens 2005: 1, 55-58).* Adam Smith says: "*... the nation is modern phenomenon, but it also stresses that nations have not come from nowhere, but pre-modern ethnicities have been transformed into national identities". (Smith 1998: 63).*

Reverted back to Adam Lerner can say that in his nation can be seen as real and constructed, primordial and modern. Among them there is "great divide", which offers are unsatisfactory way in understanding the reconstruction of national identity through data that bring the two sides of the great divide. On the other hand, Lisa Malkki states that *"the nation Operates nor an absolute differentiator, ëhich Makes Certain collusions of people and territory Appear natural and others incommensurable". (Gilroy 1990: 114).*

2. Theoretical context on theoretical aspects for national identity.

Among the efforts to find a definition of the Albanian national identity, it is the question of to what extent the nation and national identity are modern phenomenon as time dictates. And the answer to solving this dilemma is the largest division of the nation fundamental theories: primordialiste, modernist and ethno-symbolist. During work we will reach to analyze and come to the conclusion that the Albanian kombetër identity is less of both these theories.

1. *Primordialist / essentialist* - group of theorists who walks under German Romantics steps Herder, Fihte, Kant, Schiller and others who defend the idea that nations are essential, eternal entities and early forms of social group, or as a result of political campaigns nationalist, or as being top-down from the already existing states. This proves that this theory was first literary and philosophical, sociological and anthropological later. Even in Albania, during the Renaissance, if not very political, literary and cultural least this movement was alive and active, with red figures as Frashëri brothers Asdreni, Çajupi, Veqilharxhi etc.

2. *Modernists / constructivist* - belonging to a dominant perspective where nations see as a modern phenomenon and social structures. "Constructive social 'names and entities conventional notions created by the people in a particular context and that cultural and social because people believe that there exist and operate thanks to their agreement to behave as if they existed. There are different views among the proponents of this approach, but common is the belief that nations and nationalisms are modern and contemporary phenomena. Also believe that nations are formed by radical changes in modern times, which have made it impossible to continue the rule of the time by pushing people to new forms of organization of social and political life. They explain how it was possible and necessary to imagine new forms of collective organization (nations), being the oldest became invalid under the influence of new economic circumstances, political and social, caused by modernity. (Ernest Gellner, Benedict Anderson, Eric Hobsbsawn). According to them, the education system and communication technology make it possible to transfer the message to the population elites. In Albania, in this direction we band of authors and researchers after 90s, who added that the introduction of new conceptions and perceptions influenced by the opening of borders to the world beyond the Adriatic. This meant that the Albanian culture already talk of a mix of cultures and values, but that essentially affiliation and rebuild in another state of the idea of national identity.

"Consequently loyalties closer instance, generated by interpersonal contact are replaced with links to wider scale impersonal and anonymous society, whose members never meet, nor have heard of the fellow most their "(Anderson, Gellner, Breuilly, Brass).

Benedict Anderson and Eric Hobsbawm defend the idea that nations as social constructs built on myths. *"History continuous and unbroken, it is often rely on fiction EEC half mythical figure, forged documents and symbols such as a flag and images, which are intended to arouse nationalistic feelings". (Hobsbawm 1983: 12).* It's difficult to test the authenticity of the common origin and means that people have mixed backgrounds, and their ideas are the common past with many imaginary, that are more myths than facts.

Myth is distinctive to the idea of a purely ethnic origin of the Balkan peoples. Here history is interpreted in a way that kontribuojëkrijimit symbols and myths of the nation and that historical events are subject to a selective process that aims to invent myths and symbols on the awareness and national origin, paving the way for the need for recreation and own national identity reconstruction. *"The figure of our national hero Skanderbeg and his war against the Ottoman Empire cooperating with other nations of Ballkan, by some non-nationalist currents is used as an argument to link Albanians and Slavic Greek nationalism, while the Albanian nationalists used as proof of Albanian nationalist idea and practice."(Ferraj 1999: 84).* Thus the formation of the Albanian nation, as well as other Balkan peoples, became during the breakup of the Ottoman Empire, while maintaining a rather deep embrace to myths of history and tradition.

3. **Etnosimbolist**- scholars of national identity theorists (within modernity), under which nations are formed by nationalist elites based on pre-modern ethnic ties or affiliations to a particular population, modern character broom agree with nationalism, but claim that cultures Ethnic early provide the foundation upon which today's national identities constructed. *"While nations may be modern, their origin is not so, but their traces can be found in previous ethnicities, nations are invented out of nothing, but the processes characteristic of modernity of transform these ethnicities in the nation, but without the destroy them". (Smith 1991: 76).*

In this context, the history of the Albanian national identity construction is very significant.

3. The common past of the Albanian people with its neighbors and its role in establishing and maintaining national identity.

If we talk about the common past of the nation, we consider the common ethnic affiliation, cultural and others. *"Often we face common belief, the moral superiority of the community, in the sense that cultural values are a central national community and are irreplaceable , something that can be traced back in time to the cultivation of previously myth of ethnic selection by pre-modern ethnic elites. "(Smith 2008: 111).* According to Anthony Smith *ethnicity is a group of people with cultural identity and common language.*

Stored where written language. Referring to this worth highlighting the fact that the Albanian language as part of our culture irrefutable, knew to maintain a good part of the collective consciousness, which is unquestionably the national identity. Language, in any sense that display is tied to the essential elements that have to do with the sense of ethnicity and nation we come from. Ethnicity, Albanians, it is one of the most important aspects of cultural or social identity and therefore even more important in the creation of national identity, hence the term ethnicity is often used as a synonym for the nation. Ethnic, linguistic and religious have enough influence in the formation of the Albanian nation bearing the weight of a sense of national identity, but it is not clear the extent of their contribution to the formation of national identity.

Albanian written language is so important in the creation of our nation and the preservation of a sense of national identity, due to the sense of historical and cultural specificity that it causes in the communities (Albanian or not) who read it. Different people define themselves in terms of common origin and language theory in practice. Language and religion are considered as the main problems in the definition of national belonging and the wars in the name of protecting this value as national identity. *"By resisting erosion of myths, which aimed to raise the notion of class in the highest category, the fact national and religious fact, find echo in the deepest part of the political consciousness of individuals .... Spiritual values of the features that make up the nation should not hide that was directed less noble passions, where the wild one is pride ". (Doja, 2009: 166).*

The process of recognition of national identity among the Albanians is inclusive and exclusionary because it involves people with common features and exclude others, as defined by distinct nation from the other nations represented by neighboring and that all nations have common perception of the other (the opponent), and that Albanians do not often lacked. The sense of national identity is displayed when a nation is feeling threatened by perceived enemies as such. Not always is external opponent, but he has often come from within the nation. Kadare states that *"... The problem of understanding or misunderstanding Albanian continent is basically understanding or misunderstanding of themselves." (Kadare 2006: 49).* And how many times you will talk to an enemy of the Albanians *"source"* should be seen first from within.

Self context of the neighborhood and the common past has left deep traces in the self-empowerment of the Albanians for their nation and consequently the national identity. The dramatic events that have shaken Europe at different times, especially these last 20 years, or even bloody conflict with the Serbs and Albanians of Kosovo and the rights of Kosovars, brought the international response to protect society model and relationships between neighboring social groups. Prof. Albert Doja wanted that *"Considering the region as a cultural area should be defined as a mixed field. Albanian populated areas are not only that of a Balkan European country ... or even country western extension of some models or on establishing local identities, but all of these at once ". (Doja, 2009: 148).*

Modernism in Albanian society are aware of shows that dynamic unity and awareness of national identity, means to delete the gap between East and West, recognizing synthetic character of European civilization, to assimilate the historical and political traditions in their cultural dimensions. Origin differences affect relationships using *"real"* which can remain latent and beyond generations.

4. Conlusions

At the end of this work we can say that it is very difficult to find if there is a split with a knife where the Albanian national identity is positioned between these two theories (primordialism and modernity). The difficulty stems precisely in the fact that the Albanian society displays characteristics that are specific and can take place in each of the approaches. However we think that both approaches are enough to grasp positioned Albanian national identity, since the latter itself creates a kind of correlation and relationships with national identity concept for several reasons:

- *First* origin of Albanian national identity is connected spiritually and stems from what constitutes the national culture and not only an essential support, base primordialism that are: family, tribe, origin, soil, blood, symbols, language, religion, Well irrefutable reaffirmation of the roots from which we come, regardless of the time Storm and the wars or assimilation efforts, which have done their job.

- *Secondly*, globalization, modernist theory of recent years is seeking to have its effect in this direction, then in the war between preserving national values of Albanians and therefore on a kind of reconstruction or re-conceptualization of national identity. *"Given the prospect ones that can connect with the phenomena of globalization and modernity, despite the end of national identities warned of European construction and the globalization of economic, cultural, political, social or purely instrumental character that tend to make human relations We must understand that the idea of citizenship remains very much linked to well-defined national identity ". (Doja, 2009: 166).* The phenomenon of national identity construction reflects the reality. The will to impose the model of national identity, as well as instruments of globalization, are necessarily dependent on local political and cultural economies in order to evoke the discourse on national sovereignty or fundamentalism, where the state plays a key delikapor.

- *Thirdly*, we say it is and continues to be difficult to speak today to the Albanian national identity. Political movements, taking into account the real or alleged difference of different cultures, as a result ethnicised, what does the model dominating conflict looks like a conflict to renewed acquaintance and recreation identities. That is why we think that the last storm of nationalist ideologies, pregnant and strained by various political movements, Albanians should seek and finally reach what they have in common, building a society with values that integrate the region , Europe and beyond, because, being still a society in transition, the Albanian society will continue for a long time to seek ways and means to position itself and its national identity because it says researcher Kim Mehmeti *"... we feel good where we are not:* ... and Albanians still do not know where they are ...

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Compound Pronouns in English and Albanian

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Abstact

This study concentrates on compound pronouns in English and Albanian. Compounding is considered as one of the most prolific word formation techniques in both languages. The study is made up of three basic parts: compounding is analysed theoretically; compound pronouns collected by the Dictionary of Contemporary Albanian Language and Oxford Student's Dictionary are analysed; conclusions are drawn as of their similarities and differences. Albanian language provides interesting results as it includes a specific category of pronouns under a different heading than compounding and that is agglutinated pronouns. Compound pronouns are analysed quantitatively and qualitatively in both languages. Quantitative analysis deals with their positioning in relation to all compound words per each dictionary. Qualitative analysis deals with the elements constituting the compound pronouns. The study also pinpoints the differences and similarities between compound pronouns when translated from English into Albanian and vice versa. The study is illustrated with abundant examples in both languages. Statistic results of the study show that Albanian compound (agglutinated) pronouns outnumber the English compound pronouns → 81: 18; also constituent structures of Alb. vs Eng. pronouns are →9:2. Translation of pronouns from one language into the other: one English pronoun – different Albanian pronouns and vice versa.

Keywords: compounding, pronouns, English, Albanian, dictionary

Introduction

Compounding is one of the most prolific word formation techniques in all the languages. It is defined as a word formation process which denotes a lexical unit made up of more than one word which functions as such not only grammatically, but also semantically. Compounding is present in all parts of speech. Not only has the newly formed word a new meaning, but also e new stress. A typical characteristic of English compounds is their spelling, as it appears in three different forms: hyphenated, solid or open. Albanian language on the other hand has another word formation technique in addition to compounding and that is agglutination. Agglutination in Albanian grammar is found in almost all parts of speech, but it is particularly prevalent in pronouns.

The study is based on identification of differences between compounding in both languages. Compound pronouns have been collected by the Dictionary of Contemporary Albanian Language (1980) and Oxford Student's Dictionary. Translation of pronouns from one language into the other: one English pronoun – different Albanian pronouns and vice versa. Quantitative analysis in both languages shows that Albanian compound (agglutinated) pronouns outnumber the English compound pronouns→ 81: 18. Graph as follows:
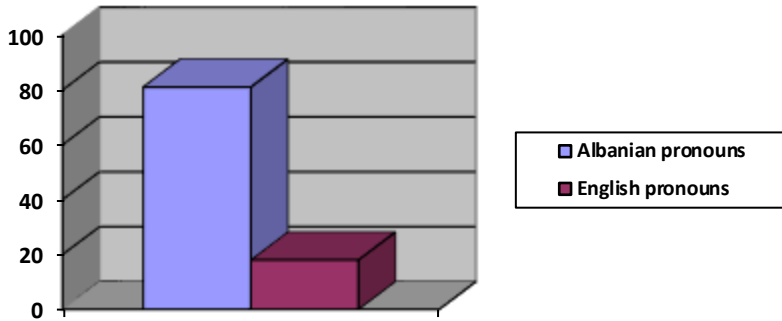
Qualitative analysis deals with the elements constituting the compound pronouns and the resulting ratio of constituent structures as of Alb. vs Eng. pronouns is →9:2. Graph as follows:
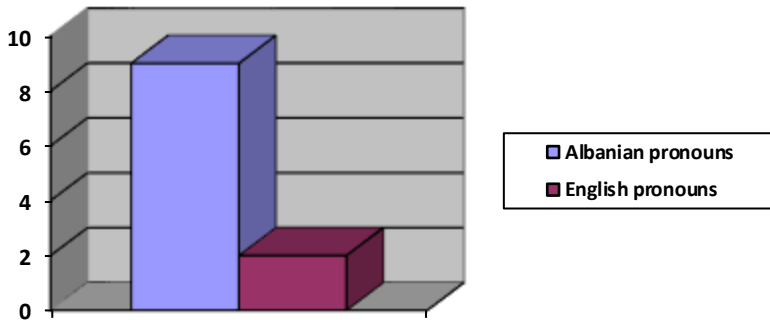
Agglutinated pronouns in Albanian comprise 15.5% of all agglutinated words in DCAL, while in English as of OSD, only 1%.

Compound pronouns in English

Compound pronouns in English are made up of a number of indefinite pronouns, respectively 11, as well as all reflexive pronouns, respectively 7. Compound pronouns in English in fact are inconsiderable. Graphically they appear as follows:
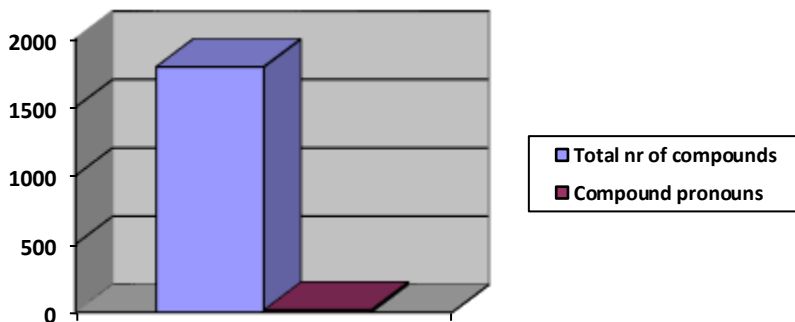
As far as spelling is concerned compound pronouns are written as solid compounds. 17 of them are made up of two words, whereas one of three words. They are as follows:

-    **whosoever** ⟶ **who** + **so** + **ever**

The structure of compound pronouns is as follows:

indefinite pronoun + pronoun / noun

somebody someone, anyone, everyone, everybody, everything, anything, nothing, whatever, whoever, whosoever

possessive adjective + reflexive pronoun "self"

myself, yourself, herself, himself, itself, ourselves, themselves,

The pronoun "themselves" is an exception as it is not formed by the possessive adjective of third person plural, "*their*", but by the personal pronoun "*they*" in the form of an object + reflexive pronoun "self" in plural.

Compound-agglutinated pronouns in Albanian

The majority of indefinite pronouns in Albanian are agglutinated ones, where pronouns formed by two elements predominate, respectively 50. 25 other pronouns are formed by agglutination of three elements and only 6 six of them by four pronouns. The DCAL (1980) has 81 pronouns formed by agglutination which make up respectively 15.5 % of all agglutinated words.

The graph as follows:
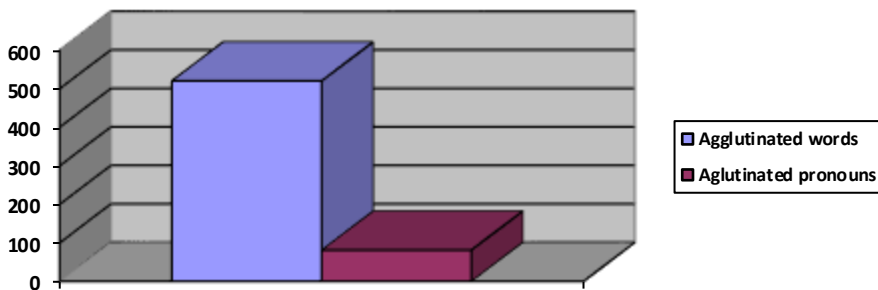
Agglutinated pronouns as of Dictionary of Contemporary Albanian language:

akëcili, akëkush, akësecili, akësekush, asfarëgjë, asgjë, asgjëkafshë, asgjësend, askurrfarë, askurrgjë, askurrkush, askush, asndonjë, asndonjëri, asnjeri, asnjë, asnjëfarë, asnjëfarëlloj, asnjëri, asodore, cilido, cilado, çdo, çdofarë, çdokush, çdolloj, çdonjëri, çfarë, çfarëdo, çfarëdolloj, çka, çkado, çoç, çdokush, diç, diçka, dikush, disa, dokushdo, farëgjëje, farësendi, gjëkafshë, gjësend(i), gjithçka, gjithçmos, gjithfarë, gjithfarëlloj, gjithfarësoj, gjithkush, gjithmbarë, gjithsecili, gjithsekush, hiçasgjë, hiçgjë, hiçgjëkafshë, hiçgjësend(i), hiçmosgjë, kësisoj, kësodore, kurrfarë, kurrgjë, kurrkush, kushdo,

moskush, mosnjeri, ndokush, ndonjë, ndonjëri, njëfarë, pakkush, rrallëkush, secili, secilido, seç, sedo, sekush, sikush, shumëkush, tjetërkush, vetvete, xhanxhin

Indefinite pronouns formed by agglutination have the following structures:

a.   indefinite pronoun + pronoun "who = *kush*":

gjithkush, gjithsekush, shumëkush, tjetërkush, çdokush, pakkush.

b.   indefinite pronoun + indefinite pronoun:

çdonjëri, gjithçmos, hiçasgjë,hiçgjë, gjithmbarë;

In the pronouns *hiçgjëkafshë, hiçgjësend* the element *hiç (*form Turkish*)* is united with the pronouns *gjëkafshë* and *gjësend*, fomred by (*gjë+kafshë, gjë+send.*

Another category of pronouns is made up of an indefinite pronoun and a fixed form, e.g. *kushdo, cilido, dikush, ndokush, sekush, askush, asnjë, asgjë, asnjeri* etc.

As of the fixed element, serving as a formative element indefinite pronouns are classified as follows:

1.   A fixed element at the beginning of the word and e second element which is declined. The fixed element might be:

a) pronominal: this group includes the pronouns *akë+kush, akë+cili*, and *akë+sekush, akë+secili*, where the element *akë* is attached to the pronouns *sekush, secili*.

b) verbal: this includes *di, ndo* (formed by agglutination of the verb *do* with the conditional conjuction *në*). E.g. *dikush< di+kush, disa< di+sa, ndoca< ndo+ca, ndokush<ndo+kush, ndonjëri< ndo+njëri, ndonjeri < ndo+ njeri.*

c) Negative particles *as* and *mos* with indefinite pronouns: *askush, asnjeri, asnjëri, asndonjë, asndonjeri, asndonjëri, askurrgjë, askurrkush, asnjëfarëlloj, mosgjë, moskush, mosnjeri.*

d) the conjunction *se*: *se + cili, se + cilido, se + kush.*

e) the adverbs *kurr(ë)* and *rrallë*: *kurr + kush, kurr + gjë, rrallë + kush.* These pronouns may be declined.

2. A fixed element at the beginning of the word and e second element which is not declined. E.g: *di + çka, di+ç, se + ç, kurr(ë) + farë*

efinite pronouns formed by agglutination of a pronominal words and a fixed element. The pronominal word is declined. These indefinite pronouns are declined and they are formed by the fixed element *do* deriving from the third person singular of the verb *dua + a pronoun*: *kushdo, cilido, secilido*

4. Indefinite pronouns formed by a fixed element, which comes after another pronominal element which is not declined: *çmos < ç + mos, gjithçmos < gjithë + çmos, çdo < ç + do, çfarëdo < çfarë + do, sedo < se + do.*

5. Another category of pronouns derive from repetition of the same noun or pronoun: *lloj-lloj, shoku-shokun (shoqja-shoqen), njëri-tjetrin (as well as the forms used in some dialects njëri-jatëri, jatër-jatri, jetër-jetri).*

Translation of compound pronouns

Translation of compound pronouns from Albanian into English or vice versa is often accompanied by discrepancies in parts of speech. A certain pronoun translated from one language into another does not necessarily render a pronoun, but another part of speech, e.g:

lloj-lloj → various (adjective)

Other examples:

compound pron in Eng. → agglutinated pron in **Alb.**

↓

someone / somebody	*akëcili(a), akëkush, akësekush, dikush, ndokush,*

compound pron in Eng. → simple pron in Alb.

	gjëkafshë, gjësend, hiçgjë, hiçasgjë hiçgjëkafshë, hiçgjësendi, hiçmosgjë, kurrgjë, mosgjë, njëri, njëra
someone	

↓

agglutinated pron in Alb. – pron phrase in Eng.

↓

asfarëgjë	*nothing at all*
askurrgjë	*nothing at all, none whatever, absolutely nothing*
asgjësend	*nothing, not a thing*
askurrfarë	*none at all, no kind of*

Conclusions

Albanian agglutinated pronouns obviously outnumber English compound pronouns. There are 4.5 times more pronouns and 3 times more constituent structures in Albanian than in English. Because of the similarities in function and structures with nouns or adjectives Albanian pronouns often have the same grammatical features with these parts of speech, whereas in English they are not declined. However reflexive pronouns in English do have the grammatical category of number: singular and plural.

As far as the constituent elements in each language are concerned the results appear as follows: in Albanian 62 % are made up of two elements, 31% three elements and 7 % four elements. In English, on the other hand 95% are made up of two elements and about 5% of three.

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ICT in Foreign Language Teaching and Learning: Benefits and Challenges

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Abstract

The use of ICT in the Foreign Language Teaching and Learning is very important for providing opportunities for teachers and students to learn and operate in an information age. Education, particularly foreign language teaching has to adapt and renew itself to be compatible with the globalized society. This study aims to analyze the use of ICT in foreign language teaching and learning, which are the benefits, the main advantages of ICT and the challenges of ICT in foreign language. The recognition and implementation of ICT in teaching constitutes an integration challenges for our society. One of priorities of the Education in Albania is the integration of ICT in education, so the use of ICT in language teaching and learning seems to have become a prerequisite to the modernization of the education system and learning methods. Using authentic material provided by the internet helps students to be better in communication and to be in contact with the culture of the country and people whose language they study.

Keywords: ICT, foreign, language, teaching, learning.

Introduction

ICT (Information and Communication Technology) has penetrated into every sector of life, and the teaching of foreign languages is included in this new renovation by taking benefits but also by being faced with new challenges ahead to the learning process from the introduction of ICT. In this context, we emphasize the teaching and learning of foreign languages currently is seeking a pedagogical update context of teaching, a new environment created by the use of ICT and revision of the roles of the main actors of this process, teachers and students. Graddol (1997, 16) states that ""technology lies at the heart of the globalization process; affecting work and culture…". Specifically in Albanian education reality, the enforcement and implementation of ICT in the teaching of foreign languages is a challenge integration of ICT, especially in semirural and underdeveloped rural areas. But on the other hand the international experience of developed countries show successful results, which relate to an effective use of ICT in classrooms where is being learnt a foreign language. Albanian teachers have training deficiencies and possess little technological competence, and therefore this study takes a special importance due to the specific data that will be analyzed in this case study. Today's society, defined as the knowledge society, has taken an irreversible way, that the human communication revolution which has its origin precisely to the massive use of the Internet and new technological devices. Teaching foreign languages continues to be part of the dynamic changes and new application of modern strategies in view of the renewal of education, knowledge and change in the culture of learning.

Literature review

The use of ICT in teaching and learning of foreign languages has brought a revolutionary by making knowledge more accessible to all students as those who live in the city and those who live in the village. Application of ICT in MGJH (TFL) provides benefits for students as ICT increases their conceptual and perceptive skills by facilitating learning. ICT brings dynamism and on the other hand puts the student in control allowing independent development progress (Mexhuani, 2014, 7). Use of ICT in the teaching of foreign languages in the classroom promotes cooperation and here we consider an important element of foreign language cultural element. A student can visit an important cultural link or he/she can communicate with a native speaker through chat, forums, e-mail, Skype messenger, etc, by practicing the important skills of speaking and writing without barriers. When a student reaches to connect spiritually with the information, he/she feels better, reinforces the existing knowledge, the memory and feels like it was in the situation with a real interlocutor. It can be

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

European Journal of
Language and Literature Studies

May-August 2015
Volume 1 Issue 2

said that the Internet itself and the use of ICT in teaching and learning a foreign language can really facilitate overcoming obstacles which a student may encounter while learning it.

The foreign language teacher is becoming more and more a kind of multimedia. He/she uses different technologies related to specific media as book (images, words / writing) images (iconic-flashcards), videocassette (video), DVD (images and sound, subtitles), Cassettes (voice), teaching files, games, simulations and interaction, and didactic games. ICT enabled the great opportunities for teaching and learning foreign languages and techniques experimenting with new engagement strategy by teachers and students for a more independent and interactive orientation towards learning. In teaching and learning of foreign languages educational software and the Internet are used more and more. Different typologies of software can facilitate the practice of linguistic skill through exercises, games and simulations. Multimedia software, except the fact that enables the delivery of foreign language in its authenticity opportunity also offers the best exercise of pronunciation and intonation.

Internet remains a very important source to find the audio-visual materials by facilitating a transversal use of language in different contexts. In foreign language teaching, ICT is of an added value because we have a fast access without time limit to different types of texts (text, audio, video), which can be used directly or indirectly through the learning process. We can manipulate digital data in whichever text (text, image, video) and so we can create new recourses; Another option could be "placed" virtually in another country, far away, in a small locality or leading major city; we create possible interaction with people on synchronously or asynchronously (chat, email, forum) way as well as immediate feedback type "soft".

New cultural context of teaching and the theoretical framework

New context of foreign language teaching of enabled by the implementation and application of ICT in order to promote co-operation and communication, requires the adaptation of teachers and students with new educational reality. Essentially foreign language teaching through the use of ICT aims at promoting linguistic skill of reading, writing, speaking and listening but also the improvement of intercultural competence. Recent studies have shown that the application of ICT and particularly the use of the Internet for educational purposes, has improved rapidly the acquisition of foreign languages, has facilitated the teaching and learning process namely through the implementation of a new dimension of tools, such as Internet world (Erben, Ban, Castaneda, 2009, 81). Steve Thorne supports the idea that although Internet technologies have the same function in different countries, there are changes in the "culture of use" of them. References in this case have to do with the way technology is perceived in different social contexts. In the case of foreign language, teaching international experiences offer a wide variety of electronic communication are sometimes put in difficulties concerning the intercultural communication mediated by the Internet. We should point out the fact that teachers and students should have technical and non-technical skills to use technological tools, culture use. It may happen that the students are more capable than the teacher in the use of internet and computers and in this case the teacher should consider the students a benefit to the learning process.

Referring to Mark Prensky (2001) "*Our students have changed radically. Today's students are no longer the people our educational system was designed to teach*" it can say that the teachers have to change their methods, and the best thing to do is to combine the traditional methods with the alternative ones.

Materials and methods

The research is being developed on the assumption of use, the implementation of ICT and finding the benefits and challenges faced by teachers and students during the teaching and learning of a foreign language. In this case study the instruments used are questionnaires, surveys during school hours and occasional interviews with teachers. It was made possible the realization of a questionnaire addressed to students about the use of ICT in teaching and learning of foreign languages. Also observations were conducted during school classes as well as interviews with teachers to collect data and then to interpret them. They consulted materials addressing the problem of application of ICT in foreign language teaching

Sample: Samples taken in this study were 60 students 30 (or 50%) girls and 30 boys (or 50%) age 12-15 years randomly selected from two elementary schools of Elbasan, and one in the rural area, Pajovë. Selection of adolescents was made because they are more exposed to technology and spend hours surfing the web. A questionnaire with 10 questions was

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

European Journal of
Language and Literature Studies

May-August 2015
Volume 1 Issue 2

completed by students and data on the use of ICT in teaching and learning of foreign languages in the analysis were obtained and expressed in percentages. There were made also observations in foreign languages classes. We asked permission from DAR (Regional Education Directorate) Elbasan and school principals to realize the questionnaire in the first hour of the day on Wednesday, May 21, 2015. Participants were informed that students will fill out a questionnaire regarding learning a foreign language, participation it was not mandatory. For some of them it was the first time they were filling a questionnaire and were curious. They were informed that their anonymity and confidentiality will be protected.

Findings and results

Students interviewed answered all the questions. The age of respondents was 12-15 years old. In this case study participated 30 boys (or 50%) and 30 girls (or 50%).

	Questions	Yes	No
1	Does the ICT offer a support in teaching process?	Yes	No
2	Do you have a computer at school? Home?	Yes	No
3	Have you used audio-visual tools in class TV, DVD, projector?	Yes	No
4	Do you have a positive perception of integrating ICT in learning at foreign language?	Yes	No
5	Do you use the social webs to communicate with native speakers?	Yes	No
6	Do you prefer using ICT at class, do you feel more interested, motivated?	Yes	No
7	Do you use ICT on teachers' advice to do research or home work?	Yes	No
8	Do you use the ICT to learn new linguistic expressions?	Yes	No
9	Do you use the internet often?	Yes	No
10	Do you face challenges like integrating the ICT in teaching and learning process?	Yes	No

The sample's characteristics

Tabela 1. Age of respondents

Age (years old)	Number	Percentage
12	15	25%
13	15	25%
14	15	25%
15	15	25%
	Total 60	100 %

Figure 1. Age of respondents
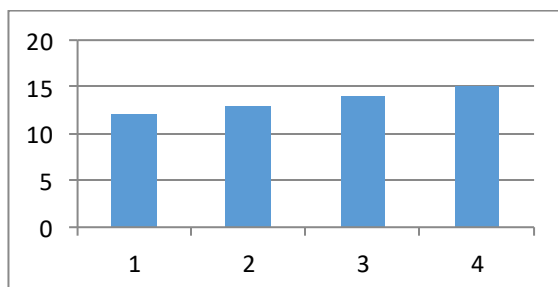
Questions and Answers

Chart 1

20%

80%

■ Yes
■ No
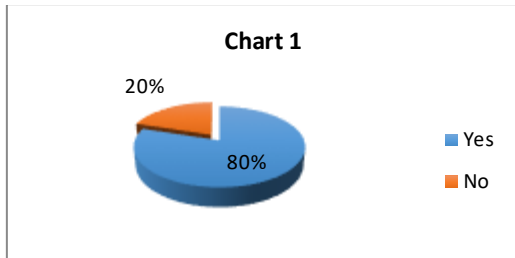
To the first question of the questionnaire if ICT offers a support in teaching process, 80% of them answered yes and only 20% of them, the ones living in the rural area, answered no.

Chart 2

25%

75%

■ Yes
■ No
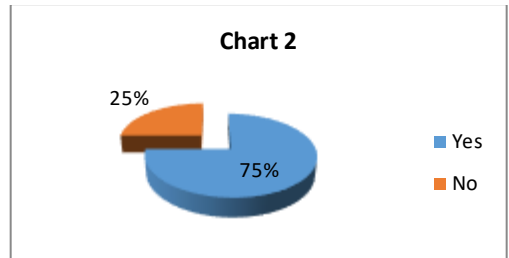
To the second question if they had computers at school and home, students respond 75% yes and 25% answered not.

Chart 3

33%

67%

■ Yes
■ No
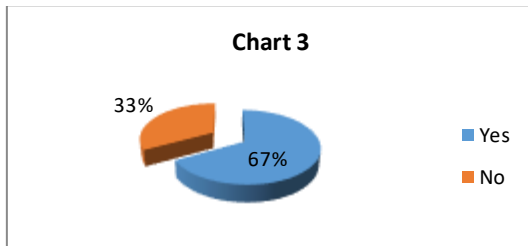
To the third question using audio-visual tools at learning a foreign language as TV, DVD, and projector, 67% of the city students answered yes and about 33% of students in the village answered no.

Chart 4

5%

95%

■ Yes
■ No
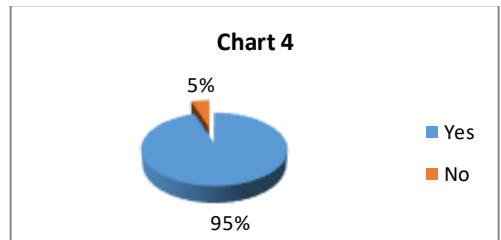
Is there a positive perception for the integration of ICT in the teaching of foreign languages?

95% answered positively, and 5% negatively.

Chart 5

9%

91%

■ Yes
■ No
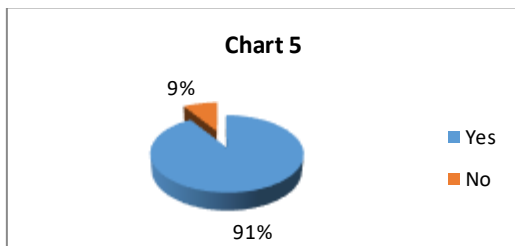
Do you use social networks to communicate with native speakers?

About 91% of students had a Facebook account, 9% Twitter account and were regular users of social networks.

Chart 6

100%

■ Yes
■ No
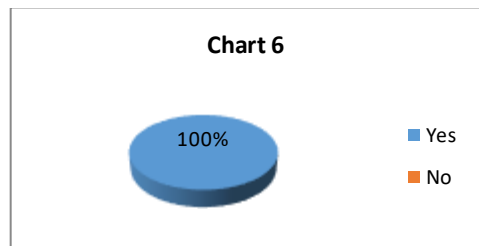
Do you prefer learning with ICT; do you feel more motivated and interested?

100% of them prefer to use ICT during the learning and were more motivated and interested in the foreign language class.

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

European Journal of
Language and Literature Studies

May-August 2015
Volume 1 Issue 2

Chart 7
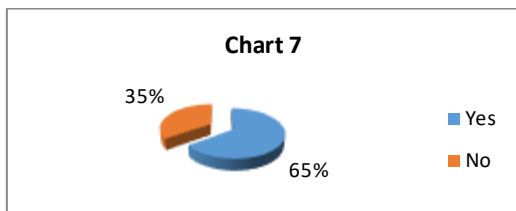
Do you use ICT according to the teachers' instructions to do research and homework on the internet?

Students answered about 65% positively and 35% negatively.

Chart 8
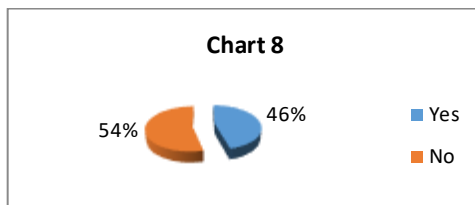
Do you use ICT to develop language expressions?

46% of them expressed yes 54% no.

Chart 9
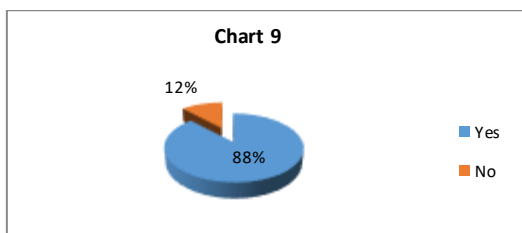
Ninth question: do you use the Internet frequently? 88% said yes and 12% not very often.

Chart 10
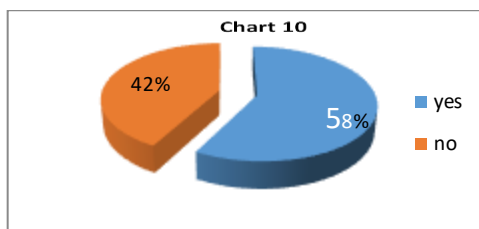
Tenth question: do you daily face challenges in integrating ICT in teaching / learning a foreign language 58% yes and 42% not.

Discussion

The results of the questionnaire filled in by the students of the two schools of Elbasan one in the city and the other in the village show preference for technology and particularly Internet use and computer. In foreign language classes, teaching technology motivates students and increases their interest in what they learn. Digital technology also has brought a real revolution, where the introduction of new technologies has proved a new approach to teaching foreign languages. Referring Salaberry (1996, 5-34) "new technologies promote a new approach in which the student takes an important role; he turns in an active participant in the construction of knowledge". Technology offers the advantages and benefits in the theoretical framework of the teaching and learning of foreign languages. Researchers Byron Reeves and Clifford Nass (1996, 5) have supported the idea that "*the interactivity of people with computers, television, the Internet and other media are the foundations of natural and social interactions of everyday life* ". The Internet is an important tool in the process of teaching and learning a foreign language and in the context of foreign language a very important embodied element is the culture. (Kern & Warschauer, 2000, 1-19) "At the core of socio-cultural approaches and socio-cognitive ones, the research done on the learning of a foreign language through the computer, lays the potential of ICT as a functional facilitator tool of the interaction and communication between people".

Conclusions

Throughout the Internet, students can communicate through different social networks, share or write messages on Facebook, Twitter, e-mails, read daily newspaper, and consult new words in online electronic dictionaries, read books, e-book, or writing and reading programs. Students can improve their language skills of reading, writing, listening and speaking. Benefits of using ICT in foreign language learning are numerous and there are many reasons to support their use in teaching and learning of a foreign language. Technology increases the dimensions of foreign language learning,

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

European Journal of
Language and Literature Studies

May-August 2015
Volume 1 Issue 2

involve students in interactive activities, the use of ICT helps teachers reach all students comprehensions in different ways. Students have to work in cooperation with one another and use their receptive and productive skills as a publishing newsletter, writing journals etc. Besides the benefits in using ICT in foreign language, teaching is full of challenging aspects. ICT being part of all the country's schools is a reform that stands as a crucial teaching helper and student support.

The ICT Challenges: The teacher may sometimes feel uncomfortable, when the Internet is slow, when he is not qualified and trained, when there is no institution or a network maintenance person when the lines are heavily loaded and there is no immediate access to the material. When computers are very old and do not offer many programs, lack of electricity or when a student has more technological competence than the teacher.

Recommendations

As the teacher and student too, should know the technology and use it for educational purposes, they should not abuse with the technology, without forgetting to combine the materials of the book with materials obtained from the Internet, or listen to the files from the CD room but also listen to file from the Internet, to exchange messages with native speaker, write essays and real-time communication. I will suggest for Albanian students teleconferencing and chat-line services, to improve reading habits by simply reading authentic materials on the web. Foreign language teachers should encourage students to use personal devices laptop, Ipod, MP3, and Smartphone as support in learning foreign language learning. Foreign language teachers need to renew teaching methods and to watch the students as active participants in the teaching process. According to prof. Kraja (2008, 312) "Teachers should be open to the inclusion of their students at all levels of the educational process, the student must be evolved actively in the learning process."

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Politics's genealogy: a theoretical approach

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Abstract

This article will analyse the alienation that politics has suffered since its creation. The analytical model, based on not only in the ideal type of the Greek Polis but also in the appearance of rhetoric within this public sphere, in the creation of small economical medieval groups (The Gilds in Italy) and in the creation of military and political groups (The Gulfs and Ghibellines in France) and later on in the creation of the political groups (The Whigs and the Tories in England) will reflect the limits of Politics (of Polis) as a public sphere, in which citizens should actively participate in discussing and solving common problems, through the rhetorical participation of public speakers in the Polis and the expansion of the private sphere in creating this small enterprise, political-military and political groups. It emphasises the necessity to understand and assess the city as a space where all citizens have the chance to participate in the decision making and in solving their problems.

Keywords: Public sphere (Polis), Rhetoric, Self- enlargement of economical groups, limitations of public sphere.

Introduction

The relationship and performance of citizen life in Polis meant active engagement and dedication of all citizens for the progress of the city life, emphasising the creation of a public space in which citizens should participate and live in liberty, because their participation guaranteed the chance to avoid any type of violence that any citizen that took care only for his property could suffer. The house plot represented the private space and there the citizen was easily an object of physical violence and working for the mere fact of fulfilling the principal biological needs and care to his family. But with the appearance of rhetoric in the Polis and with the enlargement of the economic and trade activity, military - political and political activity of one of several groups in the Middle Ages (such as the Gilds, *confreries* and *compagnos* in Italy: the Gulfs and Ghibellines in France or the Whigs and the Tories in England) politics changed its structure and functions, creating a path for an enlargement of the private sphere. Based on the ideal type of the Greek Polis and in the creation of these small pre-capitalist groups, this article will create an analytical model that will delineate in one side the birth and development of Polis (the public sphere) and the limitation of public space through the exercise of rhetoric and the enlargement of these private economic, military and political activities on the other side. This means that with the inclusion of rhetoric in the Polis space and with the beginning a mediaeval times, is noticed the influence of personal decisions within the public sphere (as is the case of rhetoricians in Polis) and the exercise, occasionally, of personal economic and trade activities out the private space or out of the city that led to a limitation and segmentation of the public sphere and the competition of private individuals to grow and enlarge their economic activities that later on were configured in military armies or in political parties with the aim of preserving and adding more their properties. Based on this argument, for the sake of citizens well-being and their economic, academic, professional and cultural activities, it is more convenient that the space of the city to be understood and assessed as a common space where people try to solve their problems together.

The birth and development of politics (The Polis)

Before the appearance of Polis, the organization of human life in the Ancient Greece was natural, divided in units such as phratria and phyle (kinship) that were based on physical work that was "the activity that best corresponds to the biological process of the human body, the growth of which, metabolism and disbanding are connected by the needs produced by the physical works that feeds the vital process" (Arendt, 2006, pp. 30). However, this structure dictated by the principal condition

of physical work, led to the continuous increase of needs and desires in function of improving life standards through the acknowledgement of working as a second conditions formulated as below:

Working is the activity that corresponds to the unnatural human existence that is not fixed in the vital and eternally repetitive circle of the species, whose mortality is not compensable. Working provides an "artificial world" of objects distinguished clearly by the whole natural environment. Within its borders, each individual life is limited, while this world is destined to last more and to pass in all individual lives(Arendt, 2006 a, pp. 30).

Due to their nature, these two conditions, led to the translation of this natural organization in a new form that had to do with the natural organization of humans towards material property. Obliged to be developed with the house boundaries, the physical work would carry in the same time the exercise of imposed limitations on family individuals by the needs of the biological life and working would be captured by the individual desire to fall victim of extra physical tiredness of his own hands within his house, - where, - "the husband was obliged for individual attention (providing food for the family), while the wife had to take care for the survival of the species (birth and growth of the baby)" (Arendt, 2006 b, pp. 56). All these would be judged by the Greek philosophers (of that period) as a pre- political phenomenon because the ownership from these needs would justify the use of means of violence with the aim of owning them. That is why "the Greeks did not choose to employ their agile wits in devising aids to physical comfort" (Robinson, 1933, pp. 71). This did not only enforce the fact that "the foundation of Polis was preceded by the destruction of all organized units based on kinship such as phratria and phyle" (Arendt, 2006, c,pp. 49-50) and revealed the third human condition of "Bios Politicos that mean acting (praxis) and speaking (lexis) by which took life the sphere of human works (ta ton anthropon pragmata as Plato used to call it) and from which is excluded everything that was necessary or useful" (Arendt, 2006 d, pp. 50). But in order to be a consequence of the third human condition was necessary to own the first two conditions and not being owned by them, because having a house plot or owning necessary objects for living in the house would be a condition for the freedom of Polis that means:

Acting, as the unique activity that happens directly among people, without the intermediation of objects or material things, corresponds to the human state of multiplicity, to the fact that people, not the Man, live in earth and are inhabitants of this planet. Despite the fact that the whole aspects of human state, in a way or another, are related to politics, this multiplicity is a special condition, not only condition sine quan non, but condition per quam, for the whole political life (Arendt, 2006 e, pp. 30-31).

Even though the physical work and working could have a location, they were considered as no free activities, because only the exit out of the private sphere of the house and leading towards the human multiplicity (the public sphere), "reveals exactly for the world how much it is common for all and notable by the place we privately occupy on it" (Arendt, 2006 f, pp. 81). This organization was that natural that the activity of public life for a middle class citizen of Athens had to be as diverse as possible for each of them "was a practical politician, an administrator of the law, very possibly a speaker, and quite certainly a soldier or a sailor" (Robinson, 1933 a, pp. 150). Being out of the house and the engagement there where everybody was noticeable and listened from the others, made people to expose themselves to another way of living where speaking and only speaking held meaning till that point that "thinking came after speaking, while speaking and acting were equal in the same range and level and that finding the right words in the right moment, apart the information of the communication they can emit, is acting" (Arendt, 2006 g, pp. 51). According to Pericles, as Thucydides (as cited in Robinson, 1933 b, pp.152) record of him, "our citizens attend both to private and public duties, allowing no absorption in their own affairs to interfere with their knowledge of the cities. The man who holds aloof from public life, we regard as useless". This configuration of multicity would not stay as such if it would not be characterized by the double nature of equality and extinction among people, because "everywhere there was an atmosphere of genial sociability, very different from the life of our great towns and suburbs where the neighbours often scarcely know one another to speak to" (Robinson, 1933 c, pp. 71). "We have no sour looks for those around us", would say Pericles (as cited in Robinson, 1933 d, pp.71) in a speech he held in honour of the Athens' character. This means that if people were not equal they would not understand each- other and if they were not different they would not need to speak or act. So, Polis was the place of public sphere: where people did not reign and were not reined by others; where the meaning of words was dictated by the common majority: where the destruction of every deprived life by the need, usefulness and individual attention- that was similar to the animal life without nay glory or success due to the isolation within the house walls- would compound "the perpetuity" of human life in the public sphere with the aim of gaining every common good for the time the world will exist. Despite that the mechanical flaw of writing the term Polis differentiates from Politics, the last one stands identically to the meaning of Polis and will serve as a referent for the analysis of following arguments.

Restricting Politics through the appearance of rhetoric and the enlargement of personal activities (economic, military, political)

The facilitations offered by politics through the chance of direct participation in public affairs and the shown interest, were acquired by the so –called rhetoricians that defined the public as follows: "it includes everything that appears in the public that can be seen and heard by everybody and get the highest publicity possible" (Arendt, 2006 h, pp. 78-79). As a result, even in the Polis, acting and speaking were divided and became more independent. The inclusion of publicity within the Polis changed its inner nature, directing meaning in favour of sophists and rhetoricians till the point that:

The effect of sophists teaching had certainly its bad side. It gave men a taste for superficial knowledge and encouraged an appeal to bare self-interest. Politician who came under its influence argued freely that might was right; and the methods of shameless aggrandizement were justified on the plea of national necessity (Robinson, 1933 e, pp. 146).

The stress shifted from action to the word, as a mean of manipulation more than a specific human way to converse, discuss, rank and resolve problems that could rise in the city space. The focus of rhetoricians' discourse on words and the vocal emphasis on specific terms, created a clash in the discourse content, - that in reality aimed to use words in line with what they expressed and in function of achieving a common goal-, leaving place to its possession by themselves. At this stage, it was important to keep alive their rhetoric and legitimizing a special status of public admirer. For them, the glory and success of the public show shouldn't be displayed in the common majority of people, but should be defined only in some special individual to create ground for their prestige that would manifest not only the fulfilled need of this status but also the need to consume it in a public space as the slave consumed his food to be able to work. Despite the frequency of these shows even during the Roman Empire, where the emperor had the privilege to be the head of state but this does not mean that the public sphere was deleted, because as Abbot (1909) arguments, Respublicca gave to each citizen the right to enjoy the status of citizenship, to participate and decide in issues that dealt with the collective interests in three spaces that were: Contio (gathered for public discussions), Comitia (gathered for the popular assembly) and the one gathered during the gladiators fights. ""That is why the language of romans, maybe the most politicized people that we have known till today, used as synonyms the words "live" and "I am among people" (*inter homines esse*) or the words "die" and " cease to be among people"" (*inter homines esse esinere*) (Arendt, 2006 i, pp. 31). However, politics starts to feel its destruction during the Middle and Modern Age: even though the moral of the Christian political philosophy, legitimated under the postulate "as long as the world will exist"- meaning that what people had to divide among them was to be in a common world within a given time, - saved its conceptual terrestrial clarity of attention for the common good. Meanwhile, the enlargement of economic activity within the house clenched the public sphere in the private one. The construction of feud systems on public spaces and the dedication of all economic activity in favour of material earnings of the feudal, transformed the natural organization of human life in favour of an economic liberty, that as Taylor (1913) puts it, was seen as an important right of individual activity and permitted to them to own a private property and to initiate financial enterprises according to their choices. "A main feature for this enlargement of private sphere and somehow for the difference between the head of the house in antiquity and the feudal, is that the feudal could decide for justice with his reign boundaries while the head of the house in antiquity, even though he could exercise his power, did not take into consideration any law or justice coming out of the political sphere" (Arendt, 2006 j, pp. 61). These attributions within the house and leading all activities within its boundaries, enforced the feudal that through the rational nature, to specify the role of work or "the profession" for each farmer that worked in his property, with the aim of increasing the material resources and the creation of a dominant – submissive relationship, because the power of a man is the mean that he owns, his present to gain some materials goods in the future (Abbott, 1909 a). "Leading all human activities in the private sphere and modelling all human relationships according to the domestic example took place in the typical medieval professional organization in the cities, *as the Gilds, the konfreries and compagnons"* (Arendt, 2006 k, pp. 61). Their continuous enlargement would shape that type of human organization that today is called society, but laid its strands in Middle Ages and that meant "an alliance among people for a special purpose" (Arendt, 2006 l, pp. 49), given that it could not have good laws (economic-political connections) where did not exist a good organization and discipline (Russell, 1962). Even though they resulted successful in weakening and later on the destruction absolute monarchies, giving chance to the foundation of modern states compound by modern societies, the effects of capacity enlargement of this mini societies achieved to fade out the division line between the public and private sphere, "because the structure of citizens and the political unities are known in accordance with the image of a family, the daily works of which should be under the custody of a gigantic administration, all national, same as the house government" (Arendt, 2006 m, pp. 54), while "the easiest way to govern a city that was free before the invasion is to leave its governance to his citizens" (Machiavelli, 2003, pp. 30). This fact for the Greeks could be understood as a falsification to

lose the presence of public sphere, because "the natural socialization, pure social of the human species was considered as a imposed limitation on us by the needs of biological life that are similar as for human animals as for other forms of animal life" (Arendt, 2006 n, pp. 49). The lays of the modern state through the strategic ideologies sustained and calculated efficiently in the division of work and the productive efficiency of small professional mediaeval companies has to do the fact that ""scientific thought related with this development is no longer the political science, but the "national economy" or "social economy" or Volkseirtschaft that show a kind "of inclusive domestic economy"" (Arendt, 2006 p, pp. 54).This means that for the ancient Greek, people who believed that a good life lied on material patrimony, would agree with the idea that the state would be happy if it was materially rich, while who accepted that the virtue was the source of individual happiness would require a virtuous state to have a bigger happiness (Taylor, 1913 a). In a way, all this is related to the fact that ""these unities of economically organized families are similar with the super human family called "society", while the political form of its organization is called "nation". That is why is difficult for us to understand that the term "political economy" in antiquity would be a contradictory word: everything economical, related with the individual life and its survival, as a rule, was a non-political domestic matter"" (Arendt, 2006 r, pp. 54-55). The richness of the rational thought in the private sphere – feed by ideas to divide the political sphere and its translation in private space that would function as units for the regulation of "the collective interest"- legitimized the use of means of violence because as it is known from the Greek thought, power and violence are legitimized in this space as the only mean to own the need. Moreover, for not losing the control of means of violence, "the society" delegated them to the nation- state, making the modern state a ruling structure based on institutions and that tried successfully to monopolize the legitimate use of physical violence (Weber, 2007). This doesn't mean that the state owned an infinite economic power and that the exercise of violence, even on individual of the state or out of the state, required economic capacities, similar as the absolute monarchies where the kings asked for money to their feudal to handle the expenses of wars, offering to them a place in the court or the chance not to pay taxes (Taylor, 1913 b). Liberated by the economic advantages, these societies had not reason not to surrender to the relation of interest that the state could offer, because this mean a higher security of their economic activity. The expansion of the activity and its transformation from pre-capitalist societies in capitalist societies surpassed not only the administrative performance but also the economic performance of the state that according to Russell (1962 a), the principal concept of society was power that appeared in the form of patrimony, armament, influence etc… This made possible for them to perceive themselves as direct rivals of the state that motivated a number of people to engage directly in political life and to have their say in the political power (Weber, 2007 a). The division of the modern society in groups, where the privilege to participate in the so called political life pertained to a minority of people that later on where organized in political parties in defence of their interest as is the case of the Gulfs and the Ghibellines that were known as pure personal groups or as in England the Whigs and the Tories that were known as representative parties of the aristocracy (Weber, 2007 b). Clearly the unique and final aim of these political parties in the modern era that served as an axiom for the development offuture political parties with an ideological, social – cultural and physiological nature etc., had to do with the attempt to share a part of power or to influence in its distribution among states or among small groups within the state (Weber, 2007 c).

Conclusion

We cannot deny the fact that the political actor managed to destroy the space where was exercised participation and common decision taking of citizens that were part of the Polis, in the moment that happened the transition from the interactive politics towards an active politics and its individual expression as a correction of personal life out of the citizen community. The development and continuous revival of Politics as rhetoric, based only on words, even towards participants that took part in the Agora, started to change not only the natural identification and solving daily problems in the city life, but they achieved to create new conditions of doing politics and its functionality. Finding these new accepted conditions by all members, for example bring a new expression as would be the invention of formula that surpassed the needs of citizens and leaving aside their daily problems – eliminated the critics and resolution of common problems, but changed the true content nature of Politics in the city, giving these attributions to the innovative to the political rhetoricians. Even these citizenship elements that made possible to distinguish the truth and critic against rhetorical politics, are set back before the nomination, affirmation and its repetition, for the mere fact that finding those formulating conditions are considered as expressive utterances established as such. This means that the entrance on public sphere of these utterances and the support of the discourse on the self of the rhetorician would leave place to its emphasis as a testimony of equality, equity, systemic motivation of thought and affirmative utterances according to the rules or corrections decided before in accordance with all parties, numbing the critical approach of the citizens. Such a political show, similar in form, but not in content with

the ancient Greek dramas that were used to criticise and reflect the mistakes of political actors in the common space of the Polis, led path later on to the disconnection from participatory decision making and the direct fulfillment of the citizens requests, towards an active logical in favour of division of the private sphere (the family). This means that, in difference with the Polis where was found the public sphere and where the glory of each of the citizens lied on the fact of being equal among equals thanks to the fact the problems were resolved within this space, Politics in Middle Ages and later on followed the principle personal material properties. Said this, the principal and ultimate value of individual meaning on life and himself had to do only with the increase of financial and material capital. Even the modern states were created as a mean or justification to preserve and increase the capitals created by the small pre- capitalist societies, as the Gulfs and the Ghibellines in France or the Whigs and the Tories in England. No matter of the era in which we live, where activities and relationships among people and different socio-cultural contexts are characterized by material physical, physiological and metaphysical interests etc.., it is important to say that the Polis should be conceptualized as the common space where citizens participate in identifying and solving their common problems because the more one knows, accepts and understand the city as a public space the higher will be the awareness and attention on interactive relationships and common economic, cultural, political, artistic enterprise etc.., among people in this common space.

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Short bio

Orges Zani is a doctoral student at the European University of Tirana, Albania. His thesis is focused on the activity of political parties and the similarities they share with social movements. He has finished his BA studies in Political Sciences and has Msc. Degree in Political theories. He is the translators of a number of books in the field of Political Philosophy; one of them is them is book written by Jonathan Wolf, An introduction to Political Philosophy. He is a teaching assistant and teaches the subjects of Political Philosophy and Discourse Analysis.

Difficulties that Student Encounter When Learning the Culture of Target Language (English)

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Abstract

Nowadays students are expected to be prepared for the 21st century. It has been widely accepted that culture is a very important element in learning a foreign language. It is impossible to learn a new language without tackling its culture. Learning a foreing laguage should not be focused only on grammatical issues, or on the vocabulary of target language but it should combined with the culture as well. Students should be taught to have a succesful communication with individuals from different culture. They should understand that they belong to different cultural background, accept and respect others culture. This article analyses the difficulties they encounter in learning the culture of target language. Here is provided detailed analyses of what should be taught.

Keywords: culture, students, curricula

1. Introduction

When learning a foreign language we start unconsciously to pick up its culture. In order to have an efficiant communication it is important to learn the culture of the target language as well. Knowing to speak a language at its highest level does not mean that one has the proper social and cultural competences for an efficient communication.

All of us, without exception, have travelled abroad and might have gone through differrent cultural problems that have led to conflicts, prejudices and misunderstandings. Each individual belongs to a definite cultural group and at the moment they face individuals of different cultures can encounter difficulties to adapt and communicate. Cultural differences can cause cultural confusion and misunderstanding. Learning a foreign language implies talking and understanding it and without a proper use of the target language in the respective cultural context we cannot achieve a good communication.

By learning to respect, accept and appreciate the individuals belonging to different cultures we can also learn how to be good citizens in a pluralist society. Culture is taught by the family, friends and community where we live and affect the way we act and think. Currently, English is the top used language in the world. People all over the world learn English for definite aims.

Following different studies it results that students encounter many difficulties in adapting and learning the culture of target language. This due to academic curricula which do not provide teaching of intercultural competence. Students do not have the right capacities and knowledge on how to learn the target language culture.

2. Data decription

To give answer to these questions were distributed a questionary to the students at Bedër University. The questionary was adopted by **Lies Secu** (*An international investigation)* but with a few changes in order to be adoptable to the students**.**An estimated amount of 80 students in Bachelor Degree answered a series of questions with regard to intercultural competence. Answers are taken from different students of first, second and third year of Bachelor Degree. Within the questionnaire were included questions with alternatives and open questions. This is a qualitative study to learn more on the opinion, attitudes, problems etc. that students encounter during the teaching of English culture.

3. Problemes encounterd by the students.

In Albania, students have many difficulties in learning the culture of English-speaking countries and cultural differences that exist can cause problems during the teaching classes of foreign language. Use of words in English is defined by the linguistic and cultural context. When learning a word we should also learn about the cultural background of that word to have a correct meaning. During the questionnaire it came out that information of students on English-speaking countries comes mainly from the internet, movies, music etc. meaning that information received at school is very little.

Some of the problems they encounter are:

- Students have a tendency to use grammatical knowledge of mother language and apply them to the target language.

- Students have a tendency to transfer their cultural knowledge in order to understand the context of target language.

- They have very limited opportunities to communicate and interact with individuals from English-speaking countries.

- They are not given the opportunity to learn the jargon.

- School materials are very few.

- In school curricula learning of culture is a third-hand element.

- Serious lack of approaches on how to solve cultural conflicts or to adapt to individuals of different cultures.

- Serious lack of practical skills.

- **Cultural differences affect:**

- in the communication between individuals starting from greetings, giving or taking of presents, meals etc.

- way of perception of the message.

- in what students expect hear.

- **Why is it neccesary to be taught:**

- better understanding a language.

- learning a new culture makes you reflect on your culture.

- learning a new culture gives you an opportunity to make a comparison between your culture and target language culture.

- affecting the increase of interest and motivation to learn English.

By noticing the difference among Albanian and English, we should understand that when learning a foreign language we should not simply learn vocabulary or grammar, but also the way of thinking and of structuring the senteces that is dependent on English language features. Students need to learn how to communicate and how to discover their own world. For this reason, each academic topic should be organised in a way to develop interpretative and analitic abilites. Of course, grammar and vocabulary have a special importance but should not stop simply at this.

Nowadays, the teacher is not the only person responsible to encourage the teaching of culture but it is required a collaboration between students and teachers. A good way is to conduct dialogues and debates on the topics provided in school texts or they can be found in other extra materials. Dialogues and debates help in gaining insight on students' perspective, experience exchange.

4. Analysing some of the data from the questionnare regarding the difficulties in learning the culture.

In this questionniary are predicted some questions regarding the difficiulties and the students' opinon regarding the culture of English languge.

The first sections of the questionnnare are general date and a very important question: **How is distributed the teaching hour for 'teaching of language' and 'teahcing of culture' in the subject of English language during this academic year?** This question is important to understand the amount of time dedicated to culture within an hour of lesson.From the answers of the students it is quiet clear that most of the time is dedicated to teaching of language because most of the students have chosen the options 80% language teaching- 20% culture teaching or 60% language teaching - 40% culture teaching. From the students answers we can understand that culture is mentioned very little during a class and the main objective remains teaching of language. According to the answers of the students they have interest to know more about target culture but unfortunately it is not dedicated much time by the lecturers.

90% of the students do not travel to the English-speaking countries. This may come because there are no exchange programs for the students in the English-speaking countries, but also because of the economic conditions of the families. These two factors may not allow contacts with individuals of target culture. None of the students have ever done a language course in English-speaking countires. Going on language courses in the English-speaking countires helps a lot to understand the target culture by being in direct contact with it. Both exchange programms and language courses in the country of target langue, will help to create a positive image and attitude towards other cultures.

Regarding the contacts with media (through newspaper, television, radio) we can say that a very low number of 15.5% watch TV from the English-speaking countries. In fact, watching TV or reading the newspaper helps to make comparsion with their culture, and in most of the time it effects to be open-minded and to accept other cultures.

In order to understand how much knowledge they have reagarding the the English culture, they were given several question to choose on of the atleratives that they consider more appropriate (1. A lot 2. Sufficient 3. A little 4. Not at all). The topics offered are:

1.	History, geography, political system
2.	Different ethnic and social groups
3.	Common life and routine, living conditions, food, beverages etc
4.	Youth culture
5.	Education, professional life
6.	Traditions, folklore, touristic attractions
7.	Literature
8.	Other cultural aspects (music, drama, art)
9.	Values and religious believes
10.	International relation (politics, economic and cultural), of the students with students from other countries

The results show that students are not equipped with the necessary knowledge reagarding the culture. The topics which they have very little information are: *Values and Religious believes and Different ethnic and social groups.* The topic which they have sufficient information: *Common life and routine, living conditions, food, beverages etc.* The reason why they may have more knowledge in this topic is because they are dealt in their English books.

Regarding the question how often are in contact with foreign culture/people/country realted to English languge they were given 5 questions to choose one of the alternatives(often, rarely, not at all) they consider as more appropriate for them.

1. Contacts with media (through newspapers, television, radio)
2. Visit at the cultural institutions that represent the foreign state in my country
3. Contacts with people with origin from the foreign country but who live in my country
4. Contacts with English professors at your education institution.
5 Contacts with lecturers or foreign students who visit my school

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

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The data clearly show that they have not at all conctacs with cultural institution that represent the foreign state in the country. Regarding the contacts with English lecturers, the university offers the opportunity to have contacts with foreign lecutres because of the exchange programms for the lectures, but these are limited.

In an open question they were asked to specify other contacts they already have. Some of them have mentioned:

"Our university organizes every year the International Day, where we students present different cultures, and one of them is the English culture'

"Contacts with non Albanian friends from the social website'

"I have contacts only with my English lecutres at my university"

"Very rarely I encounter tourist in the street and I creat somehow contacts with them"

"Through the conferences that our schools organized I have the opportunity to meet people form other countires"

"My cousins are married in UK and I have contacts with their friends"

"My best friend lives in UK and I have opportunity to meet other English people"

"I work in a Travel agency and we have English assistants"

These were some of the answers the students while the rest of the students don't have contacts at all. Having contacts with other individuals gives the students the opportunity to do research on their own regarding their culture in order to have a successful communication.

Conclusions

As a result of globalization, the mobility of people from one country to the other for different reasons such as work, school etc. people encounter individual of other culture. In order to have an efficient communication is not enough just to speak the target language but also to be able to understand target culture. What do the data suggest? It is very necessary to make changes in the curriucla, where it is dedicate more time to the culture than 20% or 40% as it resulted from the data. There is a need for integarating culture and language at the same time in the curricula.

Secondy, these data show that students have lack of knowledge regarding the culture of English-speaking countires; it is now time to bring innovation in the methodology of teaching, and language and culture to be interrelated within the teaching hours. Professors need to work hard on the topics that the students have lack of knowledge. The professors are the one that should encourage comparison between culture, to analyse them independently and to bring different ideas in the classroom.

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The Techniques Used for Reading Comprehension Instruction, Case Study Albania.

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Abstract

Reading Comprehension is a crucial component of second language acquisition. As a core part of language learning it is, obviously, not an effortless process. Students often complain of not understanding a text, therefore they fail in answering to the comprehensive questions. Unfortunately, this is a reality evidenced and proven from unsatisfactory results of students in English Language Matura Exam in Albanian high schools, as these students have been the objective of this study. In this context, one certainly may ask for kinds of techniques used to teach Reading Comprehension. Thus the research questions used in this study are:

1. *Are there used the right techniques to teach Reading Comprehension in Albanian high schools?*
2. *Which are the theories and best techniques of Reading Comprehension recommended for every teacher to use in his classroom?*

Concerning the first questions we can give an answer with the help of the questionnaires. Actually there a lot of theories and studies related to this topic which will be used as an important source. It is necessary to mention some of them like: Manyak and Bayer, Mckeown others from National Reading Pannel, because their studies will serve as a very important mean to answer the second question. The last but not the least focus is the questionnaires as their results are good detectors of techniques and way used in Reading Comprehension classes, in Albania. This would direct us to a proper strategy for problem solving and improving the situation. In this way the methodology used is in the form of questionnaires which were submitted to students from three different high schools in Albania and filled by around 200 students.

Keywords: Reading, comprehension, techniques, ways, improve,

1. Introduction

English Language is one of the most important things to learn nowadays in Albania. This is due to the new policies and regulations of the Ministry of Education and Sports which has imposed new rules even to the students of the high school, who in order to get graduated have to successfully pass the English Language Test.

Actually there is not a satisfactory level of students' outcome as they have shown a lot of Reading Comprehension problems concerning second language acquisition, respectively English Language. But the essential focus of this study is not the difficulties but the techniques as the main reasons of failure and success in Reading Comprehension.

One may ask why teaching reading-comprehension techniques are important?

According to Malena & Atwood Coker(1987) it is common for students to have difficulties with reading comprehension, and the need to provide students with concrete strategies for approaching reading tasks is well-documented. Other important scholars like Dowhower, 1999; Duffy et al, 1987; Long & Long, 1987 suggest that students skilled in reading comprehension are able to interact with course material actively through paraphrasing, summarizing, and relating the material to personal experience, while students less-skilled in reading comprehension can only underline or reread passively without the use of specific strategies.

Another important argument given by important scholars is that students who fail to employ reading strategies tend to experience difficulty inferring conceptual meaning, relating to what they have read, self-monitoring their learning and understanding, and evaluating texts for clarity and consistency (Duffy et al, 1987; Long & Long, 1987; Underwood, 1997). These difficulties can also lead to decreased engagement in the current reading task, as well as a lack of motivation when approaching new reading tasks (Dowhower, 1999).

In this context it is necessary to make a proper study about this process, the techniques used during reading comprehension. First of all we need to have an understanding of the theories behind reading comprehension, as well as a

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

European Journal of
Language and Literature Studies

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working knowledge of some important strategies that can be used in the classroom to increase reading comprehension. Thus in this paper, initially we are going to focus on three important theories on reading comprehension: the Schema Theory; Mental Models, and the Propositional Theory, and four categories of strategies to improve reading comprehension based on these theories: Preparational, Organizational, Elaboration, and Monitoring.

Thus, in order to be clearer the research questions used in this study are:

1. Are there used the right techniques to teach Reading Comprehension in Albanian high schools?
2. Which are the theories and best techniques of Reading Comprehension recommended for every teacher to use in his classroom?

This study explores comprehension strategies and techniques used in Albanian high schools and the benefits of using the proper strategies. It is also examined the descriptions of each type of comprehension strategy and instructional implications for teaching comprehension.

2. Review of literature and theories of Reading Comprehension

When it comes to theories related to reading comprehension strategies, of course, there is an important name, Gunning, which identifies three main theories; Schema Theory, Mental Models, and Proposition Theory.

The first theory is Schema Theory. In his study in1996, Gunning defines a schema as the organized knowledge that one already has about people, places, things, and events.

The second theory is Mental Model Theory. According to Gunning this model can be thought of as a mind movie created in one's head, based on the reading content. The reader focuses in on the main character and creates a mental model of the circumstances in which the character finds him or herself. Furthermore Perkins (1991), another important scholar supports and gives arguments on this idea. He states that the information gives the teacher insight on the student's knowledge gaps and misconceptions, therefore allowing them to help students reconstruct a more accurate picture.

The third theory is Proposition Theory. This theory involves the reader constructing a main idea or macrostructure as they process the text. These main ideas are organized in a hierarchical fashion with the most important things given the highest priority to be memorized (Gunning, 1996).

Other important theories and studies on strategies used to comprehend a text.

Let us still continue with Gunning. Furthermore he identifies four main types of comprehension strategies, Preparational, Organizational, Elaboration and Monitoring.

Preparational strategies are those strategies that activate prior knowledge about a particular topic. This method is used to get students thinking about the topic they are about to work on. It is much easier to retain knowledge about a subject when the student is familiar with the subject area.

Predicting the text is considered ad the most important type of Preparational strategy which is about previewing parts of the text to be read. Gunning states `as the students are thinking about what will happen based on their knowledge of the subject and the book, they focus their thoughts on the assignment to come, which leads to better comprehension.`

Organizational strategies

Gunning (1996) describes these strategies as the process of selecting important details and building relationships from them. Thus here there are included these type of strategies: identifying the main idea and topic sentences, classifying information, deciding which information is relevant, sequencing and summarizing. Each of the above strategies is complex and often methods for improving them need to be taught starting from basic ideas and gradually getting more difficult.

Elaboration

Gunning (1996) describes elaboration as an additional processing of the text, by the reader, which may increase comprehension. It is about creating links between the text and the reader's background knowledge of the subject. The most important types of elaboration strategies are making inferences, picturing images and asking questions.

Huffman (1998), a very important scholar identifies K-W-L as an elaboration strategy, which connects background knowledge to the topic to be addressed. K-W-L is an acronym for the three steps of the procedure: describing what we Know, what we Want to know, and what we Learned. The first two steps are completed before the project has begun, to assess background information, and the third step is completed afterward to make the connections.

Monitoring

Gunning (1996) refers to monitoring as being aware of one's own mental process when reading. Monitoring is an advanced technique that involves a great deal of independent thinking. Monitoring occurs when a reader is aware that they do not understand what was just read. Monitoring is knowing when to use the three other types of reading comprehension strategies.

3.Methodology

Study case key points

Location: three different Albanian High schools

Method: quantitative in the form of questionnaires (see appendix 1).

Focus :

-students' opinion about techniques they use to deal with Reading Comprehension part in their English class

- the students` familiarity with techniques

Sample

When selecting the students for this study, there were chosen students from three different high school of Albania,, "Havzi Nela" high school, Kukes, "Kostandin Kristoforidhi", Elbasan, " Hydajet Lezha", Lezhë. This was partly to minimize the risk of different schools having different policies of teaching , English level etc.

In each school there were a few students that could not attend when the questionnaire was handed out for various reasons. In total the questionnaires were filled in by 200 students.

Questionnaires

This study was done with the help of questionnaires hand out to the students in order they give opinions about the techniques they use for Reading Comprehension activities.

The entire survey, the introduction as well as the questions, was written in Albania, This was because the questionnaire was not intended to test their understanding, but to get as reliable answers as possible by avoiding misunderstandings as some of the terms are difficult enough in the students' first language. A further reason was that at the end of the questionnaire there were two open-ended questions, and by being allowed to write in their first language, students would feel more comfortable writing and giving suggestions.

The questionnaire consisted of an introduction informing each student of the general subject of the survey, namely to investigate their opinions of techniques they use during reading comprehension process. It was also declared that participation was voluntary, and that they could opt out at any time without being questioned why. In the last part of this short introduction, students were kindly requested to be sincere while giving an answer.

In the questionnaire there were mainly two types of questions. The first type was multiple-choice questions, and here students were told to give the answer they thought agreed with their own opinions.. For the second type of question, the closed ones, there was rating using words, like *Every day, Often, Rarely, and Never; or* using numbers as in this example: Choose a rating of frequency *1 (never) to 5 (always*) for the reading comprehension strategies below.

The students were here asked to circle only the one option they thought was closest to their opinion.]

Since these two types of questions were closed (and semi-closed), there was a need for the students to be able to say something in their own words at the end of the questionnaire. So in addition, as mentioned above, there were two open-ended questions at the end. In the first question, they were asked to give their opinion about any other reading comprehension technique and in the second they had to list the activities they do most frequently in the class when dealing with Reading Comprehension.

4. RESULTS AND ANALYSIS

As mentioned above, the results will come with the help of a questionnaire filled by Albanian high school students. In this way it would be able to see the way they deal with Reading Comprehension part during English classes.

The focus will be drown on two important issues which will give a big contribution in finding the answer of the research questions mentioned in the beginning of this study.

Thus the objectives of the questionnaires are to find out:

➢ the students' opinion about techniques they use or are offered to deal with Reading Comprehension part in their English class
➢ -the students` familiarity with techniques

It is important to highlight once again that the questionnaires were filled by 200 students and answers below are given based on this data.

Results for the first objective

When asked about the way they deal with Reading Comprehension activities, first they have to choose alternatives which best fits their reality. First they were asked to circle the activities their teacher does to help them when dealing with Reading comprehension. The answers were shown in the chart below, where on the left side it is the number of students choosing of the alternatives on the down side.

Chart 1. Student`s opinion about what their teacher does to help them when dealing with Reading comprehension

number of students	give instructions	give objectives	encourage students to monitor comprehension	asks for background knwoledge	asks for new things learnt	all alternatives	none of them
	25	15	30	25	35	20	45
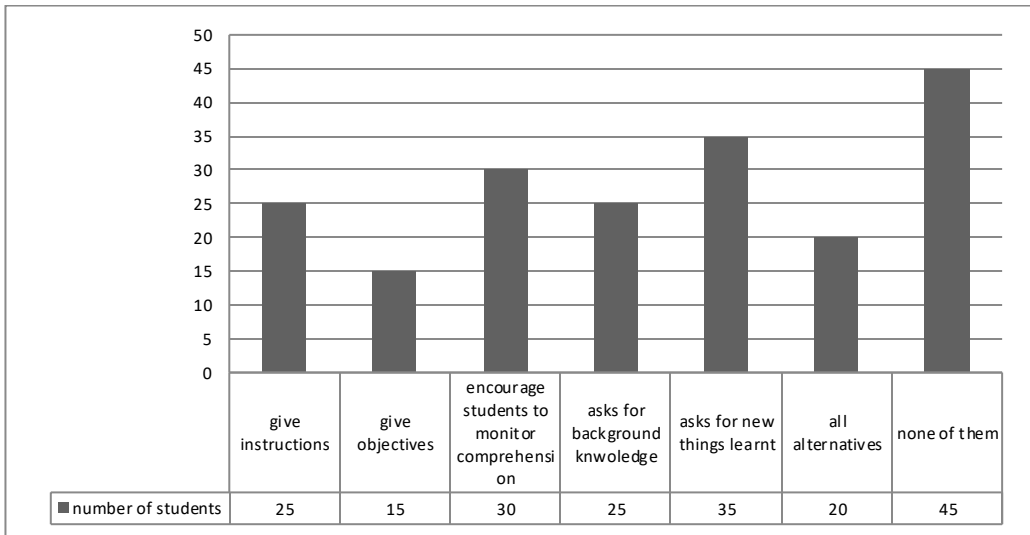
Later on students were asked about techniques used by the teacher when students face difficulties. The answers were:

Chart 2. Techniques used by the teacher when students face difficulties
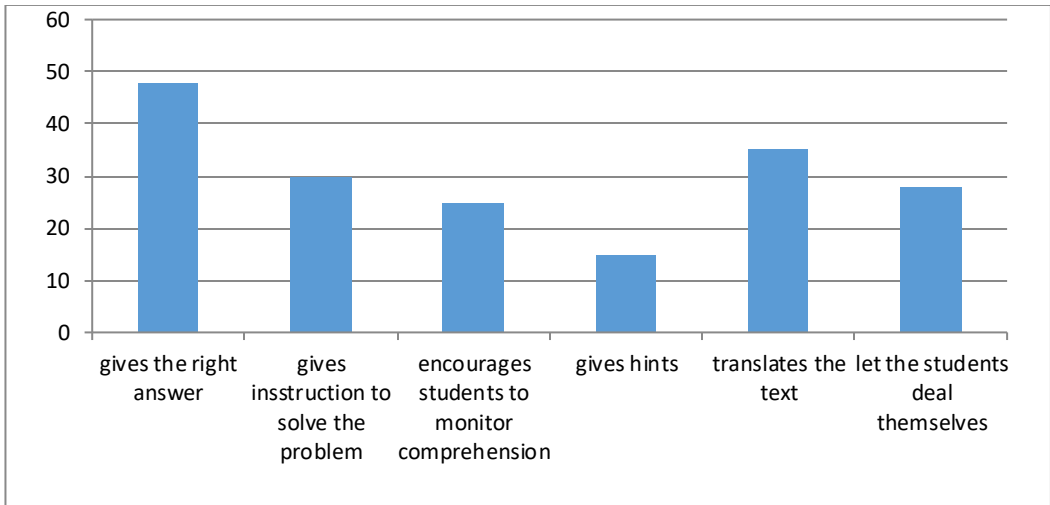
Another important question was:"After reading a text the teacher asks you to: ". They replied in this manner as shown in chart 3.
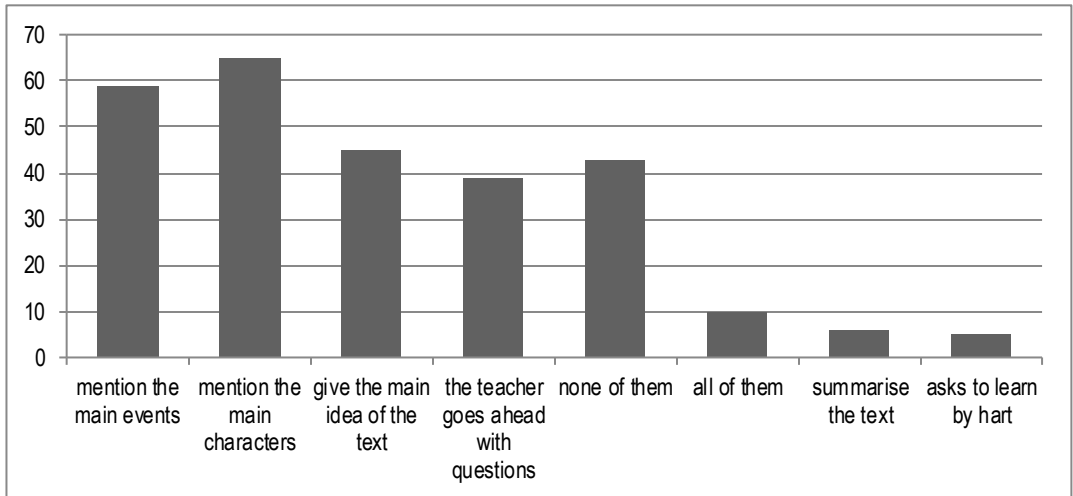
They were also asked about the time at their disposal and the results were:

☐   35_ yes
☐   70- no
☐   60- a little
☐   30- enough
☐   10- don`t know

This indicates that even the time at their disposal is not enough. Thus teachers need to plan reading classes more properly.

Another type of questions is like the following, where students have to choose a number rating frequency, from 1 meaning *Never* to 5 meaning Always. These questions are about student`s techniques or methods when dealing with Reading Comprehension activities, The results will be shown on a table below:

1. I read quickly through the story to get the general idea before I read the story closely.

    1   2   3   4   5

2. When I come to a part of the story that is hard to read, I slow my reading down.

    1   2   3   4   5

3. I am able to tell the difference between important story parts and less important details.

    1   2   3   4   5

4. When I read, I stop once in a while to go over in my head what I have been reading to see if it is making sense.

    1   2   3   4   5

5. I adjust the speed of my reading by deciding how difficult the story is to read.

    1   2   3   4   5

6. I stop once in a while and ask myself questions about the story to see how well I understand what I am reading.

      1 2 3   4   5

7. After reading a story, I sit and think about it for a while to check my memory of the story parts and the order of the story parts.

      1 2 3   4   5

8. When I get lost while reading, I go back to the place in the story where I first had trouble and reread.

      1 2 3   4   5

9. When I find I do not understand something when reading, I read it again and try to figure it out.

      1 2 3   4   5

10. When reading, I check how well I understand the meaning of the story by asking myself whether the ideas fit with the other information in the story.

      1 2 3   4   5

11. I find it hard to pay attention when I read.

      1 2 3   4   5

12. To help me remember what I read, I sometimes draw a map or outline the story.

      1 2 3   4   5

13. To help me understand what I have read in a story, I try to retell it in my own words.

      1 2 3   4   5

14. I learn new words by trying to make a picture of the words in my mind.

      1 2 3   4   5

15. When reading about something, I try to relate it to my own experiences.

      1 2 3   4   5

Chart 4. Result of the questionnaire about student`s techniques or methods when dealing with Reading Comprehension activities

Rates / Questions	1	2	3	4	5	
1	90	45	40	10	15	Total number of students
2	20	10	15	30	125	
3	44	42	34	55	25	
4	36	54	23	53	34	
5	30	30	25	45	70	200
6	23	56	51	45	25	
7	47	45	73	20	15	

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

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8	8	37	60	40	55	
9	48	45	37	40	30	
10	45	47	83	15	10	
11	13	25	32	70	60	
12	84	76	20	10	10	
13	5	50	44	38	64	
14	14	42	37	48	59	
15	57	34	45	30	34	

Another objective of the survey is the familiarity of students with some of the most important techniques used in reading comprehension.

Students were asked to choose alternatives about this question:" Which of the above techniques do you know?". The answers are shown in the chart below.

Chart 5. The familiarity of students with some of the most important techniques used in reading comprehension
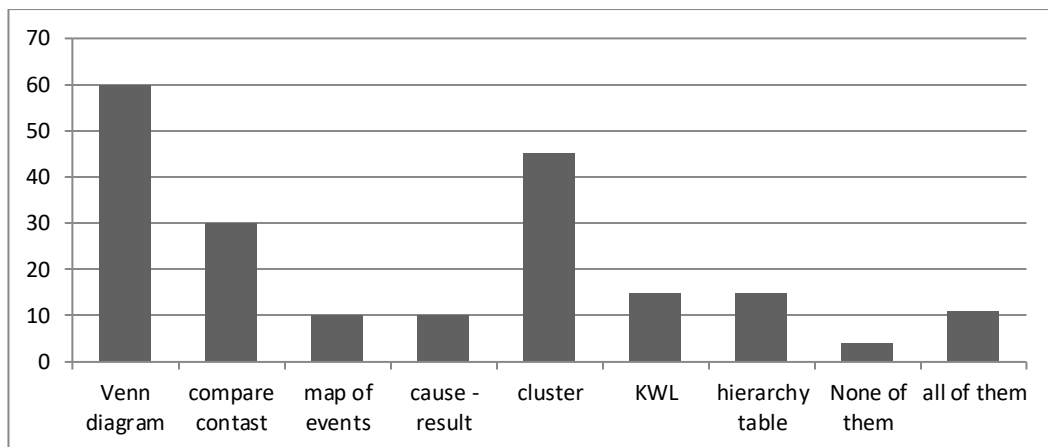
Based on the results of our survey , students in high schools of Albania have a lot of difficulties dealing with Reading Comprehension in English classes, this is due to several factors, but the most important of all is the lack of the right techniques. Thus we can say that there are not used the right techniques, furthermore some of the students to not know what a technique is. In this context teachers need to do more to promote and encourage students using different techniques to facilitate their way toward text comprehension.

5. RECCOMANDATION

As mention above it is highly recommended that teachers use and promote some of the most relevant reading comprehension techniques on their English classes.

Thus, first of all it is important to encourage students to monitor comprehension, by making them aware of what they do understand, identifying what they do not understand and making them use appropriate strategies to resolve problems in comprehension

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

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Secondly, let us refer to Metacognition. It can be defined as "thinking about thinking." Before reading, students might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

Third, it is broadly advised to use graphic and semantic organizers. As discussed student are not so familiar with graphic and semantic organizers. Some of the most relevant ones are:Here are some examples of graphic organizers:

Venn-Diagrams ,Storyboard/Chain of Events ,Story Map ,Cause/Effect

Anoher important technique of good value to be used is:" Answering questions". There are four different types of questions:**"Right There"**, **"Think and Search"**,**"Author and You"**,**"On Your Own"**

Another last important technique is summarizing. It requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:

➢   Identify or generate main ideas

➢   Connect the main or central ideas

➢   Eliminate unnecessary information

➢   Remember what they read

6. CONCLUSION

As a conclusion it is important to answer the two research questions.

Concerning the first, if there are used the right techniques to teach Reading Comprehension the results indicated that teachers try to use the techniques but still it is not enough and there is a lot to do in this aspect.

Another important issue is the familiarity of students with the most important Reading Comprehension techniques. Based on the results of the questionnaires a lot of students don`t know at all what a technique is. Some of them declared that they are not familiar with anyone in the given list, which indicates the lack of use in English classes. In this context it should be more encouragement by the teachers to promote the use of Reading Comprehension techniques such as graphic organizers (Venn diagrams, story map, Cause /effect), KWL etc.

In this way the route toward excellent results on Reading Comprehension would be facilitated and students would be more motivated.

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Appendix

The questionnaire in Albanian language.

Pyetësor mbi : Strategjite e ofruara në klasë për të lexuar dhe analizuar një tekst në gjuhë të huaj.

1.Qarko pikat që perdoren nga mesuesi kur analizoni nje tekst:

a)   U jep studenteve nje objektiv apo qellim te caktuar
b)   I udhezon studentet e te mesojne
c)   Ndihmon student te mendojne aktivisht
d)   Inkurajon studentet te monitorojne te kuptuarin e tyre rreth ne teksti te caktuar]
e)   I pyet studentet cfare dine rreth asaj teme perpara se ta lexojne ate
f)   I pyet student nëse mesuan dicka te re nga e lexuara
g)   Të gjitha këto
h)   Asnjëra nga këto
i)   Tjetër_____

2.Cilat nga mënyrat e me poshtme perdoren nga mesuesi kur nxënësit hasin probleme gjatë procesit të të lexuarit:

a)   Shpjegime direkte
b)   I lë ta lexojnë dhe zgjidhin problemin vetë
c)   Ju ofron pergjigjen e sakte
d)   Jep udhezime dhe direktiva qe ju cojnë drejt përgigjes së saktë

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

European Journal of
Language and Literature Studies

May-August 2015
Volume 1 Issue 2

e)   Ndihmon studentet duke dhene nje celes
f)   Të gjitha
g)   Asnjera
h)   Tjetër_____

3. A ju ofrohet kohë e mjaftueshme për të lexuar dhe analizuar një tekst në orën e mësimit?

a)   Po
b)   Jo
c)   Shume pak
d)   Mjaftueshëm
e)   Nuk e di

4.Cilat nga teknikat e me poshtme njihni:
a)   Diagramin e Venit
b)   Krahasimi dhe kontasti
c)   Harta e ngjarjeve
d)   Shkak pasoje
e)   Klasterin
f)   KWL
g)   Tabela e hirearkise
h)   Asnjera
i)   Tjetër_____

5.Cilat nga teknikat e mësipërme përdorni më shpesh në klasë? Listoni:

6. A perdoren tabela, struktura, grafiqe, harta , skicime etj. për të analizuar një tekst në klasë?
a. po   b. jo   c. ralle   d . ndonjëhereë

7.Cilat nga llojet e pyetjeve te mëposhtme hasni me shume kur analizoni një tekst?
a)   Kush, cili , Cfare?
b)   Pse? Si ndodhi?
c)   Si mendoni? Si iu duket? Si komentoni?
d)   Si do te ndjeheshit ju? Po te ishit ne ate rast si do të vepronit?

8.Pasi lexoni një tekst cila nga alternativat e me poshtme mesuesja ju kerkon te beni:
a)   Permblidhni tekstin
b)   Thoni ngjarjet kryesore
c)   Personazhet kryesore
d)   Thoni idene e pergjithshme
e)   Vazhdoni direkt me pyetjet
f)   tre të parat
g)   Asnjeren nga keto
h)   Tjeter:_____

9.Gjate orës së mësimit mësuesja:
a)   shpjegon të gjithë tekstin, fjali për fjali
b)   analizon srukturat më të vështira gramatikore
c)   stilin e të shkruarit
d)   retorikën

e)   të gjitha këto
f)   tjetër

Questions about Reading Comprehension strategies used by s students. Choose from 1 meaning **Never** to 5, meaning **Always.**

1. I read quickly through the story to get the general idea before I read the story closely.

    1   2   3   4   5

2. When I come to a part of the story that is hard to read, I slow my reading down.

     1   2   3   4   5

3. I am able to tell the difference between important story parts and less important details.

     1   2   3   4   5

4. When I read, I stop once in a while to go over in my head what I have been reading to see if it is making sense.

      1   2   3   4   5

5. I adjust the speed of my reading by deciding how difficult the story is to read.

      1   2   3   4   5

6. I stop once in a while and ask myself questions about the story to see how well I understand what I am reading.

      1   2   3   4   5

7. After reading a story, I sit and think about it for a while to check my memory of the story parts and the order of the story parts.

      1   2   3   4   5

8. When I get lost while reading, I go back to the place in the story where I first had trouble and reread.

       1   2   3   4   5

9. When I find I do not understand something when reading, I read it again and try to figure it out.

       1   2   3   4   5

10. When reading, I check how well I understand the meaning of the story by asking myself whether the ideas fit with the other information in the story.

       1   2   3   4   5

11. I find it hard to pay attention when I read.

       1   2   3   4   5

12. To help me remember what I read, I sometimes draw a map or outline the story.

       1   2   3   4   5

13. To help me understand what I have read in a story, I try to retell it in my own words.

     1   2   3   4   5

14. I learn new words by trying to make a picture of the words in my mind.

       1   2   3   4   5

15. When reading about something, I try to relate it to my own experiences.

Figurative Transformation of Free Compound Words into Adjectival Phraseological Units in the Albanian and English Language to be Acquired from the Students

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Abstract

One of the crucial features of phraseology is figurative meanings the words get. In this paper it is aimed to see the figurative transformation of similies and metaphors considered as free compound words into adjectival phraseological units in the Albanian and English language. The examples are extracted from the "Phraseological Dictionary of the Albanian language" compiled by J. Thomai, from the English-Albanian Phraseological Dictionary of I. Stefanllari, as well as from the lexical file departament of the Albanian language. A special focus is given to the meaning that these phraseological units have and how can they be acquired by the students, in order to have a native like fluency of the foreign language. Phraseological units are very hard to be acquired by the students as their meaning is different (not all the time though) from the words that this phraseological unit is compounded of. In the English language the adjective is one of the most important part of speech that describes, identifies, modifies, or quantifies something (a noun or a pronoun). Thus, adjective are used frequently in all types of discourses and styles. The area where the adjectival phraseological units are commonly used is literature and that is where the figurative meaning is definitely appreciated and emphasied to make it more attractive to the reader and to make one's writings colorful. Hopefully, these adjectival phraseological units will help and will be used by anyone who wishes to write aristically.

Keywords: phraseology, simile, metaphor, adjectival phraseological units

Introduction

Figurative language makes use of specific words, but it is emphasised that "it is embodied more in phraseological units" (Memisha V. 2002) than in words, as these phraseological units are laden with figurative meaning. Though, for a learner of a foreign language it is quite difficult to understand the meaning of the phraseological units as their meaning is quite hard to grasp. On the other hand it is stated that learning phraseological units makes the learner more confident due to the vocabulary background enhancement. To have and to use an extensive vocabulary background is really important because it shows proficiency. Phraseological units are closely related to a country's culture, history and traditions. Thus making use of phraseological units enriches one's vocabulary as well as the awareness towards the customs, traditions, culture, history, psychology of the people of the target country. For example, the phraseological unit 'Jack of all trade, but master of none" means that a person that is competent with many skills, but is not necessarily outstanding in any particular one. To know the meaning and to use this phraseological unit it means that the person who uses it, knows that it is related to the Elizabethan English. At that time people who knew Latin and English were considered well educated and they employed such phrases. One of them was **Johannes factotum** ("Johnny do-it-all") which was used with the same negative connotation that "Jack of all trades, but master of none" has today.

Nevertheless, another factor is that by knowing phraseological units, makes one feel more self confident in the interaction with foreigners. Phraseological units are part of the colloquial language, as well and as such it is appropriate for the learner of that language to acquire them and use them accurately. Let's consider the phraseological unit " Let's go Dutch" if someone does not know the meaning of this, he/she would say that it means 'let's go to the Netherland', whereas in fact it means ' each person pays for himself/herself.

Another issue related to phraseological units acquisition is related to the different contexts belonging to various disciplines like pragmalinguistics, sociopragmatics etc.

Danesi (1992) observed how the metaphorical structures of the target language shape the codified concepts and how the conceptual codification reflects the metaphorical structure of the target language (conceptual fluency) have an impact on the language acquisition. He investigates that deficiency in the metaphorical competence, which is closely related to the culture, presents a great obstacle for the foreign language learners to be fluent to the level of the native speakers. Lazar (1996) emphasies that in the strategies which are used to expand knowledges and to produce figurative language as well as to understand it, includes a 'deduction' process, inference.

Students must be encouraged to discover the figurative meanings, at the same time pedagogical instructions must aim to go beyond the conventional forms, to be more original, efficient and idiosyncretic. Students must be sensitized to know the cultural importance due to the fact that the figurative meanings are assessed from the cultural point of view.

 Glucksberg (1996) emphasises the importance of the specific cultural knowledge which is part of the figurative language competence, where the figurative meanings are deeply rooted in culture. Cultural and social values are perceptions and interpretations of the discourse, which are indirectly dominant. For Glucksberg, this kind of dependency on the cultural communicative competence is somehow a serious problem for the students, who are learning a foreign language. A student who learns a foreign language, does not only know two languages, but also must know two cultures. By knowing two cultures they would also be able to acquire the figurative language as well.

Littlemore (2003) comments on the influence of the cultural background and the impact it has when one wants to interpret a metaphor. Furthermore, by observing the competence concept and the its relation with the foreing language learning process, she emphasises the complexity of this competence. She thinks that the cultural competence depends a lot on the cognitive abilities of the individual (the less advanced is a student in learning a foreign language the poorer is his figurative competence). The context plays a pivotal role in the process of understanding and producing figurative language and especially using figurative devices. Making use of different contexts in different fields enables the students to improve not only the linguistic competence, but at the same time the competence in using the figurative language.

 The reason why it is difficult to understand the figurative meaning is because it is dfficult to memorize phraseological units and use them appropriately. However, this is even more difficult when the language to be learned is English, as it is an idiomatic language.

The main focus of this paper is to observe this phraseological units, the way they are formed, as well as which are the means used to form them, especially the adjectival phraseological units. These adjectival phraseological units are very useful to be learned because the adjective is one of the main parts of speech in a sentence and replacing the adjective ith an idiom or phraseological units makes the speech, or the writing more interesting and colorful. The majority of adjectival phraseological units are formed by the use of simile and metaphor, thus they deserve a special attention in the process of teaching and learning.

Adjectival Phraseological units formed by simile

According to the definition of Punter (2007), a simile is the simpliest form of metaphor where two objects are compared. A comparison in an explicit way compares the similarities, whereas the more advanced forms of metaphor aim to surprise the listener, the reader by omitting the comparative conjuctions (Knowles; Moon 2006: 8). Metaphors and conjuctions have in common the fact that both include ' conceptual (mental) activities (Mac Cormac 1985: 36). The creator of metaphor or simile must bear in mind a combination of referents, and the listener must search for a connection between the referents and must notice the changes between them. For example, if we say "**someone is a fox**" it is a metaphor, but if we say " **he is like a fox**" it is a simile.

  Yet, it can be said that there is a little difference between the metaphor and the simile, apart from when they are used in phraseology, where the difference is important. As it is mentioned already, a metaphor is literally imposible or not true; without taking into consideration the behaviour of the person, a human being is always a human being and not a fox. On the contrary, a simile different from a metaphor is literally possible or real, no matter how inconvenient is the comparison. Ortony (1980: 189) arguments that the process of making comparison is of an essential importance in order to understand the comparison. The comparisons are more or less successful or convenient to the degree in which the things are being compared as similar.

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

European Journal of
Language and Literature Studies

May-August 2015
Volume 1 Issue 2

A simile is a literary device which is used in comprehensive linguistics, but on the other hand it is even one of the common way of figurative transforming the free word group into a phraseological unit.

Comparing by using simile performs different functions (Fromilhague 1995:88-94). First of all they help us communicate accurately and effectively. Secondly, they function as cognitive means which help us see the world in different ways as they establish an interrelation of simlarity with the world that sorrounds us. An ordinary comparison, which is estimating and not official, emerges in other types of phraseological units, in the bookish style in different kinds of genres, in order to create " the ilusion of the verbal means" (Moon 1998: 267-68). The selections of the units is closely related to the culture and in some cases it creates many lexical-cultural problems. The comparison in the English language becomes more evident by the use of comparative conjuctions like: *like, as:*

~ **Like a bad penny** – si paraja e kuqe.

I purposely didn't introduce you to my sister-in-law at the party, because once she gets an entry into anybody's home she keeps turning up *like a bad penny*.

~ **Like a bat out of hell** – si rrufe si plumb, vetëtimthi.

When someone shouted " Fire !", I got out of that house *like a bat out of hell*..

~ **Like a bird** – flutur, flutur e shpejtë.

My new car goes *like a bird*.

~ **Like a bull in a china shop** – i ngathët si buall.

I wish I could mark everything fragile, that's how I feel, trucked in here. Listening to her, I feel *like a bull in a china shop*.

~ **Like a bullet out of/from a gun** – si plumb, si vetëtimë, vetëtimthi.

Well, as soon as I read that bit in the 'Daily Tale' about the Loch Ness Monster being sent in Little Todday and Great Todday I was off *like a bullet out of a gun*. I mean to say, I don't want to miss seeing this monster.

~ **Like a lamb** – si qengj, i urtë si qengj.

He went up to his solicitor's office *like a lamb*, while Mrs.Pettigrew waited in the car below.

~ **As black as coal** – i zi si qymyri, i zi sterrë.

Look at your hands, boy, they're *as black as coal* – you can't come to the table like that.

~ **As busy as a bee** – si bletë punëtore.

The children are *busy as bees*, helping their mother in the garden.

My wife never has time to get bored. She is *as busy as a bee* from morning to night.

~ **As clean as a new pin** – i pastër dritë.

Jim's mother was a big woman, who kept her house as clean as a new pin.

~ **As clear as crystal –** i pastër, i qartë , i tejdukshëm si kristal.

The river ran as clear as crystal and if you watched closely you could now and then catch a glimpse of a trout hovering over the pebbles on the bottom.

~ **As clear as day/daylight** – si drita e diellit.

The matter was *as clear as daylight* and would be disposed of in half an hour or so.

~ **As cunning as a fox –** dinak si dhelpër.

There is a good deal of crooked dealing in the property business but the people involved in it are *as cunning as foxes* and know how to keep just on the right side of the law.

~ **As cold as ice** – akull i ftohtë.

The central heating had been switched off and the room was **as cold as ice**.

~ As deep as well – i thellë pus.

`I never knew Harold could handle a boat!'' `There's a lot we don't know about Harold. He's **as deep as a well**.

~ As easy/simple as ABC – fare kollaj , fare lehtë, si bukë e djathë.

You will quickly learn how to use this machine; it's **as simple as ABC**.

First lessons in any subject are usually designed to make you think that the whole course is going to be as easy as ABC.

~ As fit as a fiddle – si kokërr molle.

`How are you feeling, Tom?' `**Fit as a fiddle'**

I'll tell your parents that you're **as fit as a fiddle** and having the time of your life.

~ As hard as steel – i fortë si çeliku.

General discipline and academic achievements improved greatly under the

headmastership of Mr.Gray, a man **as hard as steel**, but very just.

~ As hard as a stone – i fortë si shkëmb.

I can't do any digging today, the ground's **as hard as stone** after last night's frost.

~ As heavy as lead – i rëndë plumb.

When he woke the following morning his throat felt sore and swollen and his limbs **heavy as lead**.

~ As light as a feather – i lehtë pendë.

`Can you manage to carry her?' `Oh, she's **as light as a feather'**.

~ As meek as a lamb – i urtë, i butë si qengj.

If he'd thought I would sit there **meek as lamb** while he abused my family, he must have got a real surprise.

~ As obstinate/stubborn as a mule – kokëfortë si mushka.

But this is the old thing, though he is impulsive he's **as obstinate as a mule**.

~ As quick as lighting – si rrufe.

I didn't mean to let the dog out, but he shot past me, **as quick as lighting**, when I opened the door to the postman.

~ As quiet/silent/still as the grave/tomb – i heshtur si varri.

I do miss the children. The house seems **as silent as the grave** without them.

There's no use peering through the letter-box. The place is as still as the grave. They must have forgotten we were coming.

~ As sweet as honey – i ëmbël mjaltë.

I can't drink this tea. It's **as sweet as honey.**

She's the kind of woman who'll **be sweet as honey** in your face and as malicious as hell behind your back.

~ As white as chalk/snow/a sheet - e bardhë si bora, i bardhë qumësht

The sheets were rough but **as white as snow**.

It was dreadful to see him lying there **white as a sheet** and in such pain.

His face was **white as chalk** when he arrived home from work this evening.

In the Albanian language there is a great number of phraseological units formed by the transformation of the free compound, which have one of their components a comaparative conjuction like : *si, posi:*

~(Është) **si qen i rrahur (i dëbuar)** (dikush) e ka pësuar një herë keq në jetë dhe nuk ka më guxim e nuk vetëvepron, ngaqë ruhet se mos e pëson përsëri; (është) **ka me një bri; ka rënë nga dardha;**

~(Rri) **si mace e lagur** (dikush) *mospërf.* rri i turpëruar para të tjerëve për shkak se ka bërë diçka të keqe, rri kokulur e pa bërë zë; (rri) **si pulë e lagur;**

~Shet mend (dikush) përpiqet të tregohet më i ditur a më i zoti sesa është; është mendjemadh e mburret përpara të tjerëve; **si qeni në qerre;**

~(Del) si kërriçi para gomarit (dikush) *tall.* nuk respekton radhën para të mëdhenjve, nuk është i përmbajtur, flet pa radhë; **(del) si mëzi para pelës; (del) si boshti para furkës;**

~S'i zë bytha vend (dikujt) *keq. thjeshtligj.* nuk ngulet në punë; është shumë i lëvizshëm, nuk shtrohet a nuk ulet gjëkundi;

~(Flet) **si miza në qyp** (dikush). 1. Flet me zë të ulët e mbyturazi, mezi dëgjohet e nuk merret vesh fare ç'thotë. 2. Nuk është i qartë në mendime, nuk e kupton çfarë kërkon;

~(Janë) si bletë e plotë rrojnë së bashku, të pasur e të lumtur (për një familje etj.);

~ (Ka) si bletë e plotë ka me shumicë, është bollëk të mirash.

Adjectival Phraseological units formed by metaphor

Phraseological units formed by the use of metaphor are numerous. According to Lakoff and Johnson (1980) , most of the metaphors have a conventional nature as they are used in every day speech, which means that they are stable phrases that are used by systematically by people. For these scholars the conventional metaphor are created from the culture of a certain country to determine a specific kind of reality. The impact that culture displays in metaphors is obvious and commonplace; it is present in different types of discourses as well as in different functional styles. For Lakoff and Johnson (1980), the meaning of the new metaphors depends and it is assessed partly from the culture and partly from the personal experiences of the user. The appropriate use of the metaphors is not an easy process or something to be copied as an unalterable phraseological unit used by a particular social group, but there is always an individual element for the metaphor's construction which derives from culture, because people are influenced by their personal experience as well from the exposure to different types of social discourses. Meanwhile according to V. Memisha (2008) "The creation of a phraseological units undergoes a process of four phases: free word group, simile, metaphor (which implies the dropping of the comparative conjuctions), phraseological unit (the creation of a new lexicalical unit with all the characteristics and functions that its equivalent has; the word)" (Memisha, 2001)

Memisha asserts that " taking into account the lexical materials that we have in our hands , it is observed that during these latest decades, we observe that Albanian language as well is experiencing an enormous metaphorisation phase, which is a tendency acquired by the languages, which have elaborated functional styles.The minimal structures, where this metaphorization occurs (not metaphorisation in the narrow sense, but as as a inclusive semantic shift) build multiple relation between words which enrich their structures with new semantic valences." (Memisha, 2008)

In the Albanian language it is noticed that by making use of metaphors, multiple meanings emerge according to the similarities in shape, dimension, colors, roughness, be it concrete or abstract; thus, it can be emphasised that this is a way of enriching words with new meanings.   In this point of view, the metaphor is displayed as one of the main devices for the formation of phraseological units as well as the most productive one in a certain language. The examples extracted from the phraseological dictionary demonstrate and support this view.

Adjectival phraseological units formed by the metaphorisation process in English:

~ Bad egg – njeri i poshtër, njeri i keq, maskara; njeri i pabesë

Their nephew, who was a real bad egg, got his hands on nearly all the old couple's savings on the pretext that he would buy them a little place in the country.

I would never trust Brown: he is a bad egg.

~ Big cheese/shot/wheel/wig – njeri me peshë, njeri me zë, njeri me shumë rëndësi

Here comes the big cheese himself. Have got the red carpet yet?

Make sure you keep friendly with that chap: he's a big shot in the Civil Service.

~ Cold fish, a – njeri i ftohtë

I find Frank's company boring: he's a bit of a cold fish.

~ Dark horse, a – person (kandidat) pak i njohur njeri i pashfaqur

He's a bit of a dark horse: He was earning a fortune, but nobody knew. Whatever the outcome of the election, Mr. Michael Foot-the dark horse- emerges more and more as a figure of moderation.

Adjectival phraseological units formed by the metaphorisation process in Albanian:

~ Arushë mali (e malit) njeri i fuqishëm e i guximshëm; njeri që nuk lodhet kurrë. *Kur i therrët ai Sokoli Halil: / "Ku më je, i thotë, arusha e malit, / Ndihmë do të vijnë agët e Jutbinës. (Folk.). Dalip Karaji, një arushë mali, / I ra asqerit mu te zalli. (Folk.).*

~Bagëti e trashë *shar.* njeri i paditur, i pagdhendur a budalla. *- Fali Zot, bagëti e trashë, nuk dinë ç'bëjnë. (Let. art.).*

~Bletë shkëmbi njeri i padobishëm, që nuk jep fryte në punë; **kalli pa bukë.** *- Ma kanë sjellë një sekretar, po ai bletë shkëmbi, më mirë të mos e kesh. (Pub.).*

~Bollë e vrarë njeri fare i lodhur e i këputur; që s'ka fuqi fare e s'lëviz dot. *- Ku më je, o bollë e vrarë, që s'po të shohim ka ditë? (Ligj. fol.).*

~ Buf kënete *shar.* njeri i shëndoshë, i plogët e përtac, njeri i fjetur; njeri i trashë nga mendja. *- Kush qe ai buf kënete që t'i tha këto gjëra? Dyshoj shumë në intelektin e tij. (Let. art.).*

~Me buzë të plasur shumë i dëshpëruar, i pikëlluar; **me shpirt të plasur; me zemër të plasur.** *O moj Shqipëriz' e dashur, / Mëmëdhe, / Të shoh me buzë të plasur, / Si më sheh. (Let. art.).*

~Me buzë varur (të varur) i vrenjtur, i ngrysur, i zemëruar; i pakënaqur e i mërzitur; **gjithë (tërë) buzë; (gjithë, tërë) hundë e buzë; me hundë varur (të varura).** *Përse sot me buzë varur ky Çurçilli, / Këtë ditë kur me gaz këndon bilbili? (Let. art.). Me buzë të varura i rrinte edhe plaka, që më parë e priste me peqe e lepe. (Let. art.).*

~Dash me flokë burrë i shquar, burri më i mirë në një fshat, në një rreth familjar etj.**; dash me këmborë.** *- Shpendi ka qenë dash me flokë në të tanë krahinën e jo vetëm në katundin tonë. (Ligj. fol.).*

~Dash me këmborë. 1. Njeri i zoti e i shquar, i pari ndër të tjerët; **dash me flokë.** *- E ka atë djalin e vogël, dash me këmborë, ai ka për ta nxjerrë në selamet Zenon. (Ligj. fol.).* 2. Kryetari i familjes a i fisit. *- Ti je dashi me këmborë në fis, ç'të na thuash ti do të bëjmë. (Ligj. fol.).* 3. Udhëheqës, prijës. *- Printe para me shpatë në dorë, / Ballë trimash dash me këmborë. (Folk.).*

~Derr në kotec (në thark) shumë i mërzitur (ngaqë nuk kam dalë a nuk kam lëvizur).

- Kam gjashtë muaj pa dalë, mbeta brenda e u bëra derr në thark. (Let. art.).

~Derr me zile *shar.* njeri shumë i trashë nga mendja dhe i neveritshëm.

- More, derr me zile, ç'më vure kështu në kokë? - Mbaje me shëndet! - i tha Kadriu dhe i shkeli syrin. (Let. art.).

~**Dhelpër plakë** (e vjetër) njeri shumë dinak, i regjur në hile e dredhi; **skile e vjetër.**

-*Ai, i dashur, ka qenë dhelpër plakë... E vlerësoi gjendjen dhe e ktheu drejtimin e barkës nga perëndimi. (Let. art.).*

~**Dhi arrakate** *shar.* vajzë që nuk mblidhet në shtëpi, që bredh poshteë e përpjetë; vajzë e egër, e pashtruar në pune a në shkollë; dhi e egër.

Lushja dhi arrakate ka qenë që e vogël, dy gurë bashkë nuk linte, dhe ashtu mbeti. (Let. art).

~**Dhi e egër** vajze a grua e gjallë a e shkathët, por jo e afrueshme; **dhi arrakate** *shar.*

Conclusions

One of the main features of phraseology is the figurative meanings that the words get when combined in a phraseological unit. The English language is considered as an idiomatic one. Thus, making it more difficult to be learned by the foreigners, due to these semantic shifts that the words acquire when they become part of a phraseological unit. In this paper it has been observed that the majority of the phraseological units are formed by the use of linguistic tropes where metaphor and simile occupy the main part. Nevertheless there are phraseological units which are formed by the use of other linguistic tropes like metonymy, synecdoche etc. In both languages it has been noticed that the words get other meanings apart from the literal one, which as a result enrich the vocabulary with new phraseological units. Phraseological units are important for the students of a foreign language, as it shows a nativelike level of the language proficiency. Hence phraseological units must be part of the everyday learning in order to be acquired effectively and accurately. Both teachers and students must be aware of the importance that phraseological units have and must make it a priority in the teaching and learning activities.

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Promoting Habits of Reflection and Self-Efficacy through Guided Reflection in an EFL Writing Course

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Abstract

Faced with high-stake assessments to document the mastery of the language, foreign language learners often feel a loss of confidence and perceived self efficacy, thus having negative effects on their academic performance as literature suggests. This study set out to look at the impact learner reflections at a university EFL writing course have on self-efficacy beliefs about the writing course and on the attitudes towards reflection in general. Results show that reflection increases self efficacy of the course and students see reflection as a valuable tool.

Keywords: self-efficacy, reflection, EFL writing.

Introduction

For decades educational psychologists have tried to propose solutions to low academic achievement by going back to the learner and putting him at the center of the process. Since, many learner centered theories and practices have taken the spotlight with the belief that the learner is an active player in the process and has an important role in his own academic journey. Thus, strategies, techniques and methods have been and are being developed to train him/her because many characteristics of a good learner can be taught. One area of interest in learner centeredness is learner beliefs which have preserved its momentum in the field of teaching and learning. For years, researchers have questioned wether self beliefs play a role in academic performance and success. Many studies in education have found that the beliefs students hold about themselves have an impact on their performance. Students who develop positive attitudes about their abilities or as known in literature students with high self-efficacy, are believed to perform better. Self efficacy beliefs are also associated with work related performance in many areas such as business, marketing, technology etc. (Gist & Mitchell, 1992) as well as healthcare and sports.

Reflection on the other hand, ensures deep thinking while combining past, present and future experiences. Reflective thinking makes learning more meaningful and puts it in a broader context. Unfortunately, students at all levels and all subjects seem to struggle with it partly because of lack of direction or models. The purpose of this study is to look at the impact of structured written reflections in the perceived self-efficacy in writing tasks in an EFL writing classroom. The study description and result discussion will follow a general overview of self-efficacy and reflection concepts in education.

Self-Efficacy

Bandura (1993) describes perceived self-efficacy as "students' beliefs in their ability to regulate their own learning, master academic activities and determine their aspirations, level of motivation, and academic accomplishment" (p. 117). He (1997) reached to the conclusion that students with high self-efficacy persevere longer and search for deeper meaning across learning tasks. Pajares & Schunk (2005) stated that these types of students have higher achievement at school. Bandura (1984) also noted that self-efficacy plays an important role in language learning by fostering or impeding it. Self efficacy differs from confidence in the sense that it is context specific. Therefore we can talk about self-efficacy within a specific activity, task or course framework. Self-efficacy is not a trait you were born with: it can change and be cultivated. Studies about self-efficacy have been carried out in many academic ares such as math, science, and writing and have been associated with positive effects on learning outcomes.

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

European Journal of
Language and Literature Studies

May-August 2015
Volume 1 Issue 2

(Klassen & Usher, 2010; Pajares, 1996; Pajares & Urdan, 2006). Schunk (1991) suggested that one of the sources of self-efficacy is learners' past performances. When learners have positive past experiences, their self efficacy seems to go up in subsequent tasks.

Reflection

Reflection is important today more than ever as we live in the age of instant gratification, opinion, and feedback among the myriad of information only a click away. Dewey is considered as one of the fathers of the definition of reflection and much of the literature written on this topic credits him for his contribution in this area. He suggested that reflective thinking is "an active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends" (Dewey, 1910). There are other numerous definitions of reflective thinking, but all agree that it is not a loose, random, uncontrolled act. Rather, it is an active process, often initiated by a puzzle, problem or a need where the learners continuously assess what they know, need to know and consider the tools required for the process. Daydreaming or the "loose flux of disconnected material that floats through our minds" as Dewey puts it, is not "real thinking". Reflective thinking is disciplined, focused and geared towards a conclusion. As such, it can be said that training students to engage in reflective thought is not only an academic undertaking but it is required for action and advancement in the society. "The need of thinking to accomplish something beyond thinking is more potent than thinking for its own sake" Dewey (1910). Reflection helps us use the knowledge we have to make meaning of the new experiences. As Elliot (1943) put it a long time ago "learning and understanding learning processes does not happen maximally through experience alone but rather as a result of thinking about - reflecting on it". In language learning, for optimal learner autonomy Little (2007) suggests three crucial components: learner involvement, learner reflection, and target language use.

Despite the importance of reflection, many students, especially language learners fall short in this area. Teaching styles, culture, and perceived self-efficacy can have a serious impact on reflection. Riedinger (2006) states that to be effective reflective thinking in the classroom needs to be in alignment with the learning objectives and that students should be taught to reflect. Reflection, especially to students from different cultures and backgrounds, is an activity that does not come naturally. Riedinger (2006) warns: "students who are given vague instructions about the goal and objectives of portfolios and reflection, may become confused, frustrated, and resistant to further reflection". Literature suggests two approaches for reflection: unstructured and structured approach (Kidwai, et.al., 2010). The first one provides minimal guidelines and as such it can be challenging for language learners who still struggle with proficiency and getting their message across. The structured approach uses questions or prompts to help the learner focus their thinking in certain areas or aspects of the task. This study embraces the later approach as it was thought to be more suitable for the limited linguistic abilities of the language learners.

Method

This study employs a quantitative design to try to explore the effects of written reflections on the self-efficacy beliefs about the writing course and on beliefs about reflection as a viable strategy for future use. The added perspective of the practitioner researcher was thought to make data interpretation more thorough and meaningful. Two intact classes were used as a treatment and a control group. The independent variable manipulated in this study was a classroom reflection component and the dependent variable was self-efficacy beliefs.

Participants

36 students at a writing course in an intensive English preparatory program in a Middle Eastern University participated in the study. All the participants were females aged 17-22 with an equivalent of A2 English level. They were members of two intact classes, each assigned to a treatment group (n=15) and a control one (n=21).These students had to pass another higher level writing course before they moved to their respective majors. Consequently, the stakes were high and students' beliefs and confidence towards writing changed continuously.

Research Questions

The research questions guiding this study were:

1.   How did student participation in written reflection impact their self-efficacy ?

2.   How did student participation in written reflection impact their attitudes towards reflection?

Context of the Study

The course used for the purposes of the study was a writing course designed in the form of a workshop where the writing process was at the center of all activities. As such, it aimed to foster an atmosphere of reflection and autonomy. Multiple drafts were written on different genre stated in the syllabus, with the help of peer and teacher feedback. Unfortunately, the culture of reflection did not embrace all the students. Many were focused on the end result, rather than learning bits and pieces from the process. In these circumstances, the author decided to explicitly cultivate reflection and look into how students' attitudes towards reflection and the perceived self-efficacy would be affected. The two intact classes used for the study belonged to two different semesters with the same syllabus and curriculum.

Instruments and Procedure

Two instruments (questionnaires) were used in the study. The first one consisted of self- efficacy items about the course (parts of it adapted from Pintrich and De Groot (1990)) and the second one was composed of reflection items about the reflecting process completed only by the treatment group. (adapted from Kirby 2009). The items were scored using a Likert-type scale ranging from 1 to 5.

Participants in both groups were asked to complete the self-efficacy questionnaire in week 10 of the 15 week course. Starting week 2, the treatment group had to complete worksheets with reflection prompts at the end of the first and second drafts for each essay piece required in the syllabus which coincided

with week four, six, nine, and ten. The treatment group completed the "reflecting about reflection" questionnaire at the end of week 14.

Results and Discussion

RQ 1

Descriptive statistics for the self-efficacy questionnaire were run and the means were 35 for the treatment group and 31.57 for the control group. To determine wether this change is significant or not, a t-test for independent samples was conducted. The p value was calculated as .0079 which shows a significance between the two groups. However, when calculating the effect size, the Cohen's d was small which indicated a small effect size.

RQ 2.

Of the 15 participants of the treatment group who wrote reflections on their essays, the majority chose either agree or disagree with the four items in the questionnaire. They agreed that their written reflections made their thoughts more focused and clear (Q 1), expanded their understanding of the topic and essay organization (Q 2), and motivated to review more carefully (Q 3). The majority also agreed that they would like the same reflections to be part of their next writing course (Q 4). The table below

shows the overall results of the student responses for the questionnaire.

Ratings	Q1	Q2	Q3	Q4

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

European Journal of
Language and Literature Studies

May-August 2015
Volume 1 Issue 2

SA	20%	27%	13%	33%
A	63%	60%	67%	53%
N	7%	13%	13%	13%
D	0%	0%	7%	13%
SD	0%	0%	0%	0%

Learners are part of their learning process and their beliefs matter in their success. It is important that they develop positive beliefs in spite of hindering factors. The results of this study are in alignment with literature findings that many learner centered methods in writing instruction such as self-assessment and peer-assessment increase self-efficacy. Because of the consistent results about the effect of self-efficacy in attitudes, persistence, and performance, educators should strive to provide environments that foster it. One of the ways to do it is reflection not only about the task at hand but in connection with the goals that the learner sets and modifies continuously.

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Appendix A

Reflection about Reflecting Questionnaire

1.Writing a reflection made my thoughts clearer or more focused than they were before.

2.My understanding of the topics and the essay organization grew as a result of writing the reflections.

3.Writing a reflection motivated me to review my essay more carefully.

4. I recommend that the reflection assignments continue next semester in the writing course.

Parent-Child Interaction in Language Acquisition and Personality Development of Young Children in Monolingual and Bilingual Families

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Abstract

Our differences throughout history led us to different methodologies in complying with educational rules as in our today`s world there has been a great diversity of methodological approaches to education in different schools or institutions which stems from cultural, regional, political and personality differences. Together with globalization and development of technology the standards in education started to be based on materialistic issues in terms of facilities like labs, sports centers, smart boards, and even swimming pools. A parent in search of a school for his\her child is first to look above mentioned modern standards. Spiritual, moral values are started to be less important for parents and their children. As one of the two primary objectives, this article aims to bring these issues to the surface as they came to be obstacles in front of our children`s developments as well as some educational issues, like truancy, lack of morality, parents` misguiding etc. As to gain a global perspective to the personality development of children, the role of parents together with teachers or instructors is also one of the important issues to be held in this article. As a second, more particular issue, approaches to the development of young children, parents' interactions and language development suggest some important elements of personality development in early childhood. Language is considered to be first step of a child`s personality development as it shapes his\her character and temperament together with cognitive development. In this article as the second primary objective, it is aimed to get into depths of language development in monolingual and bilingual families and the children`s acquisition of language in terms of speed, quality, comprehension, adaptation, and ability of learning two or more languages at the same time.

Keywords: Personality development, language acquisition, mondingual and bilingual families.

1. INTRODUCTION

As the study is mainly based on development of children in terms of language and personality; teacher`s role is essential in all parts of child`s life. Nonetheless, parents are also teachers who are to be considered volunteers and pioneers of education. Teachers have an undeniable role in inculcating moral values among students. Students` moral values are taken from various sources; family, friends, work place, observed events, reading, thinking and experiences introduce many moral values that keep us at different operative and intentional levels. We should conceptualize education as a whole, having to do directly with all approaches and methodologies. Teacher`s role either in class or off the class cannot merely be restrained to an instructor who teaches what is in the curriculum; teachers also have many other roles as sometimes they are second parents to students, some other times, therapists, psychologists, and more importantly role models for students. It is one of teacher's duties towards education to try to make students achieve the best they can, and when that requires teaching them the moral values of the society they live in, then that's what a good teacher should do as part of student`s personality development and language acquisition to a wider extent.

The most essential factor in language development, however, is parental guidance through which a child may acquire two or more languages and have more developed cognitive skills. Children need to have the opportunity to solve problems and discover the world around them. On the other hand, after age five learning capacity of children is not the same as early infant ages; their inborn, internal ability gradually declines, and after age five the biggest opportunity of learning more than one language is not of that much advantageous. *There is strong evidence that children may never acquire a language if they have not been exposed to a language before they reach the age of 6 or 7. Children between the ages of 2 and 6 acquire language so rapidly that by 6 they are competent language users* (Clark, 2000). There is, however, much more variation in how well and how quickly individuals acquire a second language. Nevertheless, scanted studies on the issue don`t provide concrete evidence that there are biological restrictions for second language learning or that children have discovered advantages over adults. *"It is in children`s use of exploratory language - the language of wondering, their inquiring, their conjecturing, their considering, their imagining - that we are occasionally able to glimpse through windows into our children`s thought."* (Lindfors, 1991, pp. 8, 9).

This study together with scanted literature suggests that the more words babies hear, the faster they learn to talk. One of the surprising hypotheses suggested in this study is that bilingual family settings for learners are flexible and may acquire two languages in the time in which monolinguals acquire one. As related to personality development, teachers would find it easier to teach moral values and have bilingual students adapt the societal expectations in this regard. It is also observed that educational problems such as truancy, drug usage, drop outs etc. are less seen among bilingual students in relation to their healthy parent-child interactions since infancy. However, this study as a first step to further empirical studies is mainly based on literature review and observations.

2. LANGUAGE DEVELOPMENT

Language development is also a biological process through which stems some other cognitive and corporal skills. We human beings, unlike animals, learn everything from the beginning which made psychologists and scientists focus on learning skills. There are some steps that every child takes to gain language development. These steps as commonly accepted are as follow:

- Physical and Motor Development (walking, hand movement)

- Cognitive Development (imitation, memory, categorization)

- Emotional Development (Positive Emotions, Negative Emotions

- Social and Language Development

- Family and Society

Language is inextricably entwined with our mental life. Our perceiving, our remembering, our attending, our comprehending, our thinking.in short, all of our attempts to make sense of our experience in the world... (Lindfors, 1991, p. 8)

All languages – no matter where or how they are used (spoken, signed, or written) – share important properties that distinguish them from other kinds of communication systems. Young children and babies are able to recognize differences between sound patterns of any language. Infants hear their mother's voices before birth and know the rhythm of their mother language as newborns. When the baby is born, he\she is equipped with ability of discriminating the sounds of all languages. *Although there are many differences in parent-child interaction patterns around the world, virtually all normally developing children become language users at the same rate* (Clark, 2000). Blocks of language or sound patterns are known as phonemes which different studies show as babies being more familiar with than adults. A child's language constantly develops and changes. Adults are not as active as children in language communication as it is one of the basic needs for babies to be heard and to hear.

2.1 Parents Interactions in Language Development

In the average child, at whatever developmental stage we observe, language is alive and well. Children's language development is a creative process that only needs a rich environment to thrive (Lindfors, 1991). The rich environment is mostly provided by parents who are also part of the environment that helps child`s language acquisition.

"The essential features of the environment that influence children's development are their relationships with the important people in their lives…" as people interacting with them are considered to be more important compared to the educational settings; "*…Beginning with their parents and other family members, and extending outward to include child care providers, teachers, and coaches – within the places to which they are exposed – from playgrounds to libraries to schools to soccer leagues."* (National Scientific Council on the Developing Child, 2004, p. 4).

An important thing to be noted here is that child`s understanding of the language develops through parents instructional interactions which helps child to speak later on. Understanding the language happens faster than and before the ability of speaking. For example, if a mother tells her infant child to put the toys back in the toy chest, he may follow her instructions even though he can't say what she said. A collaboration of caregiving by father and mother helps in development of the language, while guiding, responding the needs of the child and playing they create a kind of bond that help attachment and language development. Vygotsky (1986) put forward as a basis of argument that social interactions with adults within the cultural settings of society are of central importance to cognitive development. Building on Vygotsky's theories, Rogoff (1990) put forward the idea that skill development involves the interaction of two parties, a teacher (an adult) and a learner (a child). She called this an "*apprenticeship-type relationship*" that required "*guided participation*" happening during daily experiences. As mother is the main caregiver she is considered as the most essential asset with her role of language development. The process of language development is also with modifications of the learned and self-correction in which parents' role is vital to gain needed skills, accommodation and adaptation of new settings and situations. The process is also full of modifications as speaking itself requires changes in verbal symbols as a languages are mobile not stable.

2.2 Language Development in Monolingual and Bilingual Families

There are a number of practice skills identified and used in training staff as Gilkerson & Taylor numbered them;

These skills in relationship-based early intervention included the capacity to: 1) listen carefully; 2) demonstrate concern and empathy; 3) promote reflection; 4) observe and highlight the parent/child relationship; 5) respect role boundaries; 6) respond thoughtfully in emotionally intense interactions; and 7) understand, regulate, and use one's own feelings (Gilkerson & Taylor Ritzler, in press). These skills apply to relationships on a number of different levels, both with bilingual and monolingual families. The speed of the language development doesn't depend on teaching one or two languages at the same time, it mostly rely on parents` effective interaction with their kid(s);

"How often and how well parents communicate with their children is a strong predictor of how rapidly children expand their language learning." Suggesting that language acquisition is not merely based on parental care of infants` biological needs but also *"Encouraging children to express their needs, ideas, and feelings whether in one language or two enriches children linguistically and cognitively. As well as "Engaging the children and encouraging them to express themselves interactively while building on their prior knowledge in real-life situations is an effective way to build language experience"* (Cuevas, 1996; McLaughlin, 1984).

2.3 Monolingual Families

As we know that different cultures expose their infants to language in various ways, nonetheless, the outcome is almost the same as in acquiring the first language. Fluency in their first language happens to almost all children around the world.

In other words, in an average family, child`s language acquisition may not be considered a success, but rather part of child`s biological development as it is not considered to be something extra than normal biological development. The most important thing is parents` interactive relation that results into contribution of child`s cognitive development. The question is do children in monolingual families acquire the language faster than the ones in bilingual families;

"*Virtually every child develops linguistic and communicative competence, and it is learned naturally and in context, not arranged in an easy-to-difficult sequence.*" Suggesting that language acquisition for infants is not a systematic process as it happens to adults when they decide to learn a new language; "*The fact that both children and adults constantly communicate with a high degree of success is evidence that we are all following the same rules for appropriate communication behavior.*" (Lindfors, 1991; McLaughlin, 1984)

As to rephrase; our language development is a process of following the same rules that decide on the speed of acquisition which suggests that the number of languages being learned doesn't affect the speed of acquisition in an average family. Which brings up the idea of positive effects of teaching more than one language as it would help the child to cope with difficulties in a more enhanced way.

2.4 Bilingual Families

Most children in the world learn to speak two languages. Bilingualism is present in just about every country around the world, in all classes of society, and in all age groups. (Grosjean, 1982; McLaughlin, 1984)

Surprisingly, although children raised in bilingual environments have to learn roughly twice as much about language as their monolingual peers, the speed of acquisition is comparable in monolinguals and bilinguals.

Goodz (1994) suggests that bilingual children follow the same patterns as children considered to be monolingual and there is no real evidence for negative effect for bilinguals. Supporting the same viewpoint, Perez & Torres (1996) mention that same patterns of communication skills problem solving thinking, acquiring information can be easily followed for another language in terms of proficiency development for bilingual children; *"Children who develop proficiency in using their native language to communicate, to gain information, to solve problems, and to think can easily learn to use a second language in similar ways.* (Pérez & Torres-Guzmán, 1996, p. 96) *Tabors (1997) points a significant element in discovering what language is; "Even young children who are learning a second language bring all of the knowledge about language learning they have acquired through developing their first language. For these children, then, second-language acquisition is not a process of discovering what language is, but rather of discovering what this language is.* (Tabors, 1997, p. 12)

Language development before age five is quite crucial as all senses are open and children are ready to acquire all the information given in that regard, thus it`s quite vital to make the best out of this period and to organize a setting together with parents` interactions with children in where children can obtain two or even more languages at the same time.

Although there have been negative approaches to bilingualism in terms of personality and identity development (Appel and Muysken, 1987), recent studies on bilingualism have brought biased evidence on the side of bilingualism claiming that it affects not only personality but also cognitive development of children; among them is McLaughlin, B. (Ed.). (2013), for example, arguing that it is not bilingualism but poor or weak societal settings that causes problems in children`s personality development. The advantages of bilingualism have been excavated by many newly conducted studies claiming not only on personality but also on cognitive, intelligence, educational development etc. (Bialystok, 2001; Bialystok, Craik, Klein, and Viswanathan, 2004; Bialystok, Craik and Ryan, 2006; Martin-rhee & Bialystok, 2008; Bialystok; 2011).

3. EDUCATIONAL PROBLEMS AND PERSONALITY DEVELOPMENT

We as parents or teachers try to emphasize the importance of effort regardless its result while teaching children, even if they make mistakes or come up with unacceptable results. On the other hand, real life does vice versa as rewards are given to those who achieve success accepted by social norms, thus unmerited flattery may avoid revealing of true talents of children. At this point it is important to develop a healthy relationship between adults (parent or teacher) and children. *"All learning takes place in the context of relationships and is critically affected by the quality of those relationships"* (Norman-Murch, 1996). Thus, one of the main problems has been lying under misjudging or not realizing the true capabilities\talents of our children. The problems in education are kind of endless, here are just some subheadings:

1.1 Truancy

Truancy, as a collaborative misleading of parent-child interaction causes a great deal of gap in children`s development as students, with parents' permission in many cases, stay away from school for quite a long time throughout the year. Sometimes parents even take their children on vacation at school time without being charged in any way as the rules are not conveying such problems. The main problem behind truancy is that students don`t spend enough time at school and eventually fall back in many topics. *"Truancy is also a strong predictor of juvenile problems, including delinquent activity, social isolation, gang involvement, educational failure, substance abuse, delinquency, teen pregnancy, and school dropout"* (as cited in Trujillo, L. A. 2006).

2.1 Use of drugs

As a worldwide problem use of drugs has been one of the major problems facing children and the schools as institutions. The crucial relationships as the main principle in helping child progress for young aged children mental health, language development, personality development in at risk families in terms of drug usage, has been topic of research for many years. Recently, the focus by many researchers is mostly given to intervention at early ages as to prevent misconducts significantly to those who are lacking in development both linguistically and mentally. (Kalmanson & Seligman, 1992; Weston et al, 1997; Greenspan et al, 1998; Miller & Hanft, 1998; McCollum et al, 2001; Wilcox & Weber, 2001; Pilkington & Malinowski, 2002; Gilkerson & Taylor Ritzler, in press).

On the other hand, children are still able to reach drugs, alcohol and tobacco products more easily. These substances are available everywhere and sold in legal or illegal ways. Governmental controls don't seem to be enough. Children can start these addictions by having been affected from their close friends. The consumption of these substances messes not only their bodies but also their spiritual worlds. There is a positive correlation between the usage of addiction and committing crime. The much consumption of drugs and alcohol cause the more criminal incidents. A child who commits the first crime becomes more likely to commit the subsequent crimes.

3.1 Internet

Following statistics taken from internet live statistics are worth to mention;

*"Around 40% of the world population has an internet connection today. In 1995, it was less than 1%. The number of internet users has increased tenfold from 1999 to 2013. The **first billion** was reached in 200, the **second billion** in 2010, and the **third billion** in 2014."* (2015, April 20). Internet is an effective tool to reach information if it is used in this way. When the children access the internet, they are under the exposure of every kind of information. The access of sexual oriented web sites, gambling web sites are very easy. To prevent it, secure internet packages or protective programs must be supplied besides giving reasonable explanations to the child. Also social network creates another challenge for the parents. In the case of Facebook usage, personal pictures and information can be misused easily and be abused illegally. Chatting sites cause them to find imaginary friends and to create an unreal world that changes the child's character in an undesired way.

As mentioned earlier if schools can provide effective role models for students, they can be fostered in more benign settings with more qualified personnel, in other words, teachers as being role models for students they can prevent such

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

European Journal of
Language and Literature Studies

May-August 2015
Volume 1 Issue 2

misconducts of internet and instead they can improve students` personalities, educational sides by having them attended extracurricular activities or courses for learning the internet for better usage and purposes.

4. CONCLUSION

Moral values are of the essential elements in education. Morality refers to doing the right thing (behavior) for the right reason. Why are we honest, for example? Is it only because of altruistic feelings or because we see the rewards (benefits) of being honest (including the benefit of getting a good feeling)? That makes it a benefit oriented morality. Are we honest because we fear the consequences of being dishonest? That makes it a fear oriented morality.

If we are going to have a better society for today and the future, it is absolutely necessary to teach our kids moral values in school. One of the best ways to do this is to expose our children at the earliest age in school to positive role models in our society. Such a channel is first to test the qualities and side effects of role models, and then propose approaches that can find the intersection points for both teachers and students as to provide role models for students. As such positive role models are rarely found in families and societies, it is much more necessary for schools to involve moral values within their curriculums and provide representatives of role models as to complete the missing link between students and societies of their model citizens. Furthermore, *"the public holds schools and teacher more accountable for student learning, as demonstrated by everyone`s expectations for stronger student performances on standardized tests and higher graduation rates"* (Lumpkin, A. 2008). In today`s world when everything is valued with material measurements, we need people who can be models of the moral values, in other words, representatives of commitment, devotion, sacrifice etc. teachers with good qualities who are willing to drop tears for others` smiles. They should have these values, patience, enthusiasm, knowledge of the subject, good listeners, kind, fair, ability of stimulating students and such.

The practice of education starts within the family, thus, this article is mostly based on a more particular issue of parent child interaction in terms of gaining language development as it`s the first step of child`s personality development. Infancy and early childhood is the ideal time to let in your child in a foreign language. Babies gain understanding much before they can speak and benefit from having a rich language setting. It is because babies learn to talk by listening. This article together with recent studies suggest that the more words babies hear, the faster they learn to talk. The more often babies are exposed to daily language practices as well as social engagement in active interactions, the better cognitive skills are perceived in regard with language acquisition. One of the surprising facts suggested in our research is that bilingual learners are flexible and may acquire two languages in the time in which monolinguals acquire one.

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Albanians in Presevo Valley and Their National Rights

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Abstract

The situation of Albanians in Serbia, especially in three municipalities bordering with Kosovo-Presevo, Bujanovac and Medvegja, which are known as the Presevo Valley region remains the same even after the Kosovo war and after the war that took place in this region between Serbian government forces and ethnic Albanian fighters LAPMB. Since in this region the majority of the population is Albanian, then the object of study will be focused in the situation of the population there and the challenges facing it in everyday life and problems they encounter, starting from the most basic ones like: education, information, health, use of language, use of national symbols and many other problems. Presevo Valley throughout the stages of its history has always been marked with the various tensions depending on the circumstances, which have escalated to armed conflicts as happened during World War II when fighters of this area contributed greatly to the fight against fascism and Nazis, but even in the latter case when the war took place between government forces and ethnic Albanian Serbian organized around LAPMB. We will also see that the Albanian population in this region is indigenous to the early centuries of history being part of the Ancient Dardania and despite many invaders, Albanian population managed to preserve its national identity. Therefore the aim of this paper is to show the state of Albanians in the Presevo Valley focusing on historical, political, economic, demographic, cultural, educational, health, national rights - the symbols and language, information, migration and many problems other faced by the people of this region.

Keywords: Presevo Valley, national rights, war of LAPMB, Albanians, World War II

Introduction

Albanian Presevo Valley region in southern Serbia itself includes three Albanian municipalities Presevo, Bujanovac and Medvedja, in ancient times, the region of the Presheva Valley has been under Roman domination. Until the IX-th century, the region of the Presheva Valley remained under Bizant occupation. From the second half of the IX-th century until the X-th century the region was occupied by the Bullgarien kingdom. From the XI-th century until the XII-th century Presheva Valley was under the Bizant occupation. At the end of the XII-th century, due to the Serbian documents, the region was invaded by The Nemaniq until the year 1455. During this period of time, autochthonous population pertained Christian religion propagated by Roman Empire.

Presheva during the period of Turkish dominance in the Balkan was included to Shkupi territory. The national structure in this area was almost with 100% Albanians. A massive part of Albanians from the North-East area of Arberia (Vranja, Leskovci, Nishi, Piroti, Surdulica etc) were displace during proclamation of Serbia independence from Turkish Empire. As a proof (evidence) of this displacement is the fact that many families and people of the villages nowadays can still tell about their origin from the North-East area of Arborio.

After the Congress of Berlin, Kazaa Presevo, from 1878 belonged to the Pristine Sandzak Vilayet of Kosovo[1] and it included Nahinë of Bujanovac and Trgoviste until 1912, when Presevo was included in Serbia.

In the Serbian Kingdom, Croats and Slovenes, established in 1918, Presevo district belonged to the Banovina of Vardar Skopje, Kumanovo district until 1946, when Presevo, arbitrarily and without the will of the Albanian people and the purpose of assimilation and narrowing of ethnic surface was divided from Kosovo and Macedonian Albanians, in order to put control from the top, from the district of Vranje and Leskovac at times of the former Yugoslavia.[2]

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[1] Skender Latifi, Rrugëtimi nëpër Luginë të Preshevës, Preshevë, 2006

[2] www.kosovalindore.com

The region of the Presheva Valley is inhabited with a majority of Albanian population. Since in ancient time it was part of Dardania territory. The historical truth that the region of Presheva, Bujanoci and Medvegja shows geopolitical and geographical land integrity with Kosova, derive from archive data presenting this region always as inseparable part of the Kosovo Vilayet

Map of the Albanian's Vilayet [1]
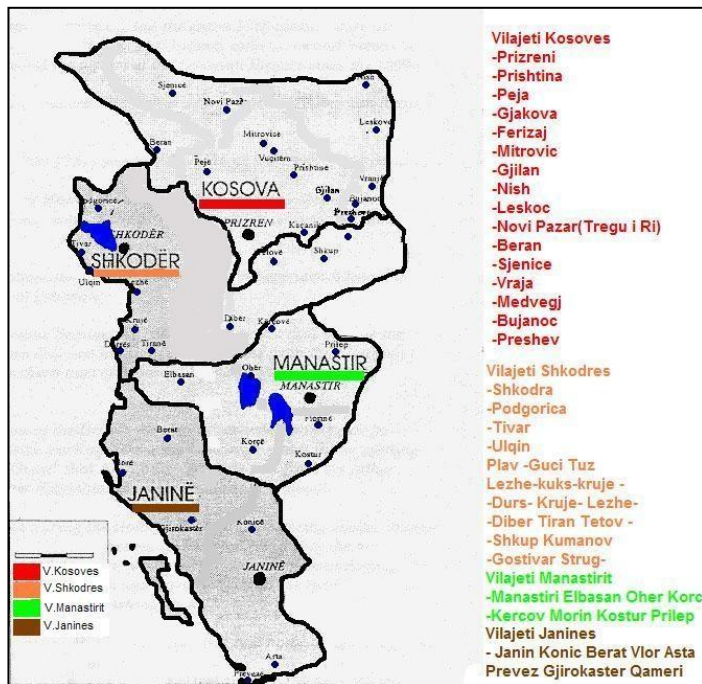
In the map clearly shows that the Presevo Valley belonged to the Vilayet of Kosovo since old times.

The ethnic structure in the Presevo Valley

In the Presevo Valley region there is an ethnically mixed structure consisting of several people as Albanians, Serbs, and Roma etc. Region staffed with about 100,000 inhabitants according to the census of 1991 of which 67% are Albanians, whereas according to the 2002 census live approximately 90,000 inhabitants, of which 65% Albanians. Looking to a decrease in the number of residents, and especially the number of Albanians linked especially with massive displacement from Medvedja in Kosovo, and the highland of Presevo and Bujanovac as a result of the establishment of Serbian forces expelled from Kosovo after the 1999 war.

Statistical data from the Census of years 1991 dhe 2002 [2]

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[1] www.presheva.com

[2] http://sr.wikipedia.org/wiki/Попис_становништва_1991._у_СФРЈ
http://sr.wikipedia.org/wiki/Попис_становништва_2002._у_Србији

Structure of population	Presevo		Bujanoc		Medvegja	
	1991	2002	1991	2002	1991	2002
Albanians	34.992	31.098	29.588	23.681	3.832	2.816
	89.95%	89,09%	60.09%	54.69%	28.67%	26.17%
Serbian	3.206	2.984	14.660	14.660	8.194	7.163
	8.23%	8,55%	29.58%	34.14%	61.30%	66.57%
Roma	505	322	4.408	4.408	119	109
	1.30%	0.92%	8.95%	8.93%	0.89%	1.00%
Others	240	240	582	582	1223	1.223
	0.62%	0.62%	1.18%	1.18%	9.15%	9.15%

Structure of population	Number of inhabitants 1991	%	Number of inhabitants 2002	%
Albanians	68.412	67	56.595	63
Serbs	26.060	26	24.807	28
Roma	5.032	5	4.839	5
Others	2.045	2	2.045	4
	101.549	100	88.286	100

In these results are not included around to 25,000 Albanians who live in the west as well as in Kosovo.

Map of the Presevo Valley [1]

Current problems in the Presevo Valley

Even after the war and reaching political agreement, the Presevo Valley and Albanian citizens are faced with many problems that are the basic terms of national rights. The problem that worries is that of higher education in the native language, so the lack of a University which could meet the needs of the Valley with new cadres. This region is known as a very strong educational and argued that the first school was opened in 1892 although distant learning took place not in Albanian language, while the first Albanian school opened with the 7 Feb. 1945.

Today the youth and the population as a whole suffers from political problems between Kosovo and Serbia regarding acceptance of diplomas, every days we sow the young Albanian are going to the UNMIK office in Pristina to the sealing of degrees to be valid in Serbian state.

So the only option is to study in Pristina, Tirana and Tetovo. Even after many requests still not opened any institution of higher education in the Valley.

Another problem is the health because there is no single hospital in the region except for a certain number of ambulances that in no way do not meet the needs, so for any serious health problem people have to deal with tens of kilometers to receive the needed medical services. Also the information situation in their mother tongue is not good, where is no information, besides several local television there is no television or newspaper which would cover the entire territory in order to inform as quickly and efficiently to citizens.

Albanian citizens are deprived of their right to use their national symbols such as the use of the national flag and official use of Albanian language. The official documents today are issued only in Serbian and Albanians do not enjoy any right in this regard.

But obviously very disturbing problem is the demilitarization of the area which is provided with Koncul Agreement. I this area , is not that there is going demilitarization but rather the region has never been more militarized because in this region operate in addition to the regular police also Serbian special forces called (xhandamëria) and here has established a large military base, one of the largest Serb army. Therefore it is reasonable fear citizens of any potential violence are from these forces. Besides the police where representation is somewhat pleasing Albanians are not represented in these bodies and in their judicial system percentage is very small and not used the Albanian language as an official language.

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[1] http://lajme.dervina.com/foto/0502244811716e693be8c0228dadcdd3/hartaluginapreshevbuja
novc1A[1].jpg

Currently the most preoccupying problem of this region is a migration which has taken over, especially after the visa liberalization that the EU decided to Serbia. The causes of this migration are numerous ranging from security issue that led to massive displacement from Medvedja and Presevo and Bujanovac Highlands immediately after the Kosovo war, then to the lack of prospects and economic development of this region and makes that Albanian youth which are educated in Kosovo or Albania in the absence of perspective remain there because the opportunity for employment is greater, and according to the testimony of people from Presevo and Bujanovac has been continually departing buses with citizens who has beset Western countries especially Belgium and the Netherlands in search of better conditions of life. Assumption that only in Kosovo and Western Europe over 25,000 Albanian citizens from Presevo Valley that when apportioned to the total number would mean some 25% of the general population.

Economic development perspective

Presevo Valley region except its important geo-strategic terms it is rich in underground and provides favorable conditions for economic development. The main branch of the economy is agriculture and this region is known for the cultivation of different crops but is characteristic tradition of tobacco cultivation. In the industrial region has been dependent Serbian industry through factories raised in the Presevo Valley where the processing of wood, crystal, paper, metal and tobacco but which are now out of order.

A very important branch is the tourism since the Presevo Valley provides conditions for its development, especially through two spas: Spas of Bujanovac where their processing of known mineral water "Heba" and Medvedja Sijarin spa rooms.

Given the geo-strategic position, corridor E-10, likely regional ties, new age population and foreign investment necessary for Presevo Valley region could have a rapid economic development.

Conclusions and Recommendations

- Albanians must establish National Council and choose all its structure starting with the Council assembly. The role of the National Council should be Government in shadow for the Presheva Valley

- National Council to frame development politics for economy, politic, education and health

- National Council to frame projects for inauguration of one high institution for education and the inauguration of hospitals

- Establishment of the news agency, radio television and daily newspaper with the intention of informing the internal as well as external opinion

- National Council to require from two Albanian states (the Republic of Albania and the Republic of Kosovo) to open offices in the Presheva Valley respectively in Tirana and Pristine with trade character

- National Council to require from the Government of Kosovo and international factions to provide for the Albanians from the valley the right of two state statuses as it was provided to Serbians from Kosovo.

- The regionalization of the Presevo Valley that would allow special status of political, administrative, etc., a position which would improve the position of Albanians in Presevo Valley in particular in relation to the treatment of the Republic of Serbia for this region.

- Reciprocity in the provision of minority rights, the Presevo Valley Albanians from Serbia in relation to the rights that the Republic of Kosovo has given the Serbian minority in Kosovo, as a condition for Serbia on its path towards EU integration, considering that the treatment of the rights and guarantees for minorities remains among the conditions for integration not only for Serbia and the Balkans but across Europe.

- Organization of a regional and international conference of donors and potential investors that will enable economic development Presevo Valley, a step that would open the way to further development in all areas

taking into account the importance of economic development and impact its sectoral policies that would increase the number of employees as well as social welfare of citizens.

- Institutional and social Cooperation in all possible areas of cooperation and all levels of representation with the Republic of Kosovo, the Republic of Albania, Albanian Diaspora, the Albanians of Macedonia and Montenegro Albanians.

- Opening of higher education institutions with regional and international character which will enable not only national integration of Albanians from all Albanian territories but also the citizens of neighboring countries by promoting regional cooperation as a condition for European integration and prevention the conflict.

- Urbanization Presevo Valley as a precondition for tourism development and promotion of the latter as an opportunity for growth and increasing living standards.

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Myth and Antimyth in the Fictions of Socialist Realism in Albania

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Abstract

The process of formation of socialist realism in literary creativity goes hand in hand with the crystallization of social awareness "down", within the psychology of the masses and "up", with the strengthening ideological party institutes of state. Endless discourses among the circles of artists on this plane, so competent is the new artistic unity as "the soc-realistic method" that obtained the status of state doctrine. In 1936 the Soviet government undertook measures to implement the undisputed total soc-realistic method all the arts in the USSR. Socialist realism becomes the dominant term in the science of Soviet literature and art sciences from the thirties to mark "basic approach" which "requires the artist to introduce the concrete historical truth of reality in its revolutionary development", so the literature had to be created with the task of educating the workers in the spirit of socialism. The notion aesthetic "realism" was related to defining "socialist", brought the practice of literature and arts submission to ideology. Demands of using the socialist realism techniques in fact became an obstacle, an anxiety to halt creativity that for years was avoid against the spiritual life of the people, so the writers created in the majority mediokre works of conformist who became propaganda trumpets. In the late '80s realism becomes literary and historical term, but in the embryonic stage of many characteristics, the soc-realism literature is determined as "heroic realism", "monumental", "social", "biased" and as if the category of "folk" is the basic principle of a work of art where the mythical watches in the mirror it s other part of the medal.

Keywords: Myth, Antimyth, Fictions, Socialist Realism, Albania

Introduction

The myth lies at the core of literature, it is the premise of the genesis and the paradigm of a fiction and the same time of all literary books together, forming a palimpsest. Everyone occurs inevitably to deal with variations of the myth when studying literature and it is explored deeply by different anthropologists, and literature critics as well.

The relations between time and space in myth and literature, we can describe, as the same time as in the dreams, so, if we analyze symbols in dreams, in this way we can analyze the internal time and space connected with the movement and the state at the same time in literature. Thus, referring to Erich Fromm, who tells that it is a lost language for modern civilizations communicating with dreams, we can tell that in some plans the mythical, poetic, philosophical and psychological and literature have a lot of things in common.

Paradoxes paralyzing literature in Albania in socialist political system

Obviously factors of prohibition of literature and its obstruction by the socialist method dictated by the politic of the time in the years 1949-1952 were paradoxical circumstances; when the terror started from the League of Albanian Writers with the sack of Malëshova and further Trebeshina and so went on.

At the time when this method rule in most of the literature, in Albania, different authors faced that, in their own manners. Thus, during the '50s new orientation in the field of Albanian literature, as in thematic level, and the methods of creative eve obviously put in pressure the writers, first thematically in the echo of the victory of the National Liberation War, and actuality was reduced mainly in black and white and with the beginning of the '60s. In this context it should be mentioned, that there were the writers as Petro Marko in 1958, when published his novel view "Hasta la Vista", brought another point of view in the Albanian novel, and moreover original sensitivity to the appearance of the characters in his novels which penalized him as a writer.

Later art sprained, it was used in the worst way and it was a function of political propaganda, as some artists were introduced, violently as cliché of socialist realism where the best feeling of civilization as love and the intima world of the human was violated.

While the liberty is hit, exactly when the thread of artistic creation becomes impossible entered and passing the fence of socialist realism, it is needed to be transformed or into megaphones to spread the utopia and stupid topics which had to have a significant influence on the consciousness of the masses., or to camouflage into classic symbols of myths to survive the real literature in the sense of what writer wants to, as Kadare did. Different authors knitted the thread of prose in Albania as Dritëro Agolli, Dhimitër Xhuvani, Ali Abdihoxha, Skënder Drini, Sabri Godo, Vath Koreshi etc., while at the top of poetry lyric were Fatos Arapi, Ismail Kadare and Dritëro Agolli, as a new generation of talented poets.

Sometimes writers were heroes, somehow justified about what they did, because the dictatorship did not leave much choice, but the worst was the silence or rejection of artistic creation of Albanian writers, because the writer is as prophet who endure pain to say the words of the truth, as promethean myth transmits to all generations since the antiquity.

This *false* philosophy of life, represented also in literature survived by lightening the socialist censorship, created models always in cause-effect relationships of structure, in view of the dynamic structure of the movements within it as the expression of a controversy religion, a religion of becoming a martyr, an extremism in sacrifice, because even though all the Albanian became atheists, they had to believe in the labor party, and die for the masses in work.

All life experiences, reflection of social awareness, where they felt the positive values of heroes, expressed artistically gave the configuration in the understanding of the life. The critical thinking, theoretical and aesthetic of that time as well as restricted the line of the Albanian novels based in the principle of ideas, characters, conflicts, forms the composition, flow of the narrative, features stylistic and linguistic up since in detail, comprehensive to the soc-realistic method. However the criticism of the time of socialist realism in Albania didn't lack, it served as a censor based on a semi pragmatic socialist realism platform and the articles in the newspapers of the time, most discussed about novels about the development of a large industry reflected in the behavior of the working class, and the positive hero, the bravest one mustn't fear the death.

In all the novels the heroic force was presented in the superlative form, to sacrifice the own life for the others, it has to do with the building of the industry of Albanian country. The literature of socialist realism has pictured the Albanian society better than it was in reality, given work as novels and stories of Dhimitër Xhuvani, some of the stories the Anastas Kondo. There were also monuments work of epic that dealt specifically through various Albanian history who ran in the time between the two world wars, a choice option to rescue, as Jakov Xoxa. It is worth mentioning what choice did Lasgush Poradeci. This great poet was silent with the inspiration that decayed in the chest, but if we read the Lasgush Poradeci today our senses will be deeply alive and untainted by the folly of socialist realism in a matter as aesthetic, as well as the evaluation criteria to recognize our ideals and dreams and through them the goals, existential and morality of human society in general.

The salvation of writer because of myths and symbols

Since Hesiod, Homer, till Ali Podrimja, Kasem Trebeshina, Konica, Migjeni till Kadare literary critic studies have been focused on myth thematic and conceptual plan, the presence of myth as a significant contribution to the promotion of philosophy of life. Literary studies distinguished by the system of knowledge and literary theories, the most advanced scientific methods, building author makes creative logic through their fiction, so they build their own myth, which may be either real, or fake one. The phenomenon range from the origin of the meaning of myths and mythology to reach to the problems of modernism and postmodernism in the literature.

The author is always with his presence, the subject and the object of his fiction indicating his subjective feelings and point of views, aiming always to bring out the foreground himself. His id in war with his ego goes beyond wanting to create

something else, perhaps an image that we have never encountered before. Mystification begins here. The author says that it is the work, and believe or not building his own myth makes his work immortal after tormenting idea if it is worth or not.

It is in human nature to seek immortality. Life and death, being mortal and eternity are the author's existential dichotomies. Thus referring to Albanian authors in the majority of their work has made in order to serve something utilitarian whether an idea as homeland, language, collective essence, ideology, doctrine, ethnicity etc. The Albanian author learned to be social activist, a warrior, imprisoned, liberator, either censor, or censored, persecutor and persecuted, antifascist, anticommunist, cynical, aggressive, peaceful, indifferent, dissatisfied.

Stressing the fact that being atheist means that, either you are the god, or you are an abandoned orator. Maybe it is misunderstood, misinterpreted infinitely, but the author in Albania it was a conductor of a religion life evoking the surprise a wonderful life never happened before in capitalist society and if not, he would be anathematized.

Albanian authors with their further creations of I. Kadare, D. Agolli, etc who consolidated the Albanian traditional poetics of the novel, creating types of novel, according polyphony of voices did the typology best novel in a national literature introducing a fable as a basis on which character were established on a prototype of its time, but referring Agron Tufa opinion the antic people who created myths, didn't call fantasy they really believed them, so it was the idea of the Albanian authors to create a myth of a different living, a Narcisse mirror and to make ourselves proud.

It can be illustrated precisely by the actions and feelings and thoughts of the characters, and somehow nothing to do with art, not the sense, but something educational and civic literary. The novels, portrayd more realistic physical and spiritual characters confirmed a whole internal study of virtues of sacrifice, not more, even though it was obvious immediate need for unfolding retrospective though tradition, and if Gerard Genette considers literature as art of artistic criticism seems to be a reasoned judgment of this discourse. To decide then how ever be used to reevaluate this kind of literature, because opposing the author and the reader who many times imposes author according to Eco who sometimes behave as lazy, hypocritical and superficial, and the same time see the author as the embodiment of his taste changes.

As we know after '90 years through talented writers, across Europe, Albanian literature began to penetrate the spirits and the sensibilities of the creative Albanian literary, as Konica, Koliqi, Kuteli, etc recorded some of the highest pinnacle of Albanian literature, types and genres, such as epic, literary criticism etc. Designed as for Albanians, as for foreign readers, the writers contunue to give us a full encyclopedia for Albania and its people. A mosaic of history and culture, language and literature, spirituality and psychology of the world's Albanians, with an extensive information and in-depth knowledge, harmonizing scientific objectivity with an entertaining account of the author highlights the individuality and the nature of the Albanian people not only see itself, but also in Balkan and European context.

Now gathering all in drawers books, we assume that creative inspiration was not halted immediately establishing communist rule, abroad Albania, Kuteli continued to be a natural continuation of war by publishing literature whenever the omitted censorship. Albanian literature novel bloomed between '60s and '90s of the twentieth century, explained the process of social, cultural, educational, in the eyes of the politic ideology of that time etc. but at the same time left the space blank so long for the reader desired to a subcoschient world of a writer who really discovers what a reader needs.

Being a writer in Albania during the '50 and '90s there was a maximum pain, self-sacrifice, and a truly prophetic foresight, some might have been real writers, because only they can feel that freedom was near, those does not make any compromise in their act of creation; their freedom and creative spirit was already summarized in hidden parts of their unconscious as dreams exist and communicate with us in silence inside the walls, where the only noise of their pen exists. Imposing within myths which someone created was much more than the clap propaganda trumpets the realsoc who today are experiencing the death of their pseudo artistic creativity, death of what had considered genuine literature. For such writers freedom came to punish their fiction. The need for an inner life, to develop cultural and political and creation of idealism, and being national remain ideas on sustainable if the European models and the few Albanian to overcome the boundaries that often times leads to isolation. New "*albanologists*" today, are trying to bring social, ideological arguments to attack the Albanian language and its antiquity, Skanderbeg and its history on behalf of waste thought. As I highlighted the some problems of the literature in the last century in Albania, not been in equilibrium, but today, Europe and the fascination towards harmony finds the majority of Albanians, convinced that the nation appears on the beliefs, here it is found in compliance with the best literary thought.

There is not only some masters of writing Albanian literature which is all bent historical consciousness and nurturing to give Albanians and the entire planet in elevation. This deep awareness of the national historic gave this sound of the prophetic voice of a spokesperson who protects his tribe in the depths of its most visible and hidden depths that are shocking. Identity issues are a phenomenon associated with the modernization process of itself society and in this process the albanian writer must be first intellectual, feeling lucky for his identity and building his own myth in the wake of the wonderful fiction of this country, of his dispute in literary terms in the match the fate of the nation in its crucial historical moments.

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The Real Power of the Social Media, the Interpretation of the Establishing Communication Ways, as Illustrated by the Turkish Assistance during the Kosovo Crises

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Abstract

As it is always with new inventions in human history the role they play in their early stages is mostly none acknowledged before they make a more widespread impact. The social media is one of them. Due to the new aspects that this relatively new kind of media its role is mostly negligee in favors of the more vastly popular other forms. In the kind of era that we live technology means that the place where we get the information is irrelevant in the grand scheme of the things, however that does not mean that the impact is lesser or higher. To make the example more clear even though a news that the currency is going to raise or lower in the USA- for example its mostly limited to the USA citizens it has a dire impact in the rest of the world, but even though the means for this news is the generic media, the ones to give the means to understand and make amends to prepare for the consequences to the rest of the world. Due to this kind of functionality is always difficult to separate where the generic forms of the media begin and where the social media begin. What is interesting is that this function of social media begins since the first forms of the internet and it's just more pronounced nowadays. As an example of this functionality the more prominent one is the way Turkey interfered in the Kosovo Crises. More than the generic news and political affiliation at the time the most impact in the public opinion did the social media. This paper is a research in this regard. It's not very detailed and it shows a general picture of the situation and only deal with the main aspects of the behavior of the social media, however is a beginning which shows the great impact all forms of communications, especially the social media.

Key Word: Communication, Social Media, Interpretation, Media reality, Real life reality, Turkey, Kosovo.

1. INTRODUCTION

Generally when we speak of social media our first instinct is to think about the facebook, or other WebPages that promote socializing. And in a way this is true. The social media as we perceive it are the WebPages that promote interaction thru the internet, and some of these connections are bound to last a lifetime[1]. However the less promote side of the social media is that it can and actually does change the perception of the way we perceive reality.

Thru the social media we don't only find a way to interact with others, which is a necessity for the human being, and also an instinct, but the less studied aspect of the social media is how it is building trends and changing the perception of different things or matters.

Due to the somewhat impersonal type and anonymity that social networks[2] offer (you can lie about how old you are, where you live or how you look, etc) it make possible for the majority of the people to find a group to belong too and how to interact in a successful way with that group.

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[1] Brown, E., & Cloke, J. (2004). Neoliberal reform, governance, and corruption in the South: Assessing the international anti-corruption crusade. Antipode, 36(2), 272−294.

[2] Axford, B., & Huggins, R. (2003). Towards a political sociology of the Internet and local governance. Telematics and Informatics, 20, 185−192

Also it make able to meet people thru different countries, no matter the distance, and by doing that providing new point of views or ideas, or a simple new way to look at the world. And by doing that introduce new information to the group you are interacting with and that bring a new perspective on what you thought you knew.

Now this is a very large subject and it is not possible to make a study of it in a few pages, but there is an example that scraps the top of the iceberg and show how a few chartrooms and an exchange of information can change a whole perspective.

The case I am studding is how Turkey influence came into being during the Kosovo Crises. This is a isolated happenstance and there were different factors that contributed to it despise the social media, how the interacting way and the way it came into being is wholly due to the social media.

However this is a area that hasn't been studied enough and it needs more research and dedication, since social media nowadays is becoming a power on its own and up until now it is not controlled but being driven by momentous trends and whims of organized groups.

2. The purpose and objectives of the study.

The object of this study is to demostrate the role that the primery forms of the social media, such as chatrooms, blogs and communities on the web played during the Kosovo crise, in not only serving as main points of information, especially for the youth of population but also in provideing help and donations to the refuges from Kosovo and how it put in touch generations separated by decades or more[1].

3. Research question, hypothesis and methodology of the study.

This work is a description of the situation that developed in Turchey and Kosovo in 1999-2000, during the Kosovo war and the way most of the donations and information were provided by the social media more then the other legal authorities such as media or the Public media[2]. The different data was collected thru different sources, mainly statistical ones which are detailed in more depth in part fifth.

3.1.Our working hypothesis is: How the social media chnaged the perception of albanians from Kosovo living in Turchey?

3.2. The importance of this research

Even though has been many studies for the role the media played in the war of Kosovo, there is next to none regarding how the social media impact the perception of reality since the early days of its usage. The data obtained from the field and different roare processed under the program SPSS Advanced Statistics

4. Social media in Kosovo and Turkey.

It sound strange to think about it but one of the main factors that being under the Serbian occupation brought for Kosovo, was that emigration had a very big influence in the way the internal economy was equilibrated. Most of the income was coming from the Albanians of Kosovo whom migrated outside the country, since due to the occupation the possibility for Albanians to find a job on their own country was almost impossible.[3]

So most of them migrated in Europe or Turkey, some for financial reasons and others for more existential reasons; insuring to stay alive.

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[1] Brown, E., & Cloke, J. (2004). Neoliberal reform, governance, and corruption in the South: Assessing the international anti-corruption crusade. Antipode, 36(2), 272−294.

[2] Axford, B., & Huggins, R. (2003). Towards a political sociology of the Internet and local governance. Telematics and Informatics, 20, 185−192

[3] Brown, E., & Cloke, J. (2004). Neoliberal reform, governance, and corruption in the South: Assessing the international anti-corruption crusade. Antipode, 36(2), 272−294.

There have been different fluxes before the 60th of Albanians migrating not only to Europe but also to Turkey, but up until the 1990 the contact between them as a community was sparse and missing. In most cases there were instances where families have lost connections with each other, due to this kind of migrating.

The more interesting fact that we need to specify is that Turkey and Albanians share a very close mentality, and the way they perceive life and habits is similar. Even some of the traditions are the same. However despite this, prior to 1990 the communication and information between the locals (Albanians living in Kosovo) and the outsiders (Albanians living in Turkey) was at the best way sparse.

Now this hold true until the 1990; and then with the development of the net and the first forms of the chat room and blogs, this whole picture change, and missing connections came into being once more. New communication ways were established and the lost families in most cases came into contact with each other.

The part that illustrates this best way is the way the connections were reenacted during the Kosovo crises. Most of the families that had been established there for decades and hadn't made contact with the part of the family back in the motherland came into play, precisely during this period[1].

The main way of communication were dedicated chat rooms whom purpose was to gather helps for the refugees and upholding the defensive war that was taking place in the area. Its most interesting to note that in the primary forms of the social media, its impact role is much more pronounced that in the late years[2].

A guessing thought about this output would be that the more sophisticated the technology become and the more widespread, it make it much more difficult to focus in a topic and to use it to make an impact in a precise way.

Social media and the Crises of Kosovo

The role that the media[3] played during the war of Kosovo is a much heated debate then most of the actual issues in the world; however this is not part of this research[4]. The main point of the paper is the role the social media played in providing facts and help in the aiding of the refuges of Kosovo war. The data below was collected using different resources such as statistic publications of Turkey and Kosovo Institute of statistics, and also international publications of statistics such as Gallup and World Bank.

The role of the social media is studied in the aspect of how it made the possible connections and the impact it made in connecting two communities whom even though came from the same country at the beginning were [5]separated by years of miscommunication and contact, and the role they played in upholding each other.

Even though this communication began since the early 1990 the pick time is in the 1999-2000, especially during the Kosovo Crises. It made possible not only the reconnecting of the two communities, but it also made availed the actual collaboration that exists between the two countries. Most of the investments in Kosovo come from the Turkey, and even most of the trades and business is very much connected with Turkey community.

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5. Analyses, Data Interpretation

- According to the information gathered from different statistical data and research it shown that prior to 1990 it was this percentage of communication between Turkey Albanian Community (TAC) and the Albanian Community in Kosovo (KAC), 15% of them kept touch thru traveling every two weeks, while 15% of them had a direct family member in Kosovo whom they would see once a year, as 4% of them kept in touch thru chat rooms, while according to data shows that 66% of the

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[5] Bertot, J. C. (2003). The multiple dimensions of the digital divide: More than the technology 'haves' and 'have nots'. Government Information Quarterly, 20(2), 185−191.

statistic show that there were no communication contact Between TAC and KAC for years. The data that the main parts of the communities had no interaction with each-other[1].
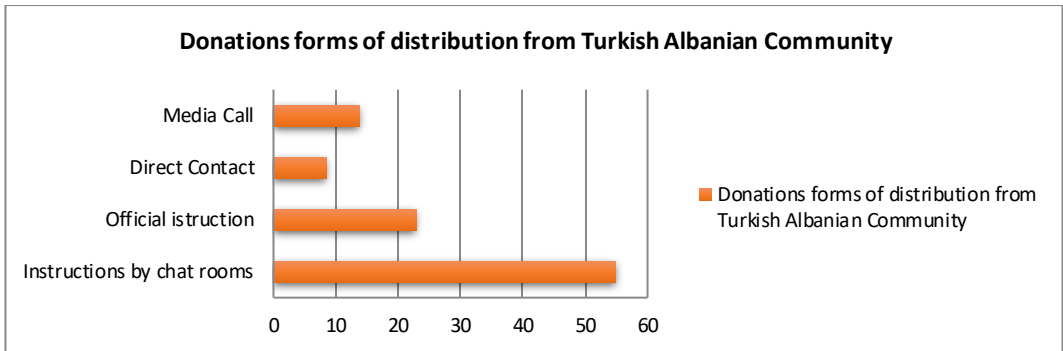
Communication Contact Between TAC and KAC

Communication Contact Between TAC and KAC
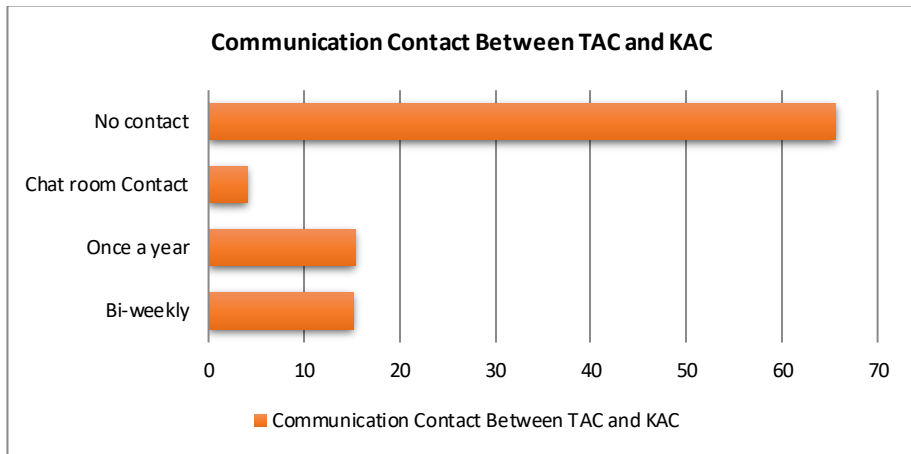
- Now the above situation change completely according to the data collected after the 1999, when the reports for communication from the statistical[2] sources come as such, 46% of the statistics show that they had gotten in touch thru the chat rooms (mostly yahoo and AOL), 23% of the TAC had gotten in touch thru main contact, while 6% of the data claim that there was direct contact between family members, whom have left Kosovo due to the crises. Only 25% of the TAC and KAC were with no communication as stated by the data. By this data we can deduce that the main point contact was made thru social media, in its primary forms for sure, but still from social media.

Communication between TAC and KAC during 1999-2000

Communication between TAC and KAC during 1999-2000
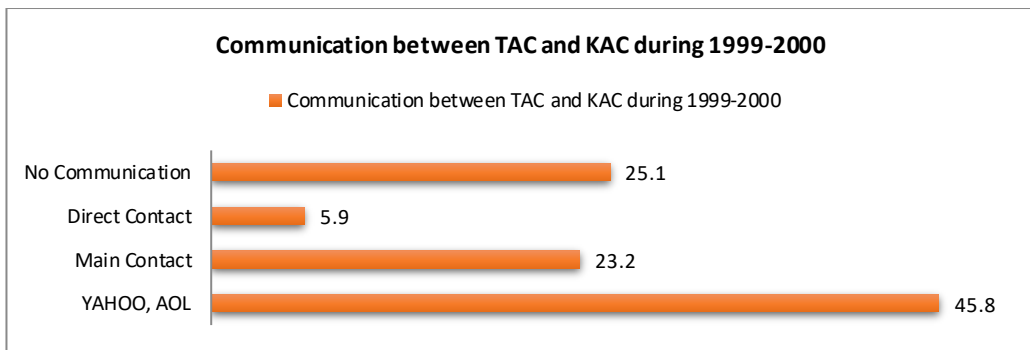
- Another interesting data that the statistics show is the way the communities impacted each other thru the humanitarian aid. The way the information was flowing shows how much impact different communities in the net brought people together. This is faced if we check the way the donations requests were answered from the TAC. 55% of the donations have been made thru direct instructions from the chat rooms and communities, followed by the 23% being made thru official channels, and 8% being made thru direct contact of the donator (they send financial aid to a family member), while 14% has been made thru international media call.

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[1] www.turkstat.gov.tr/

[2] Anechiarico, F., & Jocob, J. (1994). Vision of corruption control and the evolution of American public administration. Public Administration Review, 54(5), 463−473.

Donations forms of distribution from Turkish Albanian Community

- The Next part of the data shows how did the communication ways stayed open after the 2000, between the two communities: 73% of the contact between the TAC and the KAC is being kept by social media (different forms are shown, mostly email), 1% is traveling almost weekly, 2 % of them communicate thru phone or other ways, and 24% of them shows that they have contact once a year. It is right to assume that mostly the social media is used since it is cheaper, and mostly is being used for keeping in touch for business matters between merchants, established or new enterprises.

Communication between TAC and KAC after 2000
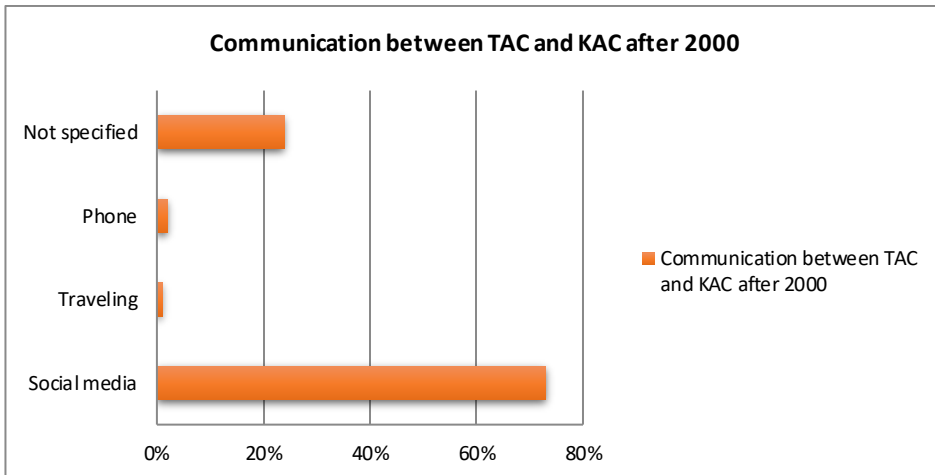
- To back up the above data below is a graph of the information taken from the Institutes of statistics of Kosovo and, the institute of Media and the Gallup institution in highlighting the data how the the investment of Turkey in Kosovo has been proceeding since 1900 to 2012. The actual number of turkish investment in [1]Kosovo for 2012 is 61% of the foreign investment market, in 2002 there were an investment from[2] Turkish companies up to 28% , while in 1990 the number of investments from Turkey in Kosovo was 11% and the number of investments in 1900 from Turkey in Kosovo is 0% . This show that the established comunication roads during

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[1] data.worldbank.org
[2] Bertot, J. C. (2009). Public access technologies in public libraries: Impacts and implications. Information Technology & Libraries, 28(2), 84–95.

the road thru the social media, it went by and got stronger, bringing a new aspect in the equation, that of providing help for the future.

Turkish Companies marketshare investments in Kosovo
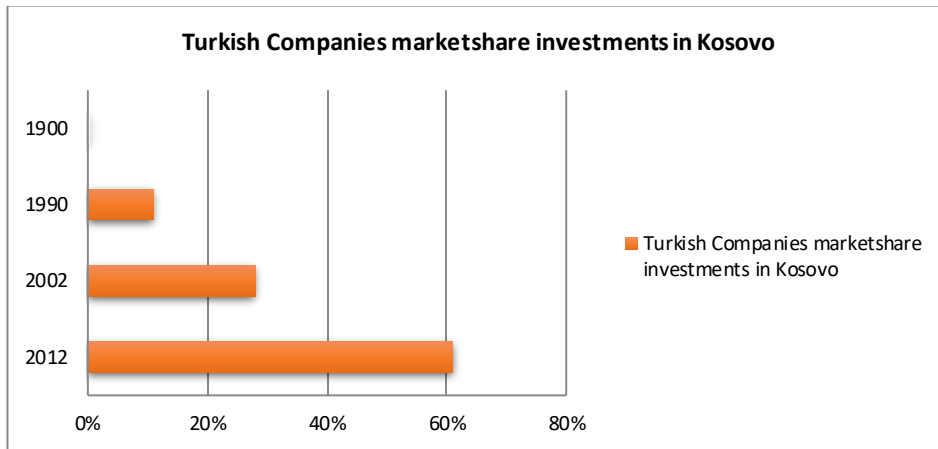
6.   Conclusions

As already demonstrated the main sources of information at the time to the crises the Kosovo was going thru were the chat rooms and the communities. Actually there were around 17 thousand chat rooms and communities at the time mainly ad operated by Albanians which were serving as a different source of information regarding the crises[1] and possible ways to help the refugees, and more than half of them were kept in both Albanian and Turkish language. It provided a much more extended network then the actual media coverage, and it was so much more important because people were sharing ideas and information and were trying to come to the aid of those that were in the middle of a conflict.

The whole picture provided below point to the main potential of the social media which is the interconnecting of separated communities. The fastest way to come in contact is thru social media, and it is also a good elective, because it cannot become bothersome (you can log out if you are disturbed, or just block the person). Also it is a fast way to reenact lost connections which in the wholeness of them can make impact in the general picture.

The social media impacted in bringing together the two separated Albanian communities during the

    a.)   It provided information and made contact between lost families
    b.)   It provided help in a stressful and unmanageable situation
    c.)   It opened new avenues for business enterprises.

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[17]   www.allaboutturkey.com

[18]   https://data.oecd.org/turkey.htm

The Control of Information in Traditional Media through the Social Ones

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Abstract

The usage of social media by Kosovar politicians is almost absolute. Politicians of all levels have their accounts on Facebook as well as other social networks. They use those for various reasons, starting from contacting the voters and supporters during the election campaigns as well as during the time they are in the office, up to presenting their stands and ideas that have do with different issues of public interest. For many of them, especially for low-level politicians the social media, mainly Facebook, have become the only place where they express themselves, since they find it almost impossible to become a part of the traditional media, especially of those on the national level, like newspapers, radio or television. Whereas for high-leveled politicians, concretely the heads of main institutions like the prime-minister, the head of parliament or the president, who refuse to be interviewed and be present in political shows where they could face questions from the journalists or the public, they are using Facebook statements in order to avoid direct questions from the journalists about the political subjects of the day. By making it impossible for them to take direct answers through their journalists the traditional media (newspapers, radio, TV) have to quote the posts that the politicians are making on Facebook. The kosovar journalists and the heads of media see this tendency of politicians, especially of the prime minister as the lack of transparency, avoidance of accountability, control of information and setting the agenda of the media. This paper attempts to argument the hypothesis that the high level politicians, the heads of main state institutions in Kosovo are controlling the information in traditional media through the usage of social media. In order to argument this hypothesis as a case study we have taken the Kosovar (ex)PM Hashim Thaçi whose almost every status and update has been quoted by the media. We have also interviewed journalists and editors of Kosovar media houses who have expressed their thoughts about the subject, while supporting the hypothesis of this paper.

Keywords: Social media, traditional media, information control, transparency, accountability, television.

─ **INTRODUCTION**

The usage of Facebook in political communication is already finding widespread usage with Kosovar politicians. As well as, as a tool for promotion, where the politicians use it for their marketing, by publishing details about public activities and the presentation of their ideas and stands, Facebook is also used as a tool for controlling the information in the traditional media, which is done through their statuses which are then permanently quoted by the traditional media like the newspapers, radio and television stations. Quoting the status updates of high-level politicians in Kosovo has now become an absolute trend, a routine which cannot be opposed. Therefore the point of interest in this text is the stance that the journalists and the editors of some of the main media in the country have when it comes to this phenomenon. The politicians promote addressing the audiences through Facebook status updates as their transparency on front of the voters. Whereas the journalists see it as something completely opposite- as a complete lack of transparency since by doing nothing but publishing status updates without ever accepting to answer questions by the journalists the politicians are actually not transparent but are actually very selective in what they write. By not being able to get answers for the questions which interest them the media are limited to quoting statuses which are nothing more than exactly the messages, which the politicians want to send. Therefore, in this fashion they are managing to control the news (that comes from them) in the traditional media (radio, television and print).

The Article is empiric and it researches the relationship between the media and the politicians in Kosovo, but its hypothesis can be valuable for every other country in which the relationship media-politicians are similar. Especially in the countries in which the media have accepted the condition and are do not have the power to pressure politicians into giving interviews but are satisfied with quoting their Facebook status updates. In order to argument the hypothesis of this article many journalists and editors of the Kosovar traditional media have expressed their stances through interviews. They have been answering questions that were concentrated around the four concepts through which the hypothesis of this article is being argumented. The text has been realized by concentrating on interviews, as an instrument of qualitative research, the vast majority of their answers did support the hypothesis and the concepts of the article. For this reason the answers of the participants have been presented and analyzed one by one, concept after concept.

– LITERATURE REVIEW

The role and influence of the media and journalism – as a ring in which the politicians face their voters has been noticed a long time ago. Toqueville notices that *"the press, which knows so well how to ignite human passions is still not able to create them on its own". A*ccording to him the press fulfills these three major functions : 1) Guarantees freedom by exposing the secret mechanisms of politics (by forcing the politicians to stand in front of the court of public opinion) ; 2) Keeps the community together by giving the citizens joint references (only a newspaper can place the same idea in the minds of thousands of people in the same time); 3) Makes coordinated action possible in a quick manner (since it allows people and political parties to talk without seeing to each other ; meaning with no real contact) (Maigret, 2010. Pg45). These three functions of the press have, throughout media history, continued being applicable for all the other media. Each medium that has been invented and put to the service of informing the public has been seen as more democratizing for information and the society in general. Habermas (1974) sees the media as a place in which public space happens and develops, whilst with their theory of agenda setting McComb and Shaw (1972) argument the ability of the media to transfer the issues to the public. Today the social media have found a wide usage with the audiences- something made possible by the Internets ability to be interactive. Just as with all other previous types of media- with the appearance of on-line media a debate about the faith of other media- the traditional ones, as well as the roe and faith of journalists, has began. While talking about the faith of the journalistic profession and the impact of internet on it the journalist and the studier of Journalism and the media, Riccardo Stagliano (2004), through the hypothesis that "information becomes more democratic" and the anti-thesis "it is nothing but an un-believable market" hopes that finding a middle path and a synergy between the traditional and internet media. Whilst in a recent interview Bill Kovach, talks about the role and the responsibility of journalism. He does not believe that that it's role or responsibility have changed but, according to him *they have become even more important*. In this line of argumentation when talking about the dedication of journalism towards the truth in the time of internet and the plethora of media as well as the flux of information which circulates sees this exact phenomena as the main reason of making the role of journalism and journalists as the selector of the important information even more important and true:

"On the contrary, has become even more important. The truth is the most difficult to prove. Usually, we only approach the truth. With new technologies, we have thousands of lines of communication which is accessible to everyone, enough to have a computer. Today, people have to look at this huge amount of information to find out which things are verified, which are frauds, which are propaganda, and that fantasy. So this is the role of journalists now: help to clarify what is the truth in all that information."[1]

– THE CONTROL OF INFORMATION IN TRADITIONAL MEDIA THROUGH THE SOCIAL ONES

Among the traditional media in Kosovo television keeps leading as the medium through which most citizens get their information. Whereas when it comes to the credibility of the media traditional are still leading, in comparison with the on-line media, web-portals are particularly identified with the journalistic style of "yellow" press. Instead of being seen as democratizing and pluralizing the media scene the internet media are being identified as sensationalistic and show-biz oriented. Because of these circumstances the traditional media are the main point of interest for the politicians who want

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[1] http://www.zeriamerikes.com/content/bill-kovac-gazetari-legjendar-me-origjine-shqiptare-rrefen-jeten-135436328/519761.html

ISSN 2411-9598 (Print)
ISSN 2411-4103 (Online)

European Journal of
Language and Literature Studies

May-August 2015
Volume 1 Issue 2

to present their activities and express their ideas. When it comes to the communication of the politicians of various levels – for the low-level politicians such as municipal level politicians social networks are an excellent platform for communicating with the voters. This is because they seldom have a chance to get a spot in the traditional media. But this article is focused on high-level politicians and their relationship with the media. Through interviews with the journalists and the editors of the most important media in the country this article attempts to answer four main questions: 1) how do they see the trend of quoting Facebook statuses (social media) of high-level politicians?; 2) DO they think that quoting these statuses represents an increase or as lack of transparency?; *3) ...The mission of the media is to place the politicians in front of the public...* are the politicians avoiding accountability by quoting Facebook status updates?; 4) Are Facebook's status updates being used as a tool for controlling the news?

Most of the interviewees look at the first question : *the trend of quoting Facebook statuses (social media) of high-level politicians* with a large dose of skepticism. In a few instances they see it as something positive but it is generally seen as a negative occurrence because through this practice the role of the media and the journalists has been eliminated. While a politician will write only what interests him, not what is of interest for the journalist and the public in his status updates. For Agron Bajrami the editor in chief of the daily newspaper Koha Ditore, quoting FB statuses symbolizes passive and un-effective journalism which does not ask questions or follow the news but allows politics to dictate the subjects and the way of reporting. Furthermore he adds:

"The practice of posting statements through Facebook has become widespread with the politicians since it allows them to speak about the subjects, which they want to speak about and avoid answering questions and issues which can be problematic or controversial but speak only of the things which they see as promotional for their goal and themselves. The role of the media is not to promote politics and policies but to ask critical questions about the problems and issues which are of interest for the citizens and the country. Therefore the practice of filling the news with the statements taken from facebook and other social networks or even from official press releases is not in the interest of full and correct informing the public and it does not help the credibility of the media it is the exact opposite. Such passive journalism which simply reports what the politician wishes to say and does not ask questions becomes a simple propaganda tool which, at the end of the day cannot even be called journalism."[1]

Yet, Agron Bajrami, does not completely eliminate the possibility of quoting the Facebook status of politicians since, according to him, there are cases when politicians do give statements of interest which should be quoted. According to him quoting Facebook status updates should not be completely eliminated, but it should not become the main pillar of journalistic reporting. Jeta Xharra[2], the editor in chief of the Balkan Investigative Reporting Network BIRN also thinks that investigative journalists can be helped by politician's statuses, since- with it being an "in-formal" and "relaxing" media the politicians do reveal their true nature through them. She confesses that by getting information from politician's statuses BIRN reporters started investigating some rather important cases[3]. But, these are not cases when they simply quoted the status update, but it was used as a starting point of in-depth journalistic investigation. Llukman Halili, an experienced journalist and an editor of a newspaper in Switzerland calls the practice of quoting updates *"Copy paste which has nothing to do with the situation to which the status is referring to"* [4]. While Gjergj Filipaj, an editor of RTK1 news sees the social networks as something new and a new opportunity for communication between the government officials and citizens. But when it comes to directly quoting the updates he does not think that it should become the only way of communicating. Furthermore, he says:

"I think the communicating through social networks- through Facebook statuses should be a part of communication but it should not completely replace traditional communication of the government with the media and the people. So using status updates as quotes can be done, but only after all other means of communication have been tried: press releases, TV

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[1] Agron Bajrami, Editor in chief of Koha Ditore. Interview for the author done for this article.

[2] Jeta Xharra, Co-Founder at Gazeta Jeta në Kosovë, Anchor and editor in Chief at emisioni Jeta në Kosovë, executive Director at BIRN.

[3] The case of giving the tender for Kosova E Re termocentral without having three bidders was firs found out from the PM-s facebook and then the information was published by the "Leading comitee". This was noticed by the civil society through a reaction which can be found at http://kosid.org/news/47. The case when the story that the former American Ambassador in Kosovo Chris Dell was working in africa for Bechtel, the company for which he lobbied while he was in Kosovo , BIRN started out from a post on FB.
shih http://www.theguardian.com/world/2014/apr/14/us-ambassador-kosovo-construction-contract-firm-highway.

[4] Llukman Halili. Editor at www.dialogplus.ch

interviews, joint reporting, news agency interviews. Writing statuses should not become the only way of communication with the media and the population."[1]

While, Lorik Arifaj the editor in chief of Kosovar Public television sees the development of technology and quoting statuses as quite a positive step. He thinks that *"using the personal pages of the social networks by the politicians, are helpful when it comes to the speed of the news. Maybe they are less damaging to TV stations since it is well known that on TV the most important element is the picture, or video, while it is extremely helpful for web-portals."*[2] According to Arben Ahmetin, the editor in chief of the daily Tribuna, dislikes quoting statuses. According to him even *"quoting opinions, not only stands, but opinions of, for example, ex-PM Thaci, shows lack of respect and sucking up to the government"*. Zekiria Shabani, an editor of the economic section in the daily Tribuna, and the head of the Association of Kosovar Journalists sees the trend of quoting status updates as harmful for journalism and information in general. He adds:

"This has become the only for open communication between the politicians and public in Kosovo and it has unfortunately been accepted as such by the media. Quoting status updates is nothing wrong, for as long as you apply the standards of correct reporting within journalism. But, in most cases, the media suffice with a status update posted by some politician without even checking its truthfulness first and then following the story till the end in order to present the public with the truth. The media must understand that facebook is a gate for communication between a politician and the public with the role of the media is to go beyond being an in-between during communication."[3]

While when it comes to the second question, one *if quoting status updates represents an increase in transparency or lack of transparency* most of the interviewees believe it represents lack of transparency. *This phenomenon they see as: an absolute lack of transparency* (Halili), as insufficient, since lack of transparency is a total lack of information (Filipaj), transparency is not posting or publishing what is of interest for the politician but what is of public interest (Shabani), or as two-sided, transparent since it allows to directly take the stances of the persons who are competent, not through press representatives, but it is also lack of transparency, since each politician is guarded in what he expresses since no one can interfere with the wording which transmits only what the author wanted to say and nothing more (Arifaj). And Agron Bajrami, while elaborating on the subject says:

"This has nothing to do with transparency, This is propagandaa whose purpose is more to manipulate the public than answer relevant questions. We, until now, have not seen a single post made by a politician which speaks of the failures of their policies, which speaks of the deficiencies of their governance, of unfulfilled promises, of being unable to improve the quality of life! We have constantly seen promotions of their so called successes or, in some rare cases, attempts to explain a failure, by trying to throw the blame somewhere else"[4]

By denying transparency through such a form, Jeta Xharra, as an argument, uses a research done by BIRN which had to do with access to official documents. During one year there were about 300 requests for access to public institutions but only 30% of them have been answered Jeta Xharra[5], [6]. She adds:

"In case of the PM Thaçi, it is known that he did not have a spokesperson but he did have Facebook status updates. This tells of how serious he is that he is ready to place people "in the background" who will post things for him but none of them will openly admit that he is speaking instead of the PM. This, in a way, shows that he was not able to find a person *that he trusts* and who will put his *credibility* on the line and allow himself be *the face* of the government. T*his in itself* tells a lot."[7]

About the third question in this research, *are trough FB statuses and by quoting them in the media, if are the politicians avoiding accountability by quoting Facebook status updates? Th*e interviewees almost completely agree, that accountability is being avoided massively, or at last there are endless attempts to avoid it. The opinions of the interviewees

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[1] Gjergj Filipaj, News editor at RTK 1.
[2] Lorik Arifaj, Temporary Editor in Chief at RTK 1.
[3] Zekiria Shabani, The head of the association of Kosovar Jounalists AGK. Interview for the author done for this article.
[4] Agron Bajrami, Editor in chief of Koha Ditore. Interview for the author done for this article.
[5] Jeta Xharra, Co-Founder at Gazeta Jeta në Kosovë, Anchor and editor in Chief at emisioni Jeta në Kosovë, executive Director at BIRN.
[6] For more, see the BIRN report.
http://jetanekosove.com/repository/docs/Raporti_per_qasje_ne_dokumente_publike_final_final_87217.pdf
[7] Jeta Xharra, Jeta Xharra, Co-Founder at Gazeta Jeta në Kosovë, Anchor and editor in Chief at emisioni Jeta në Kosovë, executive Director at BIRN.

range from politicians using FB for cosmetic needs and re branding therefore it is proof of a failed attempt to avoid accountability (Halili), as complete avoidance of accountability by the leaders (Shabani), not only that accountability is being avoided, but it is non-existent since the media itself is content with quoting status updates thus allowing politicians to function in this way (Bajrami). Whereas Lorik Arifaj says "*I do not think that they are avoiding accountability. This can be done in various TV debates. Interviews or press conferences when they talk of other issues and which can be used by the journalists who want to complete a certain subject*" But live interviews *and debates in which the politicians* appear, especially the high-level ones, like for example the PM, or the ex-PM Thaçi, according to Jeta Xharra are pre-selected. According to her former PM Thaçi has never accepted being a guest of her show 'Jeta në Kosovë' during the entire time he was in the government, but only while he was with the opposition it is clear that he has been choosing the media and the journalists in which he was certain he will not face critical questions. Therefore, for Jeta Xharra, no matter how much the politicians try to avoid accountability the public is still aware of what they are doing.

And when we speak of the fourth question , *are the politicians using their fb statuses as means for controlling the news,* all the interviewees agree that there is such a tendency with the politicians, but say that it is not the same for all media. They believe that media and journalists will manage to resist this tendency but, for the time being there is a trend of quoting updates by the traditional media and this makes the politicians use only this form of communication and refusing to accept direct confrontation with the media and the journalists, or even when they do agree to something like that, they choose "friendly" shows and journalists who will not be critical towards them. The reasons why the media is involved in all of this range from are from economical up to subduing some media by politics. These tendencies are believed to be doomed a failure (Halili), as a result of the lack of finances the media have available in order to have more reporters who move quickly after the news has been published (Shabani), but that journalists who are skillful and have integrity should not stop in front of challenges and problems thus not allow themselves to be influenced by status updates of any politician (Filipaj). If there is no control of the news than there can be no orientation according to the agendas of the politicians, but it is the editorial staff who decides the importance or the direction that they should give to a story (Arifaj). While in the Kosovar media reality, the FB updates of politician's statuses are becoming the news agenda for the editors and lazy journalists who allow themselves to create the news solely through updates without following up on other reactions and checking them in reality (Xharra). While at the end, the editor in chief of Koha Ditore, Agron Bajrami, after concluding that the politicians are managing, up to a point, to control the news that comes from them and encompasses the story about their political activities, says:

"As I said before, the posts of the politicians on social networks are propaganda whose purpose is to sink the story and instead of truth offer political manipulation. Of course, politicians do not always manage to control the news since not all Kosovar media depend of social network updates. Furthermore one of the more positive aspects is that the more credible media in Kosovo, like Koha Ditore, are not dependent of politicians Facebook updates and official press releases. The vast majority of the news today there are result of active, investigative, critical journalism whose purpose is to follow the truth as deep as possible."[1]

– **CONCLUSION**

Kosovar politicians, especially the high-level ones, which best illustrated by the example of the ex-PM Thaçi, are widely using Facebook for promoting their activities. Their statuses are being actively quoted by the traditional media, like the newspapers, radio and television. This is seen as sufficient and more useful by the politicians while it is also seeen as lack of transparency and even a tendency for controlling the news by journalists and the editors of kosovar media. Through answering the four questions in the article, journalists and editors of the Kosovar media argument the hypothesis of this article that *through the usage of the social media politicians of the highest level, the leaders of the main government institutions are controlling the information in the traditional media.*

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[6] Agron Bajrami, Editor in chief of Koha Ditore. Interview for the author done for this article. He has been working in journalism since the 1990-s, at fiorst as a jounalisst in Koha Magazine while since 1997 for the Koha Ditore daily.

[7] Arben Ahmeti, Head editor at the daily Tribuna. Inteview for the author of this article. Long time jounalist, he has worked for Koha Ditora, while since Tribuna started out he has been its head editor. Now works as the presenter of the morning edition at Radio Dukagjini.

[8] Gjergj Filipaj, News Editor at kosovar Public Television RTK 1. Interview for the author of the article given for the purposes of this writing. Master of journalism and communication, a long-time reporter who was worked for Koha Ditore and Zëri.

[9] Jeta Xharra, Editor of the Jeta në Kosovë Show and the executive director of Balkan Network of Investigative Jounalism BIRN. Iinteview for the author of this article. Known as the author and moderator of the Jeta në Kosovë show and she is the co-founder of the newspaper Jeta në Kosovë.

[10] Llukman Halili, Editor at www.dialogplus.ch. Intervew for the author of this article. Phd of political sciences, journalist and editor at Prishtina Television during 1980-s. Long time editor at Bota Sot. Currently a co-founder and editor of the on-line magazine Dialog Plus.

[11] Lorik Arifaj, Editor in chief of kosovar public television RTK1. Inteview given to the author of the article. During his career he has also been a program producer and a news-editor at RTK1.

[12] Zekiria Shabani, The head of the Association of Kosovar journalists AGK and an economy editor at the Tribuna daily. Interview for the author of this article.

[13] BIRN June 2013. Shteti 30% i qasshëm për Qytetarët. http://jetanekosove.com/repository/docs/Raporti_per_qasje_ne_dokumente_publike_final_final_87217.pdf.

Friendship, Dreaming and Invention as a path to Maturation shown in the novel "Clever Inventors" by Violeta Martinovska

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Abstract

In this paper is processed topic of adolescence shown in the novel 'Clever inventors' time as a transition from one stage of life, a time of research, impatience, ingenuity, curiosity, looking for something new and unique so far unknown to the children of Magyar neighborhood. Adolescence is the period when the young man begins to mature in their own way, live in their own world, each of them individually accept this time and knows how to passes through it. Amongst novel "Umnite izmisluvaci" ("Smart inventors") by Violeta Martinovska childhood and adolescence are nailed together, they are complementing and rely. Childhood in persons does not stop, it takes until they dream and feel like children. Children's spirit is present everywhere in the novel, child temperament, but the child maturity is one that leaves a great impression on the reader. In no case is emphasized children's game that will leave irreparable damage, inventors really succeed with their imagination and restless spirit to reach out to the reader and to present the real environment in which they live.

Keywords: adolescence, curiosity, imagination, maturity.

1. INTRODUCTION

Many adolescent readers are drawn to fiction that is set in the present. They can often identify with characters and events in contemporary fiction, as they and their experiences are easily recognizable and somehow familiar, despite the differences of place or culture or values that underpin the story (Glenn, George, 2012: 44).[1] Through contemporary fiction, we witness models for our own lives and live vicariously through others, learning from their mistakes without necessarily having to make them on our own. The recognizable realities of contemporary novels offer readers "a better chance to be happy" by helping them develop "realistic expectations" and "know both the bad and the good about the society in which they live" (Donelson, Nilsen, 2004: 117).[2] Rosenblatt focuses his attention on the adolescent as a reader of this literary genre, linking it to the need for the reader to enter into the experience of others, to feel the beauty and intensity of what the world offers. All that Rosenblatt connects with human need to connect and identify. This is where she sees the positive side of adolescent literature or research experiences of others through literature, can directly help in empowerment and building self-confidence. Linking with similar experiences can help adolescent-reader to feel less lonely or to serve as a guide, or to serve as a guide through his own experiences, and to explore human relationships, issues related to morality or social expectations (Rozenblatt, 1938).[3] We may completely agree with the position of Rosenblatt, the need for young people to organize themselves into groups and it is confirmed by research of Gisela Konopka from Center for research and

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development of young people at the University of Minnesota developed the concept of normal adolescence in 1973. From her research resulting five key concepts and features six adolescence. The five concepts of adolescence "experience of physical sexual maturity", "experience of withdrawal from the protection of adults", "awareness of themselves in interaction with others," "reassessment of values" and "experimentation". According to her, adolescence characteristics are: "uncertainty", "deep sense of loneliness", and "a high degree of psychological vulnerability, "change of mood", "strong need to be part of the group" and "need to be emotional and in the mood for a fight" (Konopka, 1973).[1]

2. THE NOVEL "UMNITE IZMISLUVACI" BY VIOLETA MARTINOVSKA – PICTURE OF ONE MUTUAL YOUTH

The novel „Umnite izmisluvaci" ("Smart inventors") talks about life in Magyar neighborhood, the ratio of children to adults and vice versa, everyday coexistence build common, school desks that teach children to mature faster and taking place in the adult world. In the novel "Umnite izmisluvaci"[2] central place are main characters – Magyar (Tony), Zlatokosa, Caki Brave and Vice Bike that during their early childhood – adolescence going through interesting times on the streets of Magyar neighborhood.

They invent their first names, speak and tell of peaceful place called Magyar neighborhood, the railway station where constantly go, meadows that surround them, compare their personality with many similarities of everyday life, express the features of each child. Magyar is the only boy in the company which constantly praises and expresses his manhood before the three girls and be the leader, according to his gender. One definition of Gender Role according to the Oxford Dictionary of Psychology is, „a set of behavior patterns, attitudes and personality characteristics stereotypically perceived as masculine or feminine within a culture" (Gender Role 2009).[3]

There are many theories concerning gender roles and many common assumptions about them as well. One popular theory developed by Bem (1981) is referred to as Gender Schema Theory. Gender Schema Theory asserts that children learn gender roles from society and that the sex roles they learn from society they then mold into gender schemas that they attribute to themselves (Bem, 1981, p. 355).[4]

The manner in which genders are represented in adolescent literature has the capability to impact young adults' attitudes and perceptions of gender-appropriate behavior in society. As author Mem Fox (1993) states, „Everything we read…constructs us, makes us who we are, by presenting our image of ourselves as girls and women, as boys and men (Fox, 1993: 84-88)."[5] Without doubt, the impact of the school and literature in the formation of identity among youth is great, especially in forming their views on gender differences. In creating the story, the writers decide which characters and themes have an important place in their cultural awareness, with certain exceptions it is the cultural norm to illuminate action policy unconscious (Jameson, 1981).[6] Certain authors as Svetlana Tomić (Tomić, 2012: 41)[7], point to some feminist[8]

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[2] Violeta Martinovska is born (1970), in Skopje, in Magyar neighborhood. She graduated on Faculty of Philology at the Department of Macedonian and South Slavic literature in Macedonian language at the University ,, St. Cyril and Methodius, Skopje. She worked as a teacher of Macedonian language and literature. Now working at the National and University Library ,,St. Kliment Ohridski". She is author of 170 reviews, studies, articles, essays and short stories. One of its most significant and best-known works is ,Smart inventors" novel that depicts child life in Magyar neighborhood and the transition of the child from the period of childhood in adulthood.

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and sociological analysis (Burdije 2003; Guillory 1993)[1] of culture according to which it was determined that there is a link between patriarchal-centric ideology, patriarchal-centric education system and patriarchal-centric canonization which is not so naive. She points out the predominance of the male gender, his powers and knowledge. According Guillory, if through such patriarchal-centric stories in literature passes silently, there is a danger that they can be accepted as inevitable, so the school has a social obligation to give students access to those works which are an important and significant part of their culture (Guillory, 1993: 52).[2]

Young adults may be particularly susceptible to gender portrayals in literature as they work through a stage in life in which they are searching to define themselves. Gender stereotypes in literature can prevent young adults from reaching their full potential as human beings by depriving them of suitable role models and reinforcing age-old gender constraints in society. These stereotypes exist for both genders and are equally dangerous. While girls are portrayed as passive and weak, boys and men are rarely presented as feeling and vulnerable human beings (Jacobs).[3]

Despite their baptized names, they mutually rename each other according to their individual characteristics. So, Victoria, gets her name because she is constantly on her bicycle, Sonja - because she is brave and fast, Tony - according to neighborhood of origin, and Zlatokosa- according to her hair. Precisely through their naming can be seen the gender approach in the novel, that equality between boys and girls: „And you, Sonja, we will call you CAKI BRAVEONE "... You are brave like a Turk and you beat beter than male. You're especially proud of the feminine "(10). Another example that shows equal gender access is when the boy Nikola offers Vice Bike to be his sister, and he to be a brother to her, of course secretly, until they get a real sister and brother: „That day I felt strange. Suddenly I had a brother. Nichola is now the most important name in class "(50). Another point in this equal gender aproach between the characters is one of their everyday children's games, playing with marbles, which are usually considered exclusively "man's game" because the girls play it very rarely: „ I always win with marbles ... I was very precise with marbles "(28); "I had no equal in the marbles in the neighborhood. I've no idea how I could be so precise with them (166-167)". In this context, it is interesting to note that Vice Bike gives to us about how her parents understand her obsession with marbles. In fact, there was a patriarchal relationship by her mother, which a dim view of it, unlike her father: "My mother was very angry because of the marbles... So I had to hide them somewhere. My father did not scold me about them and gave me some more homegrown marbles "(166-167). Finally, the last point in which is evident gender approach among the children of the street, is the moment when they say all the funny names:

-There are many funny names ... Ljuta, Limonka ... Rose, Loza ... - Magyar was grinned.

- You are saying only female names. There are also funny male names. For example, Herby, Flower, Pearl, Easterner - respond Caki "(180-181).

Contrary ridicule tones of Magyar to "funny" female names with floral overtones, as a feature of the feminine principle / gender, Caki opposite him "male funny" names, also with floral overtones, and in some way feminizes them.

Besides mutual coexistence which children built, they respect adults too, the bus driver uncle Krume was so good that they constantly impound the bus and drove to the end of the street, and they eagerly watching for the moment when he will pass with the bus.

Adolescence presented in the novel is continuously connected with the contradictory and sudden events experienced by children in Magyar neighborhood. Although adolescence is a period of curiosity, yet the children of the neighborhood gives the possibility of making positive changes to overcome the difficulties and problems and to establish a balance between the identity and integrity of each child.

Adolescence as such a process, to the young from Madzar maalo allows separation from their parents, forming and gaining its own identity and its own voice in society. If Magyar, Zlatokosa, Vice and Caki were brought up in a same family then the

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[1] Pjer Burdije, Pravila umetnosti, Geneza i struktura pola književnosti, Novi Sad, Svetovi, 2003; John Guillory, Cultural capital: The problem of Literary Canon Formation, Chicago and London, The University of Chicago Press, 1993.
[2] John Guillory, Cultural capital: The problem of Literary Canon Formation, Chicago and London, The University of Chicago Press, 1993.
[3] Kathryn Jacobs, Gender issues in young adult literature,
https://scholarworks.iupui.edu/bitstream/handle/1805/1335/Gender%20Issues%20in%20Young%20Adult%20Literature.pdf?sequence=1
, accessed on 09.01.2016

probability that there will be no difference between them is great. Like four characters, they represent the four different areas and ways of education, but as an entity they function very interesting which is characteristic of adolescence as a transition from childhood to maturity.

The narrative is organized in a certain past (Perfect and imperfect) time. The narrator (Victoria - Vice bicycle) through reminiscences tells of events which occurred in childhood.[1] In the novel is described only one stage through going Magyar, Zlatokosa, Caki and Vice - this is the stage of early childhood maturity which can later be called the children's immaturity. The characters of each child going through the process of upgrading, conscious activity and consciously changing of the characteristics they own. Each of these street children from the neighborhood come with their respective domestic education that at point can't hide. They apparently did not differ, however, in permanent childhood conversations they reveal more and more. The secondary characteristics of Magyar, Zlatokosa, Caki and Vice arise in physical and psychological characteristics and they fallow them up to the moment when the changing of social relations between boy and girls starts. Magyar desire to increase his circle of friendship is the main reason that causes the adolescent to start an argument with Zlatche because of her belief that it can't also remain as good friends with them if there is anyone who would he consider as best comrade. At that point the Magyar occurs desire to increase the circle of friends and thus will be manifested by an increase in both the community and the environment in which he lives. The adolescent period in children from Magyar neighborhood is conditioned by the environment, the climate, the culture, customs and upbringing. Umnite izmisluvaci are constantly occurring and doubt whether that really what to aspire adults is the correct thing in life? They manifest doubts to parents when they compare their views with their, and coming to the conclusion that the attitudes of parents are considered "unfashionable," "wrong," "ridiculous" and based on that, the children from Madzhar maalo experiencing self-confirmation and they note themselves in front of the others. In no case they do not allow the damage to their own ego by children from Aerodrom nor from anyone else who is close to big for them indispensable Magyar maalo.

The lives of children in Magyar neighborhood takes place, according to their rules. Living outside of the world of adults, they with their insufficient adulthood constantly reveal wise and ingenious solutions to problems of everyday life. From the very beginning of the novel reveals the relationship between children, their love, admiration of personal actions and common children's games which seem to stop seemingly.

The period wich 'inventors' are going through is a period of maturation and building individual person, it is the period which every person in life is going through and it's called adolescent period.

Building their own world they set their barrier between the adult world and their own childhood. Everything starts from the games of main characters Magyar, Zlatokosa, Caki and Vice Bike that never stop their game because they think that if they stop the game then you are an adult, so the game must constantly reign in the hearts of each of us. Who does not want to become an adult should not be interrupt game and calm the mischievous children's spirit. Here we found justified claim of the German theorist Johan Huizing, which he offered in his work *Homo Ludens*. According to him, "the game is a voluntary activity that takes place within some stipulated time and spatial boundaries". Huizing understands the game as "serious and frivolous activity, although he calls it called foolish, but always in relation to wisdom" (Huising, 1970: 44).[2] The game is the same kind of art that expresses the joy of imaginary life. Well, in the case of this novel, we can safely say that the boundaries within which the game takes place, the invention of the children of Magyar neighborhood, is precisely their space, the space of the street, space of childhood. Inventing names, inventing brothers and sisters, is just one way the young man by using his imagination tries to avoid the pitfalls of life, to create a different world, in which their wishes are easily achievable (Prelević, 1978:96-97).[3]

Despite the different relationship between each of the characters with their parents, yet parents are the ones who constantly admired the drawings that children placed in frames, and later hung on the wall. The drawings represent a very important element that too simply fail to show children's imagination in adolescence and thereby reveal many hidden children's wishes.

Adolescence brings nostalgic feelings, feelings of loneliness, emptiness and sadness in soul. This novel is best displayed in the part when everyone talks about his brothers and sisters, but Nichola and Vice are silent and mourn because they are

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[1] Ranko Mladenoski, Cekajki ja egzegezata, Sovremenost, Skopje, 2005, p.255.

[2] Johan Huising, Homo ludens, Marica Hrvatska, Zagreb, 1970, p.44.

[3] Rade Prelevič, Poetika dečje književnosti, Prva književna komuna, Mostar, 1978, str.96-97.

lonely and do not live in a family with many children. Vice thinks that all difficulties and hardships can be overcome easier when you're not alone, but life is sometimes strange and it is difficult to understand destiny. Sorrow awakens the imagination and Vice and Nichola they both agree to be brother and sister This section clearly displays adolescence children are going through, because adults in the same situation would not have acted the way Vice and Nichola acts.

Adolescence in Magyar, Zlatokosa, Vice and Caki can't be forwarded to the physical changes they experience over the course of this period, but it consists in their children's heads, psychic power, motivation and endurance. They are making fun of each other, criticizing each other's, wit in the invention of new games and competitions, it is in order to make the day more interesting, and also the child's life more fun.

Despite the fact that they are still children, they perceive friendship in a special way. Friend for them is sacred, the most important person in their lives, they consider that there is no real sadness and happiness if we don't have a friend with whom to share. Understanding that friends are irreplaceable make smart minds of inventors even smarter and more valuable in adolescence child development and action: "The friends will went out like flowers if they are not regularly pour water to survive."[1]. The Fellowship is a set of persons of the same or opposite sex, whose collective behavior is determined by internal voluntarily accepted rules. The rules of the group often emphasize a moral norm, which at the time was current in society and group endeavors that rule strictly respected. The group can be with differentiated or undifferentiated gender, created with clearly defined purpose, with a simple structure and strong hierarchy with defined gender roles (Krstić 1988:120).[2]

From the very beginning their natural and realistic attitude towards our environment reflects the child's nature and child temperament. The period through which they pass is a period of ignorance that they replace by inventing such a favorite thing they most want to do. About invention they constantly say something that comes, naturally, and thereby also build their world in which everyone can't enter.

The period through which children from Magyar neighborhood pass is quite strange, they constantly monitor their adult life habits, behavior, dress and in many situations they try to look like adults, while inadvertently reveal their curiosity to learn about the world adults.

The happiness of the young adults in the novel consists of little things that make their life somehow perfect. Making cakes for Magyar, Zlatokosa, Vice and Caki shows the most interesting moments of the adolescent phase through which they pass from the beginning until the end of the novel. This part presents the child's attention, patience which children can express in quite different way from adults without cause and reason they constantly invent birthdays in order to feel pleasure while.

Especially important and interesting moments are when they have something to celebrate in their homes. In Magyar neighborhood children repeatedly expressed their happiness for the holidays, but one of the most beautiful days is that Aprilijadata which Magyar, Zlatokosa, Vice and Caki will eagerly await. They rejoice because the celebration of the April Fool's day, lots of laughter and fun, while not punishing anything you would do. For them first April is a great day because anyone can be what he desires. Henri Bergson says that humor "is a gift from the heart, he is a life jacket or swimming across the river of life" (Bergson, 1968).[3] Or, as Aleksandar Vuco sais: "In the children's world there is a special, authentic humor. In young beings that humor is a defense of the injuries they inflicted outside world causes to tham. It means it is necessary as a lightning rod for their difficulties (Vuco, 1989:11).[4] In fact, humor, play, invention, imagination, hedonism, it is an integral part of poetics of literature for children and young people, so it should not be surprising that all these elements are present in this novel for children who cross the threshold of childhood (Kitanov, Marjanovik, 2007: 49-69).[5]

Significant place in adolescence that are going through Magyar, Zlatokosa, Caki and Vice, occupy songs they themselves invent, the tongue twisters that have exceptional fun and pedagogical function. Wit as an important element of early childhood development, in the novel is described by the invention of games by "Smart inventors", names of games and

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[1] Martinovska, Violeta, Umnite izmisluvaci, Kultura, Skopje, 2002.

[2] Dragan Krstić, Psiholoski recnik, Beograd, Vuk Karadžić, 1988.

[3] Anri Bergson, Smijeh, Znanje, Zagreb, 1968.

[4] Aleksandar Vuco, Razmisljanje o literaturi za decu, Ptica u letu, Citanka za vaspitace medicinskih skola, Zavod za udbenike, Beograd, 1989, p.11.

[5] Blaze Kitanov, Voja Marjanovic. Literatura za deca i mladi, I, Stip: Faculty od Pedagogy "Goce Delcev", 2007.

prizes awarded in order to attract more attention.

The tongue twisters in, Smart inventors'' beside purpose to cause of laughter contributes to the streamlining of the children from the neighborhood how to speak properly and develop their speech although during the game they do not sense for this type of pedagogical function.

In the process of building a child's personality and the children's character Magyar, Zlatokosa, Caki and Vice constantly invent new songs in which they sing about their favorite meal. Here's favorite food of Zlatche in playful song:

Hamburger, hamburger you're sweet sandwich
I will gulp you, I will gulp you down in the blink of an eye.
Momy bought you, Momy bought you
when I was in town.

In your odor in your odor
my belly cries.[1]

Although it is not as adept at composing verses, Magyar still trying to think of something that would smile everyone. In this case is reflected persistence that govern child, failure does not bring disappointment, rather it is the motive that the child carries within and outside the impetus is the success of others. Magyar with the help of Zlatche, invents the end of the song for his favorite meal:

,,Come, come, come, come
let's playe.
And at the end, at the end
gobbled you will be.[2]

How truly smart are inventors of Magyar neighborhood in this children period speaks and organization of competitions in which other than songs, they simply invented the names of their favorite sandwiches and those prepared during the competition:

Stingy sandwich
pause sandwich
All sandwich home
a pleasant sandwich
Slim salami sandwich
Shofer sandwich
What sandwich was found
imps sandwich
Summer holiday sandwich
Urnebes sandwich
Zanzibar sandwich
Expensive butter sandwich
Feed me sandwich
Thick oak shade sandwich
King Kong sandwich
Healthy sandwich.[3]

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[1] Violeta Martinovska, Umnite izmisluvaci, Kultura, Skopje, 2002.

[2] Violeta Martinovska, Umnite izmisluvaci, Kultura, Skopje, 2002.

[3] Violeta Martinovska, Umnite izmisluvaci, Kultura, Skopje, 2002.

All these names of the sandwiches that were cooked by children in the Magyar neighborhood testify for children's creativity and ingenuity that is most characteristic of adolescence in the life of a child.

Adolescence at Magyar, Zlatokosa, Caki and Vice is assessed through everyday fables provided by them, they are not feature with psychological changes in the novel, their children view is able to capture only child carefree life filled with many interesting, games, laughter, inventing that day by day change only the universe of a child.

Dreams and stories occupy an important place in adolescence. Children perceive dreams differently than adults, they envision dreams as part of their lives, something that really is, and something that happened and left deep traces in the child's life. Dreams, according to Vice, are sometimes ugly, but we can never escape from dreams.

Of course, as is typical for an adolescent novel, it is not abandoned period of falling in love for whom curiosity and desire to find out more is highest among adolescents. First infatuation never forgets, it remembers for a lifetime, then the children are different, they change, they feel they are very important and then the whole world is in their subconscious property.

The girls were in love with Vlado and boys in Christina, notebooks were constantly inscribed with the names of children. Those who were most enamored characterized as persons who possess great care, full of surprise and haughty behavior. Sided love for the children of Magyar neighborhood is not love, they imagine love in a different way - mutual care, respect and attention. Consideration of all corners and sides of the psyche and the perception of an individual person is an important element of mutual acquaintance among children. Love between a boy and girl in the adolescent period, does not exist outside the boundaries of knowledge and mutual existence in close correlation.

Each child manages to express his wishes, requests and his unfulfilled dreams. Quartet which is constantly together describes their love for pets. They monitor the secret relationship between humans and animals - coming to different conclusions that people who do not like animals, do not want any people. Talks on pets and unusual desire of Vice to have a horse as a pet is constantly causing laughter in others.

Matches organized in Magyar neighborhood represent the tip of the all-sense as children call them. Despite the imagined reality children are fighting as real, honest, no hassle and insinuations. They hate injustices just like they hate F's in school and they celebrate victory with joy as they celebrate A's in school desks.

 Standing courage in fighting kids from Aerodrom, they receive through determination to protect their children's ego and never experience defeat. But despite all efforts fear is horrible thing for children they do not like, and unfortunately each of them possesses.

The desire to succeed and not to give up, Magyar consistently leads through life, he opposes the defeat in sports games which are organized, never recognizes the victory of Aerodrom's children, always able to make the main on the street and number one in Magyar neighborhood.

Against his assertiveness are Zlatche beliefs and her thinking about everything that makes Magyar and constantly enraged and advise him. Magyar is represented in the pursuit of maturity and despite his desire he does not manages to perfect it to the end, because adulthood is a period characterized by the acceptance of the conditions of life, and on such a thing he was not ready because he is always for changes occurring, wants to experience something new, unknown and unusual for children's everyday life Magyar neighborhood.

In moments of clever fables by innovators the most amazing are those who speak for the unborn children, actually all the children in the neighborhood Magyar speaking eagerly expressing their great desires. An important moment of adolescent life is the choice of future profession of the person, so smart inventors are constantly talking about their future careers as favorite topic of conversation.

Despite the fact that adults do not pay enough attention in this regard, however, the children are the ones who really know everything. Their smart heads constantly seeking, and give precise answers to difficult and different questions.

Through their ideas to make something original, they really represent the child - adolescent nature that is very different

from that of adults. The adults who do not have dreams, they do not know how to dream, they see the world through the prism of seriousness, accelerated pace which in more cases may affect an adolescent who is in the process of developing and building its own individual personality.

For adolescents from Magyar neighborhood everything that surrounds them is new, for the first time in their lives they face a challenge that brings destiny. Although it is a small and unimportant issues and child care, however Magyar, Zlatokosa, Vice and Caki manage to overcome every moment that lies ahead. Life for them is unknown, but they do not feel fear, rather they learn, invent and constantly have something to talk about.

Summer break for kids from Madzhar maalo is the greatest happiness as well as for all other children in this period of life. It is the greatest joy and eventually for all the pain and suffering in school Magyar, Zlatokosa, Vice and Caki, then children's hearts feel free from over-loads of books, and it is time for the kingdom of the game, freedom and joy. Many of the children do not know what they want, but Vice always have one and only wish that she hides deep inside, the desire for a brother.

She is a person who at the time of adolescent development needs someone who's really close, who would tell him everything, all her sufferings and tribulations. Despite trying to look with the eyes of an adolescent it can't succeed, because children are the ones who can best explain and express what we experience deep down, mind vs. heart, or heart - mind.

The sadness of children is greatest when they are sick, Vice with his friends from the Magyar neighborhood constantly talking about the ratio of adults to children when they are sick. Children's little heads can be bent and uninterested in childish games but despite the mischievous spirit children managed. The desire is continually present in those moments is the strongest desire sooner to heal.

The end of the novel is the description of a future profession of Magyar, Zlatokosa, Vice and Caki, while the author himself remembers his own childhood, and comes to the conclusion that child light is the one that saves the world. Zlatokosa adolescence is manifested by greater maturity unlike other children in the neighborhood. She is constantly on the side of severity, always said that they should be careful not to fall into some trouble, and often opposes the crazy ideas of Magyar who thinks that they are okay.

She opposes Magyar when they talk about math assignments, arguing that his sister will no permanent solve the tasks and problems around that subject. The transition of childhood into maturity in the case of Zlatche is presented as faze of already past adolescence, but because of her environment she is also a part of everyday clique from Madzhar maalo and everyday children's antics.

3. CLOSING REMARKS

Adolescence is a period of transition from early childhood to maturity. From the root of the word it derives its meaning of maturation and development of the individual personality with their own qualities and abilities to act in society.

Adolescence in ,,Smart inventors" is shown from the very beginning of the novel through life in Magyar neighborhood, schools and children's games that are part of everyday life of the main characters Magyar, Zlatokosa, Vice and Caki.

Term "maturity" is quite broad and includes intellectual, social and emotional readiness for acceptance and improvement of living conditions, but for it Zlatche is not ready despite the characteristics of a mature person. Early adolescence in children from Magyar neighborhood is time that they spend together, most of the advantage of each recharge children's play and inventing that are part of everyday life.

Needs, interests, will, attitudes and ideals that characterize children are the main drivers of each person is exposed to from early childhood until the transition to adulthood. Adolescence for Magyar, Zlatokosa, Vice and Caki mostly depends on the environment, daily activities and pursue temperament who owns each of the children. Different perceptions of children as exemplified by Zlatche and Magyar depends not only on them both as individuals, it is a "consequence" of a lengthy process that the environment in which they still in its very birth act and live.

Adolescence is a period through which person passes through a number of stresses and many effects of the external

environment and in the case of Zlatche, she feels changes as a result of external environment, changes in emotional development and understanding of the children's world in which she lives.

The dynamic period of Magyar, Zlatokosa, Vice and Caki is actually a period of intellectual, social and emotional readiness for acceptance and improvement of living conditions. Although adolescence is considered the end of the training of a sufficiently mature, yet at the end of this period lies the beginning of a new stage and a new experience that continues to change the person until the end of her life.

Desire of Magyar, Zlatokosa, Vice and Caki to protect themselves against social prejudices about children's thinking and action imposes a greater number of features that can be a problem, both for themselves and for the environment in which children live.

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