



EJLS

EUROPEAN JOURNAL OF LANGUAGE
AND LITERATURE STUDIES

January - April 2019

Volume 5, Issue 1

ISSN 2411-9598 (Print)

ISSN 2411-4103 (Online)

ISSN 2411-9598



REVISTIA
PUBLISHING AND RESEARCH

EUROPEAN JOURNAL OF LANGUAGE
AND LITERATURE STUDIES

January - April 2019

Volume 5, Issue 1

Every reasonable effort has been made to ensure that the material in this book is true, correct, complete, and appropriate at the time of writing. Nevertheless, the publishers, the editors and the authors do not accept responsibility for any omission or error, or for any injury, damage, loss, or financial consequences arising from the use of the book. The views expressed by contributors do not necessarily reflect those of Revistia.

Typeset by Revistia

Copyright © Revistia. All rights reserved. No part of this book may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without written permission from the publisher or author, except in the case of a reviewer, who may quote brief passages embodied in critical articles or in a review.

Address: 11, Portland Road, London, SE25 4UF, United Kingdom

Tel: +44 2080680407

Web: <https://ejls.revistia.org>

Email: office@revistia.org

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

Indexed in Elsevier's Mendeley, WorldCat, RePEc & Ideas, Google Scholar, Index Copernicus, Crossref

International Editorial and Scientific Advisory Board

Felice Corona, PhD - University of Salerno, Italy

Sohail Amjad - University of Engineering and Technology, Mardan

Javier Cachón Zagalaz, PhD - Universidad de Jaén, Spain

Souad Guessar, PhD - Tahri Mohamed University of Béchar, Algeria

Warda Sada Gerges, PhD - Kaye College of Education, Israel

Selma Maria Abdalla Dias Barbosa, PhD - Federal University of Tocantins, UFT, Brazil

Sophia Morališvili, PhD - Georgian Technical University, Tblis, Georgia

Irina Golitsyna, PhD - Kazan (Volga) Federal University, Russia

Mariam Gersamia, PhD - Ivane Javakhishvili Tbilisi State University, Georgia

José Jesús Alvarado Cabral, PhD - Centro de Actualización del Magisterio, Durango, México

Jean d'Amour - Åbo Akademi University, Finland

Ornela Bilali, PhD - "Aleksander Xhuvani" University, Albania

Suo Yan Ju, PhD - University Science Islam, Malaysia

Jesus Francisco Gutierrez Ocampo, PhD - Tecnológico Nacional de Mexico

Goran Sučić, PhD - Filozofski fakultet, sveučilišta u Splitu, Hrvatska

Siavash Bakhtiar, PhD - School of Linguistics, Queen Mary University of London, UK

Célia Taborda Silva, PhD - Universidade Lusófona do Porto, Portugal

Khaled Salah, PhD - Faculty of Education - Alexandria University, Egypt

Panduranga Charanbailu Bhatta, PhD - Samanvaya Academy for Excellence, India

Kristinka Ovesni, PhD - University of Belgrade, Serbia

Sajitha Lakmali Hewapathirana, PhD - University of Colombo, Sri Lanka

Amel Alić, PhD - University of Zenica, Bosnia and Herzegovina

Victoria Safonova, PhD - Lomonosov Moscow State University, Russia

Nadia Jaber - Palestinian Ministry of Education & Higher Education

Somayeh Aghajani Kalkhoran, PhD - Hankuk University of Foreign Studies, South Korea

Suroso, PhD - FBS UNY Indonesia

Hend Hamed, PhD - Ain Shams University, Egypt

Ana Paula Marques, PhD - University of Minho, Portugal

Suo Yan Mei, PhD - Sultan Idris Education University Malaysia

Smaragda Papadopoulou, PhD - University of Ioannina - Greece

Syed Zafar Abbas, PhD - Aliz Educational Institutions, Pakistan

Landron Simon, PhD - University of Tamkang, Taiwan

M. G. Varvounis, PhD - Democritus University of Thrace, Greece

Helena Neves Almeida, PhD - University of Coimbra, Portugal

Mihaela Voinea, PhD - Transilvania University of Brasov, Romania

Vereno Brugiattelli, PhD - University of Verona, Italy

Tereza Kopecka, PhD - First Faculty of Medicine, Charles University, Czech Republic

Gentiana Muhaxhiri - University of Gjakova, Kosovo

Roza Zhussupova, PhD - Eurasian National University, Astana, Kazakhstan

Tonia De Giuseppe, PhD - University of Salerno, Italy

TABLE OF CONTENTS

IMPLEMENTING THE CORE CURRICULUM OF ENGLISH LANGUAGE IN PREPARATORY CLASSES IN GJAKOVA	6
SINDORELA DOLI KRYEZIU	
LANGUAGE DEVELOPMENT THROUGH DRAMA IN PRESCHOOLERS	15
SINDORELA DOLI KRYEZIU	
THE PHILOSOPHY OF EXISTENTIALISM IN <i>THE MAGUS</i> - THE MOTIFS OF FREEDOM AND SUICIDE	23
LJILJANA PTICINA	
EFFECTS OF MOBILE ASSISTED LANGUAGE LEARNING ON DEVELOPING LISTENING SKILL TO THE DEPARTMENT OF ENGLISH STUDENTS IN COLLEGE OF EDUCATION FOR WOMEN AT AL IRAQIA UNIVERSITY	31
ABEER HADI SALIH	
AN EXPLORATORY STUDY OF EFL TEACHERS' PERCEPTIONS ON GRAMMAR TERMINOLOGY USE IN KOSOVA	39
SERMIN TURTULLA	
LANGUAGE SHIFT AMONG THE ARBERESHE OF ITALY	46
ELSA POLLOZHANI	

Implementing the Core Curriculum of English Language in Preparatory Classes in Gjakova

Sindorela Doli Kryeziu

Prof. Ass. Dr., University of Gjakova, Faculty of Education,
Professor of Albanian language, Kosovo

Abstract

Pre-school education represents the first level of education whereby children are educated in their families or in pre-school institutions (age 0-3 and age 3-6) or preparatory classes (age 5-6). First of all, there are dialectal differences from their everyday language, from low variety to high variety that implies the standard of Albanian language. It is understood that through communication children's development can be stimulated, encouraged and accelerated through the appropriate techniques used by the teacher. The number of English language speakers is increasing every day by reinforcing its geographic position as one of the most spoken languages around the world. In the same rate, it is noted that the number of institutions providing English language teaching as a foreign language is increased. According to the Core Curriculum of the Ministry of Education, Science and Technology in Kosovo, it is envisaged to necessarily have classes of English language learning for elementary communication in preparatory classes (age 5-6 years). Linguists define the language in different ways, the first thing that comes to mind is that through communication start all the development processes of the human being. Apart from linguistic communication an inalienable element is also the psychological one. Given that Psycholinguistics is a scientific discipline between linguistics and psychology, this paper is carried out by treating the standard Albanian from the psycholinguistic perspective. The purpose of this research is to get acquainted with the level of standard language learning at pre-school children, and how the English language influences this age.

Keywords: preparatory classes, standard language, English language, core curriculum, psycholinguistic perspective etc.

Introduction

The purpose of this research is to get acquainted with the level of standard language learning in children, especially in pre-school children, the difference of speaking standard language, how much parents' education affects in this regard, the impact of written language as opposed to the spoken language, such as and use the standard under certain circumstances.

The whole miracle of human existence, all the forms and dimensions of the natural, biological, physical, scientific, artistic or sensory phenomena that accompany it are outlined through expressing thoughts in language. It is the word that conceives and baptizes the concept, describes the phenomenon, names the object, defines what we have never called before, the cloud, nothingness, and everything. Therefore, the word sounds in all languages.

According to American physicist Murray Gell-Mann the languages resemble large reservoirs of meanings and references, small and large worlds altogether masked within sounds and symbols.¹

Speaking is of paramount importance in our lives, but we are seldom attentive to it, perhaps because it seems so familiar to us and we take it for granted just as it is breathing or walking.

Language has given voice to every other scientific discipline such as mathematics, biology, chemistry, physics, psychology, philosophy or anthropology, perhaps creating the wrong idea that linguistics itself is not a true science but vegetates at the expense of one or some of them.

¹ Gauthier, D. Ioli, E. (2007), Fjalet e Ajshtajnit. Gjuha e shkences midis perpikerise dhe poezise, Dituria, Tirane, f. 56.

Knowing oneself according to Plato is achieved through language. Furthermore, it is precisely the language that takes on the semantic mediation between man and the reality that surrounds him.

Shezai Rrokaj, in his book "Introduction to General Linguistics", states that language is a system of units and rules and that units of a language are in opposition to one another. This opposition appears at least in one of three fundamental aspects: form, meaning, and function. So it is a phonemic system, a system of forms and a system of words. This implies the fact that language is not a list of words that is sufficient to know in order to speak and understand it. Anyone who learns a foreign language realizes that it is not enough just to know words in order to use in its entire scope of human activity. The union of signs (words) does not happen by chance. Words fall into classes, in categories: they are grouped according to the nature, meaning of the functions they perform. But they also relate to certain aspects in larger units, such as syntagm (phrases) and sentences.

The English language, thanks to telecommunications tools, such as the internet, television, or institutions that have it in their curriculum, has become a language that is heard today in all four parts of Kosovo and is used on a fairly wide scale. Due to the close historical ties between the two nations, the Albanian and the English, it is distinctive a mutual approach of love and respect. Thus, English has always been one of the favorite languages for Albanians. This connection of the Albanians with English starts from the time of the Huns in Europe, because precisely in this period date the first meetings between the two nations.¹

Propounding the problem

The main purpose of this study is to research the teaching of English as a foreign language in Kosovo; the teaching methodology, the acquisition strategies used by pupils to achieve the most efficient results, and a number of other elements used during the teaching activity.

Following this fundamental goal, some of the main goals are to highlight the difficulties faced by Albanian pupils regarding the acquisition of this language; the definition of the strategies used to overcome these difficulties, the teaching methodologies used by teachers, and the impact of texts on this process.

The importance of the study

The English language is increasingly reinforcing its position as one of the most spoken languages in the world and in a constantly expanding geography. Obviously, these changes and developments have an impact on the institutions that offer the teaching of this language as a foreign language. They are constantly striving to provide a qualitative service.

In addition, the difficulties faced by Kosovo pupils regarding the acquisition of this language will be highlighted and the strategies that are most appropriate to overcome these difficulties will be identified.

THE CONCEPTS OF ENGLISH LANGUAGE AND LEARNING IT

The foreign language includes all the languages used in a country or society other than the mother tongue. By learning a foreign language, at the same time, along with this language, is also learned the cultural heritage, its historical evolution, as well as other values.

According to Saracaloğlu and Varol the benefits of recognizing a foreign language can be listed in this form:

- *It helps to create a new worldview,*
- *Strengthen your personal profile,*
- *Prepare to work more efficiently in the international arena*
- *Provides easier opening and recognition around the world.*

The pupil who learns a foreign language, as it opens the gates to a new culture of that language, she/he can make comparisons of other cultures with her / his culture. For this reason, this situation will bring different perspectives, especially

¹ Artun, 2003, fq. 99. Ndërveprimi ndërmjet llojeve të hirit turk dhe ballkanik në periudhën e hershme osmane. Folklore / Letërsi.

to young people who will benefit in the process of personality formation.¹ The fact that many languages are taught, on the one hand, is a parentheses that we live in a multicultural and multilingual world, while on the other hand it has become a necessity to support personal development. The first thing that comes to your mind when you say that you know a foreign language or a second language means that an individual, in addition to his native language, has learned, and knows how to use another language. In addition, these two concepts can also be referred to as the target language.² The concepts of second or foreign language used in this context should not be understood as opposed to one another or as two distinct independent concepts. We can mention the acquisition of a second language. In the first case, language learning is acquired naturally by living within the community that speaks it as a native language; here we can give an example of a Turkish child born in Germany without the need to study that language. In the second case, a foreign language can be learned in environments such as schools, or language centers.³ To sum up, the aforementioned cases are known as informal (the first case) and formal (the second case).

LANGUAGE DEVELOPMENT IN PRESCHOOL AGE

According to researchers in the field of development psychology, age 2 to 6 years is known as the age of early childhood or pre-school age.⁴ Similar to babies, preschoolers grow rapidly, both in physical and in cognitive aspect. Particularly noticeable during the early childhood years is the fact that development is integrated: the biological, psychological, social, and emotional changes occurring at this time are interlinked.

Cognitive development at preschool age

Preschoolers are unusual examples of how they themselves play an active role in their cognitive development, especially in their attempts to understand, explain, organize, manipulate, build, and predict. Children see models of objects and events in the world and then try to organize them into models to explain it. But at the same time, preschoolers have cognitive constraints. Children have difficulty in controlling their attention and memory functions, focusing on an aspect of the experience at a certain moment. Piaget referred to cognitive development occurring between the ages of 2 and 7 as the preoperational stage. At this stage, children enhance the use of language and other symbols, imitation of adult behaviors and their game. Young children create fiction with words. They play symbolic games, learn to use symbols and signs, imitate, use symbolic games, drawings, and so on. According to Piaget, children at this stage use magical thinking, which is based on their sensory and perceptual abilities and that are easily misleading. Children, when involved in magical thinking, can talk to their parents on the phone, ask for a gift, and wait for it to through phone.⁵ Piaget believed that the cognitive skills of preschoolers are limited by egocentrism, which implies the inability to distinguish between the child's point of view and that of others. Preschoolers learn to adjust the tone of voice, intensity, speed to fit with listeners. Piaget indicated that preschoolers do not possess the ability to make classifications or the ability to create communities based on characteristics. They cannot understand the conservation or the concept that physical characteristics remain constant even if their appearance and shape change. Researcher John Flavell indicated that preschoolers progress through two stages of empathy or sharing perspectives. At the first level, around the age of 2 to 3, the child understands that others have their own experiences. At the second level, around the age of 4 to 5, the child interprets the experiences of others including thoughts and feelings. This change, in perspective, is an indicator of cognitive change. In this way, children develop social cognition, or an understanding of the social world.⁶ Typically, 5-year-old children are interested in how their minds and the mind of others work. Children create theories of mind, awareness and understanding of others' state of mind and accompanying actions. Recent studies for the age of two to five have shown that, unlike Piaget's assumptions, the children of the preoperational stage think logically, project themselves into the situations of others, and interpret the surrounding environment. Therefore, the cognitive qualities of Piaget's preoperational stage may apply to some children, but they do not apply to all. Preschoolers do not remember as well as older children and adults. These children are better in recognition than in remembrance. Preschoolers show great interest in learning. This will lead to an accelerated process of cognitive development. For instance, they will achieve rapid development of speech and text recognition, which are the forerunners

¹ Sayin, Ş. (1993). Fq. 10-11. A mund të jetë e mjaftueshme një gjuhë e vetme e huaj në arsimin bashkëkohor? Universiteti i Ankarasë.

² Troike, M. S. (2012). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press.

³ Ellis, R. (1997). *Second Language Acquisition*. New York: Oxford University Press. fq. 3

⁴ Karaj, Th. (2004). *Psikologjia e Zhvillimit të Fëmijës*. Tiranë: Progres. fq. 9

⁵ Zgourides, G. (2000). *Developmental Psychology*. Foster City: IDG Books Worldwide., fq. 58

⁶ Po aty.

of reading skills development in young children. Children with more developed work memory will be better able to develop language and reading and control it to a higher level.¹

Language development stages

Language and speech are constantly evolving and changing depending on life experiences. It begins to emerge from early infancy, around the age of 3-6 months, when sound starts and stuttering starts and develops at a very rapid pace up to about 6 years when the child is able to pronounce the exact language sounds that he/she speaks. At 18 months old, the child gains the vocabulary and in 2 years she/he builds up a considerable vocabulary of about 200-300 words and has begun to form two-word sentences (telegraphic speech).² The vocabulary and sentence structure of the child is enriched day by day through her/his social activity and cognitive capacity. The child is accustomed to correctly pronounce the sounds of the language she/he hears and speaks. It also develops syntactic skills, meaningful sentences, and meaningful and linguistically accurate texts (stories). About 6-7 years of age, when the child begins to be influenced by the school program where, besides the alphabet book, general knowledge gained from the pre-school system, the child also begins to learn other disciplines such as Literary Reading or Mathematics. The entire pre-school period is what will determine her/his academic future.

Phonological development –Before they start talking, babies produce different types of sounds. In the first month of communication life is not the same as the spoken language: the sounds used are crying, coughing, panting or burping. Around 2-3 months, the children vocalize the first sounds that are vowels of the language and, around the age of 6-7 months, most babies unite some vocal and consonant sounds that, although they do not have any meaning, they sound like the syllables sounds of words used by adults; ma, ba, da, etc. This is the stage of babbling, in which from 6th to the 12th month babies will produce sounds of all the languages of the world.³ Russian linguist Roman Jakobson explained that the earliest vocalization of babies all over the world are non labial open vowels, [a]. Furthermore, they start experimenting with other easy consonant sounds. Composed of labial consonants [b], [p], [m], and non labial open vowels, the children create their first babbling [ma-ma], [ba-ba], [pa-pa] which are reinforced by parents who react happily to these "calls". Indeed children do not know what they are saying neither expressing any special love to their mothers or fathers. The word "**mama**" for the child at this age does not mean "**I love you mother, who sacrifices for me and loves me so much**", the word "**mama**" in this case means "**food**".⁴ So, in the case of sound in the word form [ma], the connection between the sound [ma] produced by the child and the real word [mama] is understood that the meaningless vocalization of the child can be easily transformed into a meaningful word.⁵ During the pre-linguistic period, children continue to be exposed to adult language and begin to form representations and schemes that will enable them to understand and produce their own language.

From babbling to words –Children typically produce their first word around the age of 1, and words and babbling coexist for some months more later. They soon reach a 25-50 words repertoire.⁶ Longitudinal studies on babbling and first words show that individual patterns produced as sound shapes or syllable forms and the length of vocalization often increase the progress of the child's first words.⁷ The time of the child's journey from pronouncing the first word with meaning to the creation of a 50-word vocabulary is characterized by a "phonetic inventory" of simple small structures of monosyllables, consonants and vowels. From the study of phonetic structures produced by 13 children aged 18, 21, 24 and 27 months, Zmarich and Bonifacio⁸ concluded that phonetic inventories are systematically increased in size and complexity. Children

¹ Sigelman, C. K., & Rider, E. A. (2009). *Life-Span Human Development*. Belmont: Wadsworth Cengage Learning., fq. 330

² Nadelman, L. (2004). *Research Manual in Child Development*. New Jersey: Lawrence Erlbaum Associates., fq. 36

³ Stoel-Gammon, C., & Sosa, A. V. (2007). *Phonological Development*. Në E. Hoff, & M. Shatz, *Blackwell Handbook of Language Development* (fv. 238-257). Hong-Kong: Blackwell Publishing., fq. 239

⁴ O'Neill, T. (2013, Maj 12). Why babies in every country on Earth say 'mama'. Gjetur në <http://theweek.com/>: <http://theweek.com/article/index/243809/why-babies-in-every-country-on-earthsay-mama>

⁵ Stoel-Gammon, C., & Sosa, A. V. (2007). *Phonological Development*. Në E. Hoff, & M. Shatz, *Blackwell Handbook of Language Development* (fv. 238-257). Hong-Kong: Blackwell Publishing., fq. 239

⁶ De Temple, J., & Snow, C. E. (2003). Learning words from books. Në A. van Kleeck, S. A. Stahl, & E. B. Bauer, *On Reading Books to Children: Parents and Teachers* (fv. 15-34). New Jersey: Lawrence Erlbaum Associates., fq. 16

⁷ Stoel-Gammon, C., & Sosa, A. V. (2007). *Op.cit.*, fq. 240

⁸ Zmarich, C., & Bonifacio, S. (2005). *Phonetic Inventories in Italian Children aged 18-27 months: a Longitudinal Study*. AISV Scuola Estiva 2006

will experience difficulty in pronouncing friction sounds such as [s], [z], [r] or [l].¹ Over time, they will add words like ball, good, bad, and consonant like [v], [r], [ç], which are sounds that will take some more time to reach correct pronunciation.

Conversation Goal - Pragmatics –The ultimate goal of language learning and acquisition is, of course, its use in conversations with the likes. This means that language has a social use that includes not only words as separate choices but also the message to be sent. Using pragmatic habits means talking with a certain tone and volume at a suitable distance with the listener.² Pragmatic habits of children develop over time, from early childhood to adulthood. These skills are acquired from life experiences and shaped by the child's culture. All the adults present in the child's life play an important role in the development of these skills, who influence by monitoring the child's language and explaining acceptable forms of expression in different contexts.

3.3. Appropriate Joint Reading Techniques - Illustrated Books

A painting is worth a thousand words. Paintings, sights, photos show more than words can, especially to babies and pre-school children who do not know the symbolism of most words in their own language. Illustrations are used to associate the text in many scientific and non-scientific fields by creating a light decorative, emotional-inspirational and controlling relationship and strong repetitive, organizing, narrative, summarized and explanatory relationships.³ Children's books must include illustrations that serve to expand, explain, interpret or decorate the written text.⁴ Moreover, Bodmer says that the illustrations provide "texts" in themselves, which will tell a story as easily different as two synonyms that never have the same meaning. Fang⁵ in 1996 emphasized the importance of children's books illustrations, to enhance the understanding of history. Illustrations that accompany the text best determine the scene where the events take place, providing visual detail to it. They define and develop the main and secondary characters, along with their features. Likewise, the illustrations allow children to see the characters interacting with the heroes of history, for example parents or pets. Through illustrations, the story is expanded or developed, showing more detail about events between activities performed by heroes, or anticipating some events. For example, it is easy for the children to precede the Red Riding Hood's dialogue with the wolf when they see the wolf "hiding" behind a shrub in the background. With or without purpose, illustrations sometimes show a story that is slightly different from the text, thus providing a different viewpoint for the story. However, it doesn't always happen to have discrepancy between the text and the illustration. Often, illustrations contribute to preserving the coherence of the events in the text. This is especially important in the stories written in the first person singular "I am running...", where the child can see who is the "I" that could be a bird, a butterfly, a piglet or another child. Finally, the illustrations reinforce the text. Children rely on illustrations to build their understanding of the event. They focus on the characteristics of figures to draw and build the meaning of the story.⁶ This is in fact the primary function of illustration books. Such may be, for example a view of a village, a view of a jungle with animals walking in the woods, or photographs of fruits, cities, and other objects and characters.

Appropriate reading strategies studies⁷ suggest that the way you read to your children is more important than the time you spend reading to them. In a study conducted in the context of a home-based⁸ intervention, where parents were trained to add open questions to their children during reading, it was discovered that the way and style of reading for the child affects their language skills. The book starts to be read from the cover. Initially, the title will be read and the author's name, the

¹ Kent, R. D. (2005). Speech Development. Në B. Hopkins, R. G. Barr, G. F. Michel, & P. Rochat, The Cambridge Encyclopedia of Child Development (fv. 249-256). Cambridge: Cambridge University Press., fq. 255

² Ezell, H. K., & Justice, L. M. (2006). Shared Storybook Reading; Building Young Children's Language and Emergent Literacy Skills. Baltimore, Maryland: Paul H. Brookes Publishing Co., fq. 68

³ Marsh, E. E., & White, M. D. (2003). A Taxonomy of Relationships Between Images and Text. Journal of Documentation, 59, 647-672.

⁴ Bodmer, G. R. (1992). Approaching the Illustrated Text. Në G. E. Sadler, Teaching Children's Literature (fv. 72-79). NY: The modern Language Association of America., fq. 72

⁵ Fang, Z. (1996). Illustrations, Text, and the Child Reader: What are Pictures in Children's Storybooks for? Reading Horizons, 37, 130-142.

⁶ Beck, I. L., & McKeown, M. G. (2001). Text Talk: Capturing the Benefits of Read-Aloud Experiences for Young Children. The Reading Teacher, 55, 10-20.

⁷ Mikulecky, L. (1996). family literacy: Parent and Child Interactions. Family Literacy: Directions in Research and Implications for Practice., Archived. Gjetur në http://aded.tiu11.org/disted/FL_IPQ_SG/71.pdf

⁸ Whitehurst, G. J., Falco, F. L., Lonigan, C. J., Fischel, J. E., DeBaryshe, D. D., Valdez-Menchaca, M. C., & Caulfield, M. (1988). Accelerating Language Development Through Picture Book Reading. Developmental Psychology, 24, 552-559.

figure on the front will be tracked to give an idea of what the story is about. This action will spark interest and curiosity for the book. Reading for preschoolers can be provided on an individual basis when the parent is reading for the preschool child or can be offered on group terms when a tutor, educator or teacher is reading for the group in kindergarten. When the parent is reading for the child, the latter may be sitting in the parent's lap and may touch the book and look closely at the figures. When a teacher reads about the group, the children are all sitting in front of the book and the teacher keeps the book in a visible position above the children's level as the miniature puppet theater scene they have in the kindergarten. This enables viewing of the illustrations, which add important facts that the text does not reveal during reading, or simply can show how the scenes or event characters appear.¹ Just as in a case where someone reads to only one child also in the case of reading to a group of children, adults need to point out at the rows as they read and show with their thumb the illustrative figures. Some books do not have a text and they present all the events only through the figures.² In order to preserve the child's or children's attention, adults read by changing the voices based on the characters, in an way of acting where the child is involved and enjoys reading even more. As Mem Fox, an Australian children author says, "There is not a proper way to read aloud, except to try to be as expressive as possible. As we read a story, we should be aware of our body position, our eyes and their expression, eye contact with the child or children, the variability of our voice, and the overall facial animation. But each of us will have its own special form of reading".³ The average rate for pre-reading for fun should be 15-30 minutes every day.⁴

BILINGUALISM IN KOSOVO – KOSOVO CURRICULUM

Relying on European policies on languages Kosovo also begins and continues with implementation by supporting the UN Declaration containing more detailed provisions, which states that: "States should protect cultural and linguistic identity of the communities within the borders and approve the necessary measures to achieve these results".⁵ In its policies and strategies it also foresees and affirms the right of the people belonging to national minorities to use their language, privately and in public, freely and without interference or any form of discrimination, always based on European policies for being permanent member of the European Union, OSBE has developed some of the most comprehensive standards for the protection of language rights.

European Charter for Regional or Minority Languages (KEGjRP) is currently one of the most detailed and accurate treaties aimed at protecting language rights, community identity, the value of interculturalism and multilingualism without prejudice to national sovereignty and territorial integrity to protect regional or minority languages from unequal treatment, and to develop affirmative measures to promote and develop a certain language. Promoting the use of minority languages in the public sphere, including education, media, justice, etc.

- a) Recognition of regional or minority languages as an expression of cultural wealth;
- b) Facilitating and / or encouraging the use of regional or minority languages spoken and written in public and private life;
- c) Providing appropriate forms and tools for teaching and studying regional or minority languages at all stages.

These provisions in particular should serve as justifications for the implementation of affirmative measures in support of a particular ethnic or cultural group. This charter encourages the adoption of measures that promote equality between users of these languages and the rest of the population or that adequately take into account their own conditions.

Communicative assignments in bilingualism

Foreign language teaching as well as other fields of human activity are open to social changes and developments that imply different pedagogical practices based on reflection, awareness and other meta-linguistic dimensions that we would

¹ Bodmer, G. R. (1992). Op.cit., fq. 72-73

² Fang, Z. (1996). Loc.cit.

³ Hahn, M. L. (2002). Op.cit., fq. 62

⁴ Munson-Benson, C. (2005). Op.cit., fq. 56

⁵ Politikat e gjuhëve në Kosovë zbatimi në marrëdhënie me organet publike shtator 2011 Deklaratën mbi të Drejtat e Personave që u Përkasin Pakicave Kombëtare ose Etnike, Fetare dhe Gjuhësore, Rezoluta e Asamblesë së Përgjithshme A/RES/47/135 <http://www.un.org/documents/ga/res/47/a47r135.htm>, neni 1, para. 2. Fq. 1

treat learning processes and in a way we would like to give an answer to the question: "How to learn a foreign language?" so that the teacher would structure better in an operational way the entire teaching activity.

Assignments can be varied, demanding, complicated or too simple. The number of stages or intermediate tasks can be large and, consequently, setting the limits of a given assignment becomes difficult. Types of similar assignments or activities form the central core of many programs, school textbooks, classroom learning and tests, although their form may differ from whether they are taught or taught. These "second" or "repetitive" or near "real" assignments are selected in the function of the needs of students outside the classrooms, either in the personal or public domains or in relation to more specific professional or educational needs.

In the field of education one can distinguish between the assignments that the pupil has to complete and the assignments in which he is implicated as part of the process.

- a) as participants in directed and completed interactions, projects, incentives, role play games, etc;
- b) or when the second language is the language of teaching the language or other disciplines in the program etc.

The language has many uses that contribute to its perfection through game play and creativity, they can have a fun, aesthetic or poetic function.

Entertaining games include:

Games in society or oral (history with errors or - find the mistake how, when, where, etc.);

Written (dependent, etc.);

Audio - visual (lotto figures etc.);

Cards and checkers (Scrabble, lexicon, etc.).

Phonetic enigma and mimicry.

Individual activity:

Riddles and enigma (crosswords, anagrams, phonetic enigma, etc.);

Media games (radio and television: numbers and letters, questions about a champion, a thousand euro game etc.);

Word Games (puns, etc.):

in advertisements, for example, for a car: a sacred number;

in the newspaper headlines, for example, in case of a strike in the Paris Metro.

Gallery without weapons

- In scribbling, for example: draw a gloomy day.

Aesthetic or poetic use of language

The use of language for aesthetic activities, to dream or for fun is important in the educational plan:

Songs (gesture songs, heritage songs, folk songs, etc.);

Rewriting and repeating narrative stories, etc.;

Listening, reading and writing or oral narrative fiction texts (rhymes etc.) including caricatures, cartoons, story with figures, photo- novels etc.;

the theater (written or improvised);

production, acquisition and presentation of literary texts like;

Reading textbooks (novels, poems, etc.);

Presenting and viewing or listening to a recital, an opera, a theatrical part, etc.

The personal domain is characterized by family relationships, social and individual practices. Private domain - means sharing information about family, friends, and free chat with a visitor for preferences, ideas, dislikes, etc.

The public domain is related to common social relationships such as public, cultural, commercial, civic, media relations, etc.).

The educational field has to do with the moment when the actor is in the forming stage who is forced to acquire knowledge and skills defined as participating in a role play or at a seminar, or to write an article on a specialized topic for a colloquium or a magazine etc.

Literary studies have numerous educational, intellectual, moral and affective, linguistic and cultural goals and not just aesthetic purposes. National and foreign literature brings a major contribution to the European cultural heritage, which the Council of Europe views as "... an invaluable common source to be protected and developed". In order to carry out communication tasks, language users should participate in language communication activities such as conversations or correspondence, in most cases, the speaker or writer produces his own text to express her / his opinion and can communicate directly. The mediation process can either be interactive or not. Activities can be varied. For example, in a language lesson class a student can listen to a professor's presentation, read a book either loudly or not, communicate in small groups with his friends about a project, perform exercises or to draft a text and even play the role of the mediator, either in the context of a school activity or in helping a friend. "Strategies are the means used by the user of the language to set in motion and calculate her/his resources and to put in place the skills and actions in order to respond to the communication requirements in a given situation and perform the task successfully and in the most complete and economical way possible - in view of her/his particular purpose." To accomplish this whole process of communication tasks, we need to rely on the strategy that forms the practical basis for modeling language skills.

References

- [1] Artun, 2003, fq. 99. Ndërveprimi ndërmjet llojeve të hirit turk dhe ballkanik në periudhën e hershme osmane. Folklore / Letërsi.
- [2] Beck, I. L., & McKeown, M. G. (2001). Text Talk: Capturing the Benefits of Read-Aloud Experiences for Young Children. *The Reading Teacher*, 55, 10-20.
- [3] Bodmer, G. R. (1992). Approaching the Illustrated Text. Në G. E. Sadler, *Teaching Children's Literature* (fv. 72-79). NY: The modern Language Association of America., fq. 72
- [4] Bodmer, G. R. (1992). *Op.cit.*, fq. 72-73
- [5] De Temple, J., & Snow, C. E. (2003). Learning words from books. Në A. van Kleeck, S. A. Stahl, & E. B. Bauer, *On Reading Books to Children: Parents and Teachers* (fv. 15-34). New Jersey: Lawrence Erlbaum Associates., fq. 16
- [6] Ellis, R. (1997). *Second Language Acquisition*. New York: Oxford University Press. fq. 3
- [7] Ezell, H. K., & Justice, L. M. (2006). *Shared Storybook Reading; Building Young Children's Language and Emergent Literacy Skills*. Baltimore, Maryland: Paul H. Brookes Publishing Co., fq. 68
- [8] Fang, Z. (1996). Illustrations, Text, and the Child Reader: What are Pictures in Children's Storybooks for? *Reading Horizons*, 37, 130-142.
- [9] Fang, Z. (1996). *Loc.cit.*
- [10] Gouthier, D. Ioli, E. (2007), *Fjalet e Ajnshtajnit. Gjuha e shkences midis perpikerise dhe poezise*, Dituria, Tirane, f. 56.
- [11] Hahn, M. L. (2002). *Op.cit.*, fq. 62
- [12] Karaj, Th. (2004). *Psikologjia e Zhvillimit të Fëmijës*. Tiranë: Progres.,fq. 9
- [13] Kent, R. D. (2005). Speech Development. Në B. Hopkins, R. G. Barr, G. F. Michel, & P. Rochat, *The Cambridge Encyclopedia of Child Development* (fv. 249-256). Cambridge: Cambridge University Press., fq. 255
- [14] Marsh, E. E., & White, M. D. (2003). A Taxonomy of Relationships Between Images and Text. *Journal of Documentation*, 59, 647-672.

- [15] Mikulecky, L. (1996). family literacy: Parent and Child Interactions. Family Literacy: Directions in Research and Implications for Practice., Archived. Gjetur në http://aded.tiu11.org/disted/FL_IPQ_SG/71.pdf
- [16] Munson-Benson, C. (2005). Op.cit., fq. 56
- [17] Nadelman, L. (2004). Research Manual in Child Development. New Jersey: Lawrence Erlbaum Associates., fq. 36
- [18] Oneill, T. (2013, Maj 12). Why babies in every country on Earth say 'mama'. Gjetur në <http://theweek.com/http://theweek.com/article/index/243809/why-babies-in-every-country-on-earthsay-mama>
- [19] Politikat e gjuhëve në Kosovë zbatimi në marrëdhënie me organet publike shtator 2011 Deklaratën mbi të Drejtat e Personave që u Përkasin Pakicave Kombëtare ose Etnike, Fetare dhe Gjuhësore, Rezoluta e Asamblesë së Përgjithshme A/RES/47/135 <http://www.un.org/documents/ga/res/47/a47r135.htm>, neni 1, para. 2. Fq. 1
- [20] Sayın, Ş. (1993). Fq. 10-11. A mund të jetë e mjaftueshme një gjuhë e vetme e huaj në arsimin bashkëkohor? Universiteti i Ankarasë.
- [21] Sigelman, C. K., & Rider, E. A. (2009). Life-Span Human Development. Belmont: Wadsworth Cengage Learning.,fq. 330
- [22] Stoel-Gammon, C., & Sosa, A. V. (2007). Op.cit., fq. 240
- [23] Stoel-Gammon, C., & Sosa, A. V. (2007). Phonological Development. Në E. Hoff, & M. Shatz, Blackwell Handbook of Language Development (fv. 238-257). Hong-Kong: Blackwell Publishing., fq. 239
- [24] Stoel-Gammon, C., & Sosa, A. V. (2007). Phonological Development. Në E. Hoff, & M. Shatz, Blackwell Handbook of Language Development (fv. 238-257). Hong-Kong: Blackwell Publishing., fq. 239
- [25] Troike, M. S. (2012). Introducing Second Language Acquisition. Cambridge: Cambridge University Press.
- [26] Whitehurst, G. J., Falco, F. L., Lonigan, C. J., Fischel, J. E., DeBaryshe, D. D., Valdez-Menchaca, M. C., & Caulfield, M. (1988). Accelerating Language Development Through Picture Book Reading. Developmental Psychology, 24, 552-559.
- [27] Zgourides, G. (2000). Developmental Psychology. Foster City: IDG Books Worldwide., fq. 58
- [28] Zmarich, C., & Bonifacio, S. (2005). Phonetic Inventories in Italian Children aged 18-27 months: a Longitudinal Study. AISV Scuola Estiva 2006

Language Development Through Drama in Preschoolers

Sindorela Doli Kryeziu

Prof. Ass. Dr., University of Gjakova, Faculty of Education,
Professor of Albanian language, Kosovo

Abstract

The child develops as a whole, in all developmental areas. The overestimation or underestimation of any field is a mistake because the child does not develop once in the physical aspect, then emotional, intellectual, and so on. Therefore, the division between the fields is also largely formal. Just as the child's development is thorough, specific areas of development must also be seen as part of a whole, the effectiveness of which depends largely on the level of integration between them. One of the most important infrastructures of today's society of information is education, the main purpose of which is the preparation of creative and innovative people. Education has developed an integrated approach to early childhood education, which naturally combines the process of education, health care, education, child play, artistic education and professional care to their development. In this context, important steps were taken regarding preschool education such as in designing methods for pre-school education, drafting general standards of pre-school education and pre-school curricula / preparatory classes. In order to have a genuine linguistic development an important step is artistic education, which includes a wide range of activities. In this field are summarized all the activities that enable the child to communicate through visual presentation, musical sound, dramatic expression, audiovisual means, etc. Artistic education introduces children with elements of art, entertains and offers them opportunities to develop artistic "gift". Fields of art, which traditionally take place in the activities of preparatory classes, are music, applied art, graphics and drawing. An important place in artistic education has won the theater activity and mass media. Therefore, we will deal in our paper with their language development through drama.

Keywords: developing fields development areas, education, pre-school education, encouragement and promotion.

Introduction

Many factors influence the healthy development of children. But the purpose of our work is the highest focus of the development of various artistic activities, namely through artistic education, ie through art.

Audiovisual communication is powerful, the messages that children receive are many and varied. Artistic education introduced children to elements of art, entertains them and enables them to develop the artistic "gift". Traditionally, fields of art that take place in the kindergarten activities, are music, applied arts, graphics and drawing. An important place in artistic education has won theater and mass media.

Drawing for the child is an important tool for describing and understanding reality. Through it, the child learns to paint a thought, a word, an event.

Musical activity, vocal activity and dance:

The content of musical activity summarizes: the recognition and distinction of environmental sounds; the use of sound sounds; the use of traditional and electronic tools and instruments;

Whereas vocal activity: different songs for children; singing games and the music of fairy tales, stories, simple poems;

Listening to music:

Identifying the sounds of reality that surrounds the child; listening to different melodies;

The acquisition of the listening art; the prolongation of a sound; intensity; pitch of a sound; song fragments and perception and reproduction of rhythm and melody.

Dramatic activity:

It aims to develop the predispositions of the theatrical game in children, to develop imagination, the desire to express and act in the framework of a theatrical play.

Mass media shows:

It is the duty of the educator to choose and use in the function of the kindergarten activities radio-television programs, technological games, cartoons and children's films, which can be used with the effectiveness to facilitate and encourage the absorption of active and creative behavior of children.

Applied art:

The child should:

To perceive affectionate relationships with available materials;

Build something by her/his own desire and imagination;

Try different processing alternatives; to use drawing techniques, model, collage; to use the made products; to be expressed in a work that fosters the imagination and ascertains the achieved results.

The drama corner in the preschool education

Drama in the pre-school children's education aims to change the point of views in the pupil's formation process with a clear vision for his future and his country.

Dramatists pay special attention to cultivating a positive attitude toward children, encouraging students to engage in a rational manner in meeting school requirements, developing skills in everyday life, always taking into account the peculiarities of physical and psychic development of this age.

Dramas in text books in primary education enrich pupils' spiritual values, consolidate knowledge, orientation of trends and skills in building their future. They positively influence the encouragement of pupils to take the initiative of independent action in the family circle and beyond.¹

In order to achieve effective teaching and learning in the field of dramaturgy, teachers and pupils should use resources and different means of information. So far the main source of information was the textbook of of Albanian literature subject.

In addition to the various textbooks, it is suggested to use other information materials: manuals, brochures, newspapers, cultural and literary journals, photographs, schemes, diagrams, models, pictures, photos, movies, video cassettes, computer programs, internet, cd-s, etc.

It is the competency of the educator that, depending on the conditions in which it works, the school chooses the source of information and teaching aids, paying attention to the balance of oral, visual, auditory and audiovisual data, with particular emphasis on what is essential to be taught.

Learning dramas is a process that never ends, and Therefore, requires great dedication, because it has special importance. Through the drama, basic messages and notions are created and transmitted to the understanding of the self and the social world, as well as the powerful influence it has on the overall development of the individual, both in the emotional, intellectual, social and physical fields.²

Dramas affect pupils in the formation of cultured behavior in their own right attitude towards others, tolerance, understanding and mutual assistance.

¹ Zejnullah Rrahmani, *Teori e letërsisë*, sh.b. Faik Konica, Prishtinë, 2008, fq.356

² Po aty, fq.357.

The emergence of dramas in theaters represents a very favorable and influential resource in the development and in the overall formation of each pupil's personality.

I think that drama as a literary genre in Albanian literature begins to be discussed later compared to the other two literary genres. This is because the development of drama, first of all, requires national freedom. Due to the fact that Albanians lacked freedom, and consequently teaching as well as any other cultural manifestation in their mother tongue, starting from the end of the 15th century until 1912; then it is obvious the reason why the number of dramas in our textbooks is still small.

By watching dramas through theater scenes, pupils acquire new knowledge, they socialize, humanize and prepare much more during their lives.

They need drama because through them the pupils are equipped with a certain ideal that they try to imitate during life. This is the aesthetic ideal through which pupils form social consciousness. Dramas thrill and delight children, make them skillful and train them for their future. Dramas teach children to love their parents, their homeland and their lives.

Goethe said, "The writers, the playwrights, are the eyes, ears, and the voice of the time."

Drama should not only be applied as a simple form of reading and commenting by heart. It should be displayed on the stage, the scene in the school premises should be improvised and pupils should play that drama. A greater value that reveals student talent would be to send pupils to the city's professional theater. This is the best method for presenting a children's play.¹

In this context, the question arises:

- What drama should be offered more in textbooks for pupils?
- What types of dramas are needed the most?

In dramaturgy texts, the pupils must find themselves, the present society with all the advances, values, but also the scarcity and flaws they face in this new century.

In order that children understand what the drama is, the teacher must make a serious preparation. For example, to get a well-known Albanian playwright, satirical and humorist poet Spiro Çomora. A thorough analysis must be made: the educator addresses the pupils:

- Have you ever seen a theater show?
- Would you like to play any role in a show?
- Which theater actors do you know?

Thereafter, discuss the content of the show (the text), the play of actors, their outfits, stage appearance, music etc. This work is done in groups.

This literary genre should be more present in text books, because the life of people on this planet is indeed an interesting drama in which people breathe and live on this earth.

Meanwhile, the life of Albanians is full of great, tragic - comedy drama.²

From the old classic tragedy and comedy, in the middle ages, a new kind of dramatic poetry was born which was neither tragedy nor comedy. This design was called drama. With the word drama we understand the compilation of dramatic poetry that contains joyful and serious acts of everyday life.

¹ Sefedin Fetiu, *Krijues dhe Krijime*, Rilindja, Prishtinë, 1979, fq. 68.

² Zejnullah Rrahmani, *Teori e letërsisë*, sh.b. Faik Konica, Prishtinë, 2008, fq.345

Drama Center

The drama center / family center is compulsory for preschool children, and is also very important for children of six and seven years of age. In this center, children aged six and seven will try to dramatize the various topics that are foreseen in the curriculum.

The educational team plans, fills and changes the *properties*¹ that children use in this country. In one week the properties can be set that will include bathing activities, next week the properties for hair, then the properties for the guard of pets, in other weeks additional properties, according to the wishes of the children. As part of this, the center may also provide cooking facilities. Various cooking projects are particularly interesting and fun for children and enable them to learn scientific concepts, try different foods, eat the food they have prepared themselves, understand mathematical concepts, and so on.

In the drama center / family center or the corner of the drama / family corner there must be clothing and properties that children will try to play different roles, imitate what they see in everyday life, which will help them understand the world around them.

If there is not enough room in the classroom, the drama / family center can only be presented as a box of suitcases and suits. Properties, as well as any costume items (such as hat, gloves, etc.) can help to develop communication as well as dramatize different curriculum topics.

How does our interest in creativity increase?

"Art is created to be experienced rather than understood. Therefore, whenever explanations are required, stupidities are said"

Dreiser²

Our interest for creativity grows only when we ask the its creator and he does not give information or not satisfactory enough. Since the piece of work that we have in front of us and experience it in the way and on the basis of the knowledge and the cultural value we have, then there can not be the same feeling between us and the creator.

The most popular and intense activity of the child is the game! The child should be encouraged to express and explain what is created. We can say every child that plays behaves like a creator when he creates his own world or, more precisely, when he sets things of his own world in a new order that he likes.³

The game is generally considered as the "par excellence" educational context during pre-school years. The importance of learning through the game for the first time was mentioned by the first German educator Friedrich Fröbel (1782 - 1852).

At a later time, Piaget offers psychological reasons for this doctrine, arguing that the active exploration of children with a wide variety of objects is an essential precursor of later verbal and cognitive comprehension. Denying children's opportunities for the game hinders their opportunities for development and education.

The play indisputably supports learning goals by providing opportunities for developing skills and reading, strengthening writing skills, and self-regulating skills. When the game is applied to academic settings, children may prefer the learning process, which helps them become self-motivated and self-managers learners. Generally, the game represents an essential component of the learning process and understanding of the role of the game during this process is necessary by parents and educators.⁴

In today's literature, the imaginative play is mentioned by most scholars about its importance in the learning process, especially in pre-school children.

¹ Fjalori elektronik shpjegues: **REKUIZITË** f. sh. teatër. Tërësia e sendeve që janë të nevojshme për të dhënë një shfaqje ose për të bërë një film (me përjashtim të skenës dhe të veshjeve të aktorëve); vendi ku mbahen e ruhen këto sende.

² Lefteri Selmani, *Konceptimi dhe organizimi i veprimtarisë mësimore educative në arsimin parashkollor*, GEER, Tiranë 2006, fq. 123

³ Haki Xhakli, *Artet figurative me metodologji*, Universiteti i Prishtinës, Prishtinë, 2014/2015, fq. 44

⁴ Theodor Karaj (2005), *Psikologjia e zhvillimit të fëmijës*, Progres, Tiranë, 2005, fq. 57

The imaginative play involves various forms of "do and believe" activities, including out of context behavior (e.g. when children pretend as if they are eating food), substitute objects (e.g., the use of a toy pacifier to feed the doll). The imaginative play consisted of 17% of the play during the preschool years and 33% during the play in the kindergarten.

Psychologist Lev Vygotsky has suggested that the imaginative play is the most spontaneous activity during childhood during which the child functions at a higher intellectual level and higher level of competence compared to all other activities. During the imaginative game these skills are developed: working memory (since when the child claims to be someone else he must remember the role and stay within this character), flexible thinking (they have to adapt to the decisions that other children bring along during the game) and creativity. Different scholars have identified some of the academic benefits of the imaginative game. A study has proved that the quality of the imaginative play has predicted the early writing skills - theoretically the fantasy game is a form of symbolic media like writing, and the children who manage to carry their thoughts and feelings into fantasy they are more likely to better in carrying these thoughts in writing in the future. Similarly, children who understand different stories from the perspective of the fantasy play will be able to better understand the contents of stories read to them.¹

Recognizing the crucial importance of the play in child development experts have designed curricula which use games to promote the development of children's cognitive development but also to teach them reading and writing skills.

For example, Bodrova and Leong's (2001, 2003) have designed the program "Tools of the Mind" a program dedicated to preschool classes and children attending kindergarten. This program pays particular importance to the application of socio-dramatic games in the promotion of writing and reading skills based on the principles of Vygotsky's theory and the work of his student Elkon. These classes include spaces where dramatic games are developed and where children spend a good part of time engaging in dramatic activities.

Educators support the children's game by helping them create imaginary situations by providing scenic material and enabling the gaming process to be prolonged. Children with the support of the educator draw up script scenarios where they include the theme, roles, and rules on which the game is based.

For example, the educator helps children to enrich the vocabulary with new words when she/he introduces the material of the scene e.g.: during the play of the game "doctor's office" the teacher introduces the stethoscope or needle to the children. The first writing skills then develop when the children try to describe the prescriptions. Numerous skills are also developed during this game. Pre-mathematical skills are also developed during socio-dramatic games (e.g. presentation of height and weight chart at the doctor's office).²

4. Dramatic play

The dramatic play is a self-directed spontaneous activity, through which children test, clarify and enhance the meaning of themselves and their world. Although the details of the children's play vary in different parts of the world and cultures, the theme of their game is the same. In their game, children recreate places and scenes that are familiar to them, imitate family members' behaviors, and take different roles of different people in their communities. They reproduce the world as they understand it, or as it confuses and scares them.

Ever since childhood, children imitate the sounds they hear and the activities they watch. Being satisfied with their pretenses, children respond to new situations through movement and sound. In a word, they play. This game, when encouraged becomes a drama: an artistic form, a social activity and a form of learning.³

The dramatic play happens when the child claims to be someone else or plays a role. An example of this game may be the moment the child wears a cape and claims to be a superhero.

The dramatic game helps develop language and vocabulary, enhances memory skills, develops flexible and discovery thinking, etc.

¹ Erlehta Mato, (1995), *Disa veçori psikologjike dhe sociale të parashkollorit*, Tiranë, 1995, fq. 36

² Po aty, fq. 37

³ Pamela A. Coughlin, *Krijimi i klasave me fëmijët në epiqendër: fëmijët 3-5 vjeçarë*, sh.b. CRI, Tiranë, 1997, fq. 157

Socio-dramatic plays - are considered when two or more children participate in the game.

An instance may be when children play imaginative school role play game where one becomes a teacher and the other the pupil.

According to the Piaget, socio-dramatic plays develop abstract thinking, refine children's understanding of the world, and they also learn how to solve problems in a safe environment.¹

1. The impact on developmental areas

In dramatic play, children spontaneously pretend to be someone else or imitate their behavior (by extinguishing fire as a firefighter), using something that symbolizes something else (sitting on a block driving the road) and using the pretense to interpret known events (going to the grocery store). For pre-school children, this is the ideal field of emotional and meaningful learning. The dramatic play affects all areas of child development. If the educator builds the activities properly, both the mind and the body become the subject of appropriate developmental experiences.

In the drama and creative play, the preschool child can experience activities that:

- Help develop the five senses.
- Encourage expressive language skills.
- Help them find patterns and understand relationships.
- Create connections.
- Facilitate creative thinking and problem solving.
- Increase self-esteem.
- Develop expression of emotions and feelings.
- Develop small and large motor skills.
- Sing to joy and childhood freedom.

Through dramatic play, children learn to concentrate, to exercise imagination, testing new idea, practice behaviors of adults and develop a sense of control over their own world. Likewise, children gain a high awareness of the beauty, rhythm, and structure of their environment as well as of their body by learning more to convey their thoughts, feelings, and emotions.

Communicating with children through acting

Communication is the process by which information between two or more people is exchanged and understood in order to be motivated or influenced in their behavior or attitudes.

Communication (lat. Cum = to, munire = join, build) is the progress that allows living things to exchange information through several ways and levels. Communication requires all parties to understand a shared language that can be exchanged. Communication represents the process of transferring information from the source through the mediator to the receiver, as well as passing the receiver's response through the mediator to the source. Nowadays the word communication is often used as a synonym for the term "announcement" (e.g. communicated - announced, communication - notification).

Communication can be more understandable through drawing. Why do people have such need to communicate?

During communication there is the exchange of the recommendations of two or more people (student-teacher-parent-community), we create relationships with other people, and through these relationships we gain orientation on ourselves and on our behavior, but also experience emotional satisfaction.²

Artistic Communication

Artistic communication means transmitting the artistic message from the creator to the recipient, through the work of art.

Each work communicates with the recipient, broadcasting an artistic content with a certain language. Artistic communication is a four-way process: Creation-transmission-reception-public reaction.

¹ Ermioni Hoxha Ceka, vep.cit., fq. 254

² Haki Xhakli, *Artet figurative me metodologji*, Prishtinë, 2014, fq.18

The manner of artistic communication implies transmitting and receiving certain artistic structures that are both a symbol to be intelligible, it needs to respond to a meaning less or more convenient.

For the symbol to be understandable, it is necessary to respond to a more or less appropriate meaning. Between the provider and the recipient there is a certain distance in the understanding of the symbol; the great affinity between them leads to non artistic expression and to the destruction of artistic taste. While the excessive distance, it causes a communication crisis. Artistic communication is only possible when artistic production is not something important, but something that has a certain form and structure created based on the gathering of artistic and social experience that is common property both for the creators and for the recipient.¹

Examples of organizing an art corner

The art center stimulates children to develop and explore their own creativity, to have fun with new materials and experience new sensory experience. In addition to the consumable materials that can be found in this place, many natural materials as well as other materials that can easily be found in the immediate vicinity can be added.

The art center may also contain additional guidelines for the use of various tools and materials for drawings, paintings and collages, and other works through which pupils can express their creativity and imagination.

Conclusion

While science studies reality as an objective phenomenon, individually in each area, art reflects the same phenomena aesthetically through inner feelings. Thus, the rainbow is studied by physics as an optical phenomenon; the science of physiology deals with metabolic processes, for example flowers; dawn and dusk are studied as a result of the earth revolving around its axis, and so on. Nevertheless, all these processes, phenomena, and objects can be seen from a different point of view, from their aesthetic qualities and features. The rainbow is portrayed in numerous paintings as a specific color harmony; flowers have been the specific object of art as a harmonious combination of symmetrical shapes and different colors; as well as the dawn and dusk with their marvelous images, which expressly and aesthetically show that great beauty, they have been and are still inspiration to almost every artist.

Even the means of expression may be based, both in reason and feeling. For example, we can use words to say the truth, a fact, legitimacy, but the word can also be used as a means of expressing feelings, emotions, as a poetic expression.

Also, the size, shape and geometric figures, e.g. drawings of geographical maps; technical drawings, anatomical drawings, etc., express facts, information about the object, territory, position etc, but on the other hand they can serve as forms, figures, lines and expressions of the respective feelings, ie aesthetic expressions. In this case they are means of figurative, artistic expression. Their relation make the artist express their inner feelings, and the viewer experiences those feelings.

Therefore, art is also the highest form of aesthetic acquisition of reality and imagination, since on the one hand it reflects the many aesthetic phenomena, and on the other hand, it is a creation under the laws of beauty and a creation of new aesthetic values.

References

- [1] Erlehta Mato, (1995), Disa veçori psikologjike dhe sociale të parashkollorit, Tiranë, 1995, fq. 36, 37
- [2] Ermioni Hoxha Ceka, vep.cit., fq. 254
- [3] Fjalori elektronik shpjegues: REKUIZITË f. sh. teatër. Tërësia e sendeve që janë të nevojshme për të dhënë një shfaqje ose për të bërë një film (me përjashtim të skenës dhe të veshjeve të aktorëve); vendi ku mbahen e ruhen këto sende.
- [4] Haki Xhakli, Artet figurative me metodologji, Prishtinë, 2014, fq.18
- [5] Haki Xhakli, Artet figurative me metodologji, Universiteti i Prishtinës, Prishtinë, 2014/2015, fq. 44
- [6] Lefteri Selmani, Konceptimi dhe organizimi i veprimtarisë mësimore educative në arsimin parashkollor, GEER, Tiranë 2006, fq. 123
- [7] Pamela A. Couglin, Krijimi i klasave me fëmijët në epiqendër: fëmijët 3-5 vjeçarë, sh.b. CRI, Tiranë, 1997, fq. 157

¹ Tefik Çaushtin, *Fjalori i Estetikës*, OMBRA-GVG, Tiranë, 2013.

- [8] Sefedin Fetiu, *Krijues dhe Krijime*, Rilindja, Prishtinë, 1979, fq. 68.
- [9] Tefik Çaushtin, *Fjalori i Estetikës*, OMBRA-GVG, Tiranë, 2013.
- [10] Theodor Karaj (2005), *Psikologjia e zhvillimit të fëmijës*, Progres, Tiranë, 2005, fq. 57
- [11] Zejnullah Rrahmani, *Teori e letërsisë*, sh.b. Faik Konica, Prishtinë, 2008, fq.345
- [12] Zejnullah Rrahmani, *Teori e letërsisë*, sh.b. Faik Konica, Prishtinë, 2008, fq.356, 357

The Philosophy of Existentialism in *the Magus* - the Motifs of Freedom and Suicide

Ljiljana Pticina

Faculty of Philosophy, University of Novi Sad

Abstract

John Fowles' literary opus is largely based on the philosophy of existentialism, with the motifs of freedom and suicide serving as its focal points, both closely related to freedom of choice and seen as crucial to the existentialist movement, as well as the author himself. This paper analyses Fowles' novel *The Magus* through the prism of existentialism, which means that the basic existentialist concepts are identified and located within its text, as well as the influences of the key figures of this movement. The motifs of freedom and freedom of choice in context are interpreted and linked to the theories of Freud and Jung while special emphasis is placed on the role of the anima, that is, the female principle inside the male subconsciousness. This is precisely why a separate section of this paper is dedicated to female protagonists and their role in the novel. In his works, Fowles puts an emphasis on the freedom of the individual, which is portrayed through the freedom of the mind, ideas, choice and spirit. It is cruel, always demanding action as well as acceptance and adaptation. By remodelling our own character, we also remodel the future generations and our visions of the world. The protagonist in this novel is chosen to remodel his own character, to turn from a collector into a creator, to stop depriving people of the content and to bring about a positive creative act instead. Human border acts such as suicide also belong to this field of interest. There are three cases of suicide in *The Magus* and this paper analyses their role as a symbol of the protagonist's metamorphosis upon threading onto the mythical ground.

Keywords: Philosophy of Existentialism, Magus, Motifs of Freedom, Suicide.

Introduction

Nicholas with the broken pieces of his past, present and future

in his hands constitutes John Fowles's

living icon of the existentialist(Onega, 1986: 106)

The existentialist philosophy is what John Fowles remains faithful to until his death. This also makes him an atheist, since the modern philosophy shifts the focus of doing and thinking from God to man, with Fowles finding himself in a Godless world, where a man "can be interpreted according to his forsakenness or his independence", as Hanna Arendt sees it. (Arendt, 2013:13). In one of his interviews, Fowles claimed that, for him, Sartre's way of thinking was the most challenging one. Still, one of his definitions fits *The Magus* rather nicely, since it says that "the existentialist movement defines the man on the basis of his doing" (Cohen-Solal, 2007: 365), that "there is hope solely in his doing, and that the only thing that makes it possible for a man to live is the very act of doing" (Cohen-Solal, 2007:365). According to Fowles, however, the biggest influence for him were the conversations about the Existentialists and authenticity, ones he led during the time spent at the university just like Nicholas Urfe, the protagonist of the novel.

"It corresponded to feelings inside myself that I think would have emerged anyway, indeed had already emerged, if confusedly, but were certainly quickened by the existentialist writers"(Baker, 1989).

However, Marxism and Existentialism have appeared recently, as well as a strong criticism of the Catholic Christians. The Existentialists can be divided into two main groups: the Christian one and the Atheist one. According to their views, though, God's presence does not significantly affect the changes in one man's life. "In the new, Godless world, the role of the Lord of Existence, of being, is, so to say, imposed on the man". A certain kind of freedom is forced on the man-Sartre himself says that a man is condemned to be free" (Cohen-Solal, 2007:365). The man did not create himself, and still, he was given the freedom of choice and the absolute necessity of taking responsibility for his actions and choices. Sartre believes that not making a choice is also an act of choosing. Every action, or the lack of it, has certain consequences, reactions, and it

affects us, as well as those around us. This is precisely why we have to think of the other ones too, even while being free, which, according to the existentialist atheists, serves as the basis of morality and a substitute for God's Ten Commandments.

"A man free in his very essence is helplessly handed over to the natural course of things, one strange to him, to his contrary fate, which destroys his freedom". Apart from freedom, the Existentialists pay close attention to the borderline acts of life, such as death, guilt, fate and coincidence "because in all these experiences, the reality is seen as imminent, one which cannot be decomposed by the act of thinking" (Arent 2013: 11). What drives the plot ahead and is seen as inseparable from the existential philosophy- and from Fowles as an author-is the existence of choice: "The act of choosing is possible, on one hand, but the act of not choosing is impossible, on the other. I can always choose, but I must also be aware of the fact that, by not choosing, I also choose". (Jean-Paul Sartre, 1981: 278). One of Fowles's short stories, *The Wall*, depicts what is regarded as Sartre's philosophy in a matter of a few pages only. Three men on a death row are waiting for the execution of their sentence. Finding themselves in a *fait accompli* kind of a situation, they have the right to choose the way of facing the firing squad and the way they die-with dignity, concealing their fear and the omnipresent human dilemma of what comes after, or without it, by completely giving themselves over to the ridicule of the enemy.

The existentialist understanding of freedom and freedom as a motif in *The Magus*

The world wants us caged, in one place,

behind bars; it is very important we stay free. (Fowles)

Freedom is the most commonly used and misused word. No matter how often uttered by the contemporary man, it is rarely found as a thing learnt from experience. Freedom itself, as well as the level of its presence or absence can be regarded differently. Slavery is not depicted by chained arms and legs only-it can be found in the spiritual world as well. "The freedom of spirit is a holy symbol, its meaning cannot be related to the temporary or transit forms of this or that period. But, freedom within the social, political, even cultural sphere has stopped inspiring, everyone is sick of it and no one believes in it anymore. We live in the era of reduction of freedom. Freedom is distorted. It has become a conservative principle and it conceal a man's slavery rather often" (Berdyayev, 2006: 27-28).

In his novels, Fowles accentuates the freedom of the individual in accordance with the existentialist philosophy. This freedom is not portrayed by the physical capabilities or incapacities, but by the freedom of the mind, ideas, choice and spirit Berdyayev talks about. It is freedom "sui generis, limited, conditioned, confined" (Abanjan, 1967:55) by the freedom of the others which needs to be qualified as well, but also by the the choices and possibilities. That is exactly what the protagonist's quest is based on in *The Magus*. Nicholas Urfe believes that everything is in Conchis' power, as is the case with Prospero in *The Tempest*, without realising that the game adapts to his choices, decisions and acts. Because "the man is thrown into the world and responsible for everything he does." (Sartre, 1981: 268). That is a life lesson that Fowles wants to teach both Nicholas and the reader.

"It was always meant to set questions rather than give answers – like a Rorschach test... no "right reaction", no one correct solution to all the clues. (...) Conchis is not meant to represent God, but the human concept "God"— an important distinction" (Vipond, 1999: 27). Николас представља човека уопште, што је наговештено и његовим презименом: "Urfe stands for Earth – Everyman" (Vipond, 1999: 27).

Freedom does not mean just freedom of choice, but the choice itself as well. Nicholas has accepted the game by his own free will/choice and wants to stay in it, which is a fact confirmed by his own thinking: "I felt a sudden rush of fear because of last night. It is all over. They have all disappeared, forever" (Fowles, 1994: 270). What Nicholas needs to learn and realise is that freedom is "bound to bring about a positive creative act". Still, we are not limited by other individuals only. Fowles claims that freedom is cruel (Fowles: 1994: 443), it demands responsibility, action, but also acceptance, adaptation and coming to terms with the situation. "Learn to smile, Nicholas" (Fowles, 1994: 443). That reaction, that smile "is not so much an attitude one can have towards life, but the very cruel nature of life, the cruelty whose avoidance we cannot even opt for since it is human existence (Fowles, 1994: 443)". A man is always given the freedom of choice, and every chosen path has certain consequences. It can be said, though, that freedom always exists in that spiritual, mental segment. If nothing else, it is more present than in the material world. "Utter freedom exists for the spiritual life only, for the human mind and consciousness, the intimate life of the individual" (Berdyayev, 2006: 33). The author offers an explanation for this by claiming that freedom is "inseparable from the being itself, it is rooted in nothing, in the abyss, in the non-being. (Berdyayev,

1991: 82). Another Existentialist, Nicholas Abinjano claims that human freedom is limited by the choices, that is, the conditions created separately from the man himself. That human freedom is what determines the good and the bad.

"We can always say no to evil, no matter how limited our choice is. And we can always say yes to the good. Both good and bad will to some extent depend on that yes or no of ours. The freedom limited in that way, determined by the conditions and obstacles of every kind is the type of freedom typical for the human being" (Abinjano, 1967: 56).

Consequently, it is all up to Nicholas-he chooses to leave Alison, to go to Greece, to go to Burano even though he has been warned, to continue playing, because the continuity is solely in his hands. It becomes clear how dependent on Nicholas' choice the game is when he comes upon a number of changes in the scenario in the hidden chambers of the actors, Julie/June and the other ones as well. Fowles send the message that "freedom means choice" (Abinjano, 1967: 57). The most striking situation in which Nicholas has a choice is his trial, when he is given the option of punishing Lily/Julie by whipping her, in order to release his own fury for all the deceptions, lies, games and fears. Nicholas is, at this point, closer to the goal he was led to by the teacher, Conchis, and it seems that he starts to understand the role he has been given. "The better you understand freedom, the less you own it." (Fowles, 1994: 432).

If we realise that we are equally blessed and confined by it (freedom) or maybe even punished, it will be clear to us that there is only one way a man can reach the absolute truth, the truth Nicholas is looking for-it is simple, easily reached, it is at everyone's grasp, it consists of the direct knowledge of oneself" (Fowles, 1994: 246).

"And my freedom was in not hitting, no matter what price I paid, even if the remaining eighty parts had to die within me, no matter what the gazing eyes thought of me, even if it seemed that I forgave them, as they prophesied I would, that I was indoctrinated, that I was their fool" (Fowles, 1994: 246). Even though Nicholas thinks that the game is over after this, it does not finish, however. One of the more significant choices-later on-will be the offered suicide, which Nicholas will consciously decline because he does not want the real death, but the symbolic one. By the end of the novel, by his next encounter with Alison he does not understand that the choice does not lie in the game only and that the game depicts reality, real life, that every next step depends on us, our deeds and our respect towards someone else's freedom. It is what Conchis also tries to tell him when they talk about Lily's problem with schizophrenia. At that point Nicholas still does not realise that Lily's recovery is a symbolical representation of his own recovery. "It is with this situation that I want to make this poor child see that her problem lies in the fact that she lives in artificial circumstances which we are here creating by our joint effort. Her first, healthy step towards the normal will be the day she stops and says. This is not a real world. These are not real relationships" (Fowles, 1994: 237).

That poor child, who needs to realise that the relationships prepared for him are not real and that things do not take that course in real life, is Nicholas. The final goal is to see what lies behind the appealing portrayal of a naive and innocent Victorian girl, and that it is the very thing he needs to embrace and accept without wishing to change it and without yearning for the unknown. Conchis says that the chances for the "poor child" to recover are slight, but that they exist. He still talks about Nicholas. Nicholas is the chosen one, one of many, but he himself cannot affect it in any way. "You are chosen by coincidence. You cannot choose yourself" (Fowles, 1994: 75). He is chosen because he encompasses the traits of two types of people that Fowles sees in this world: the Collectors and the Creators.

"[...] in the case of d'Urfé rather than classes of people, the "collector" and the "creator" represent deep human traits to be met with simultaneously in the same person. This point is crucial, for it explains why Miranda is unable to "teach" Clegg while Conchis succeeds in his teaching of d'Urfé" (Onega, 1986: 75).

Nicholas has the possibility to decide which path he wants to take-whether he will become and remain a complete collector, or turn towards the other type of people and take complete responsibility for his deeds. The first step is self-consciousness, followed by the taking of complete responsibility for the existence of what we are (Sartre, 1981: 263). Miranda, the heroine of the Collectors, fails to reach her physical freedom due to her inability to communicate with Clegg. She is, in some way, given the role of the teacher, the magus, but she fails to understand the way the consciousness works, as well as the world her student lives in, she does not realise that he lives in a fantasy world of unrealistic relationships and that her role is to turn his attention towards those relationships, to bring him to the finishing line. It all ends with her freedom of speech, art and physical death. Understanding, realisation, and catharsis do not provide the protagonist with the solution, the clearing of the mystery and the ending of the quest. Aleksandra Jovanović talks about epiphany as something that does not cause utter satisfaction which actually happens to Nicholas. It "only opens the possibility for new epiphanies. The function of

epiphany is to point the protagonist's, and the reader's aspiration towards the discovery of the mysteries" (Jovanović, 2007:35). The trial scene is the epitome of waiting and patience. Because "every little thing on the isle of Burano is a scene for Nicholas, an Ariadne's thread that leads to freedom and freedom is the return to the inner existence, subjectivity, character, freedom and spirit" (Berdyayev, 1991: 99). "When the actors retreat after the trial, Nicholas has to learn to love without inflicting pain and to acquire the archetypal energy he has discovered in order to be ready for the key events of his transformation, an encounter with the Goddess-his real anima Alison" (Jovanović, 2007: 174).

Fowles creates characters-collectors as a response to the existence of the people who break the freedom. "The collector is thus the most unimaginative being of all because he fails to grasp the fullness and the unforeseeability of life" (Jovanović, 2007: 70-71). One of such characters in *The Magus* is Alphonse de Deukan, to whom hoarding was a way of life. His collecting was made up of objects. Nicholas Urfe, however, has a collecting consciousness as well because Fowles regards those who collect people as collectors, too. Such is the case with Clegg from *The Collector*, where this act is brought to the point of nakedness. Nicholas „collects“ girlfriends by not involving himself in romantic relationships, so the girls are just a kind of a succession to him. They are all, either physically or metaphorically, collecting people. And by classifying them, they actually empty them and deprive them of their content. Having left Burano, Nicholas goes back to his collecting habits by sticking little Joe to himself while waiting for Alison and paying for her company, to lessen his loneliness and make the waiting bearable, neglecting the possibility that Joe might really fall in love with him, which actually happens. By doing this, he still inflicts pain, classifies, makes her worthless and deprives her of the content. The Conchis guides Nicholas through the God Game by narrating different stories to him. They are all related to the upcoming events and aim to serve as some kind of a mirror to Nicholas. The most strikingly depicted story in terms of freedom is one dating back to the period of the Second World War, especially for Nicholas, for whom the scene was arranged face to face. A compelling scene of the strength of a totalitarian, oppressive regime is shown, as opposed to the will and the freedom of an individual. The existentialist Berdyayev points out the importance of the role of character, because the being is abstract in itself. "Character is more important than being (...) Getting to know the character and freedom is connected to personal understanding, will and activity" (Berdyayev, 1991: 82–83).

On the opposite side of character is the regime, the system represented by Wimel, a ruthless, merciless person with no sense of guilt. He is given the role of God, he is the one who offers a choice-either using violence on another human being, to dirty his hands with another one's blood, inflicting pain and perhaps liberating other eighty lives or staying consistent and sacrificing his own and someone else's life. "Where there is violence there is no freedom because these two principles cancel each other out. One could think (we would not neglect that possibility either) that the one using violence is free to choose his own behaviour, but (...) by opting for the forms of violent behaviour, the man loses his humanity, his own self and becomes the prisoner of his beastlike nature" (Varnica, 2012: 5).

The deprivation of all forms of individuality was typical for the concentration camps and the national-socialist ideology which becomes the central point of the occupation of the Greeks on the island of Farkos, and Conchis's role as a mayor. This was also the rule applied to the German soldiers as well-the deprivation of character equals the deprivation of freedom and spirit, and that empty content is further used as one sees fit. This is what Fowles illustrates in the scene where Wimel, as an executor, does not carry his tasks out by using his hands, but his position. "Maybe that is the reason he could impose himself so strongly as a black deity. Because there was something more than human in his spells. The real evil and true monstrosity of the situation thus lies in other Germans, those lieutenants, corporals and soldiers less crazy than he himself was, who stood there silently and regarded this exchange" (Fowles, 1994: 362). Nipping individuality in the bud means "destroying spontaneity, the man's power to start something new based on his own powers" (1998: 462).

"Ghastly, human-like marionettes start to appear instead, all of them behaving as the dog from Pavlov's experiment, utterly predictable, that is, even while heading towards death, doing nothing else but reacting. That is what the real victory of the system over man looks like" (Arent, 1998: 463). The regime is the only meaningful thing there is. The trapped partisan does not behave the way the system would like him to. Even after a horrendous torture, he insists on one word only-freedom. "In my world, life had no price. So worthy was it that it was regarded as literally priceless. In his world, however, there was only one thing that had such a priceless quality: eleutheria. Freedom. (...) I saw a person in the square who had the freedom to choose and to publish it. The defense of that freedom was more important than common sense, self-preservation, yes, more important than my own life and the lives of eighty hostages" (Arent, 1998: 363).

The situation that fate puts us in always offers the possibility of choice, and it is up to us to make the final decision. It is our deeds/actions that reveal our authenticity. "The man is responsible in front of himself and the others, but as the free ones

only, those who have freely chosen their act and do not regret it. Freedom is complete, limitless and absolute, since it depends on the self (authenticite), one's own choice (choix) and draft (projet, Entwurf) of the human act" (Pejović, 1979: 117). In this story, Conchis opposes the whole regime, ideology, enemy and teaches Nicholas the importance of our authenticity as human beings. "The human race is not important. We must not betray ourselves (Fowles, 1994: 113). He teaches him something else, too-that the lack of bravery to get to know oneself and respect ourselves causes the loss of freedom, both for us and the others. "The tragedy is not that one man is brave enough to be evil, but that millions of people are not brave enough to be good" (Fowles, 1994: 113).

It is at this point that Sartre's influence can be seen, since he claims that "by choosing myself, I choose humanity", reckoning that by remodelling the reflection of our own character we remodel the future generations and our own visions of the world. The man needs to discover, see and respect the others, and later on, to discover them as "the condition of his existence" (Sartre, 1981: 276).

Female protagonists and the motif of freedom

John Fowles is regarded as someone who favours female characters in his novels. There are few of them in *The Magus*-Alison, Lily/Julie, Rose/June and Mrs De Seitas. Their role, when compared to the content, is a more passive one.

Beneath the aloofness which seems to signal a poised self-sufficiency, the Fowlesian heroine is a passive figure, invariably compromised and controlled by the strategies of the text that contains her" (Cooper, 1991: 11).

In one of her conversations with Nicholas, Lily points this situation out. " We are, if you like it, a few steps further than you in the labyrinth. Which does not mean that we are any nearer to the centre than you" (Fowles, 1994: 197). On certain occasions she resembles Ariel from *The Tempest* more than Miranda. Sometimes, she is only there to set or prepare the scene for the further development of events. Alison, Nicholas' anime, has a similar role. She appears in the first part of the novel only, as one of the striking characters, occasionally cropping up in its middle and end parts, but with a significant role for the further development of the plot. The plot is woven around her, but she does not take part in it directly.

At one particular moment during his quest, it seems to Nicholas that Lily de Seitas is the key to the riddle. A mysterious and graceful mother, one who knows and teaches. She was originally intended for Conchis' role, but Fowles abandoned the idea. Lily de Seitas remains a passive contestant of the metatheatrical and Nicholas' journey through the existentialist quest, especially after being submitted through content to Conchis as his mistress. Despite that, women are portrayed as strong characters, able to control themselves, preserve the knowledge and transfer it. The male is on the path of self-awareness and the female protagonists are the ones helping him "You are still becoming. You still do not exist" (Fowles, 1994: 94).

Fowles himself confirms that he respects the female principle and that women are bigger heroes of our time than men are:

"I have great sympathy for the general feminine principle in life. I find very little "heroic" about most men, and think that quality is far more likely to appear among woman in ordinary, non-literary life. [...] In terms of history men have failed; it is time we tried Eve" (Baker, 1989).

Pamela Cooper claims that freedom and independence are not always as ambiguous as they might seem. „This is particularly true when the quester after liberation and self-determined identity is a woman" (Cooper, 1991:10). In *The Collector*, for example, Miranda tries to help Clegg/ Cannibal to dispose of the inhuman part of his nature, regarding herself as superior and free in relation to him. Her physical freedom is undoubtedly questioned, while in her own world, one Clegg took her away from, she depends on another male, who teaches her and shapes her emotionally.

Jung believes that it would, first of all, be necessary to accept the inner realities in order to come to terms with the problem of the anima for real. The anima serves as a kind of compensation for the male consciousness, while the Animus is the compensating figure for the male character in women. "If the outside world is just a phantasm for me, how, then, can I put serious effort in creating a complicated system of relationships and adaptations" (Jung, 1971: 271). Conchis was given the role of the teacher, the magus who will help the protagonist-the seeker to get to know his „inner realities", and one of the roles of the female protagonists is to carry out the initiation, the separation from the previous life, from the mother and childhood, that is, a rebirth and setting up a new view of the world, since Julie is Nicholas' false anima. Julie/ June/ Liliy de Seitas/ Alison- All of them are authentic and self-aware, this not being the case with Nicholas. According to Sartre, the man becomes a slave to the other, if, in the depth of his being he depends on another one's freedom (1981).

"When all the public things slide into the abyss of slavery, the only option available to the man is to try to compensate his complete lack of freedom in all walks of life by the freedom of the most intimate and individual sphere, of utter privacy: by limitlessly owning other bodies, he is „totalised“, as if he is delving into the very origin of the being, as if he manages everything" (Pejović,.... 119). The body and the consciousness are one thing, but the problem arises when there is insincerity. "It is a delusion, self-deception, self-sacrifice, in one word, non-distinctiveness" (Pejović, 1979: 120).

Suicide within the existentialist philosophy and as a motif in *The Magus*

As it has been explained earlier on, the existentialists deal with the border cases of philosophy such as death, guilt, fate, coincidence and suicide.

"For the existentialists, suicide was not a choice shaped mainly by moral considerations but by concerns about the individual as the sole source of meaning in a meaningless universe" ("Suicide", 2017).

Camus gives a fair amount of space to this phenomenon in his work *The Myth of Sisyphus*.

"Sisyphus heroically does not try to escape his absurd task, but instead perseveres and in so doing resists the lure of suicide. Suicide, Camus contends, tempts us with the promise of an illusory freedom from the absurdity of our existence, but is in the end an abdication of our responsibility to confront or embrace that absurdity head on" ("Suicide", 2017).

Camus claims that the meaning of life is the most important question. (Camus, 1998, 9). Determining whether or not there is any sense in living means answering a profound philosophical question. (Camus, 1998, 9). Camus believes that in the cases of such an inspection, the judgement of the body is as important as the judgement of the mind and that the body retreats in front of the destruction. We get used to living even before we acquire the habit of thinking (Camus, 1998, 12). So, there is a discrepancy between thinking and living, which means that life and reality do not always coincide. For another existentialist, Jaspers, thinking plays an important role, one by which "it has the function of alluring the man into certain experiences, experiences in which only the process of thinking (...) will go through a breakdown. That breakdown brings about a providence which makes the existence aware of the fact that a catastrophe is imminent and that it does not owe itself to itself only, as is the case with freedom. It is important to direct oneself towards communicating with the others.

In *The Magus*, the act of suicide is described by Nicholas Urfe as the person who has already gone through the story the reader has yet to hear. Nicholas definitely did not think so thoroughly at the moment the desire for suicide cropped up, as Nicholas, the narrator and the detoxicated protagonist-the seeker, does. It is exactly what this effort causes, accentuating the thinking process and communication with other people. Nicholas' inner realities have not come to the surface yet, his perception of life and the world around him is, at that point, still a product of fantasy. The act of attempting suicide is the first step towards the quest for authenticity.

Let's take a look at a somewhat different existentialist, more prone to religion, that is, Christianity. Nikolaj Berdyaev believes that committing suicide is not so easy and that we need an enormous amount of determination for that feat "But, in reality, suicide does not reflect the strength of human character, it is executed by an inhuman force that carries out that scary and cumbersome task". He (the man) is obsessed with the darkness that has taken over him, and he has lost freedom" (Berdyaev, 2011, 17). If we neglect his orientation towards God, one can say that Berdyaev has a certain kind of attitude in the moments when a man is trying to commit suicide, one which is similar to the other existentialists'. "To overcome the wish to commit suicide means forgetting oneself, thinking of the others and within the others" (Berdyaev, 2011: 12), that is, a man should learn to step outside himself and his self-obsession and open up towards other people and the world, the principles that have the universal meaning.

Suicide as a motif in *The Magus* appears on three occasions. The first time, Nicholas wants to commit suicide on the island. "I belonged to nothingness, neanty, and it seemed to me that the only thing I could create was my own death" (Fowles, 1994: 53). At that moment, Nicholas Urfe unambiguously resembles Jaspers as portrayed by Camus.

"In this devastated world where the inability of self-awareness has been proven, where nothingness seems to be the only reality, despair with no shelter, the only attitude, he is trying to find Ariadne's thread that leads to divine secrets" (Camus, 1998: 26).

Nicholas thinks that he has found that thread and compares Ariadne to Lily/Julie. "I would not switch places with anyone in this world, now that I have found my Ariadne and held her hand" (Fowles, 1994, 177). The way Susan Onega sees this first

attempt of suicide is extremely interesting. Nicholas puts himself into the position of self-pity where a sentence "le suis maudit" in the doctor's office, after he has been diagnosed with a sexually transmitted disease, clearly shows it. All these events, and especially his inability to take a reality check, to see the gist of the problem, bring him to the point of thinking about suicide. But he realises that he does not really want to kill himself, that he does not really want to die. It is as if he wants to attract attention, as a mollycoddled child does. "All the time I had this feeling that someone was watching me, that I was acting for someone else's benefit, that this act could only be carried out if it were spontaneously clean and moral (Fowles, 1994: 54). Upon the first reading of the novel, the feeling that Nicholas is being watched by someone creates a completely different atmosphere than the one the reader experiences after the second reading. On the first reading, we identify with the character and we really believe that Nicholas is under close inspection of someone's game, and we feel what happens is not justified. But, by delving into the analysis, we can treat Nicholas' giving up on the act of suicide as his success of not falling over the brink that is mentioned by Camus- treat it as the start of turning towards the others and not only his own existence.

"I have looked for Mercutio's death, not the real one. I wanted a memorable death, not the real one, caused by the real suicide, the death that wipes everything out" (Fowles, 1994, 53).

After that, both Nicholas and the reader encounter another suicide-Alison's. During the protagonist's quest neither the hero nor the reader know that the news about this suicide is falsified and that it is just another epiphany on this quest. Nicholas receives another succession of letters which seems identical to the original one, and is used to substantiate the made-up news about the stewardess' suicide, caused by an unhappy love story. This tragedy occurs after Nicholas has spent a few days with Alison in Greece, believing that he has succeeded in deceiving both girls, Alison and Julie, by hiding the real state of affairs from both of them, and most of all, from himself. This self-deception had to be shaken and the protagonist needed another epiphany, although a bit cruel one. Namely, Conchis plays with Nicholas' feelings ruthlessly, but if take a look at things from another angle, Nicholas is the one who is constantly playing with other people's feelings, without thinking about the mental state of those people he leaves behind.

Let's go back to Nicholas' first suicide attempt. Onega interpretes it through Campbell's terminology, claiming that his symbolic suicide can be seen as some kind of self-annihilation. This is necessary in order for him to step onto the holy ground of the Burano island. Gargoyles used to stand as guards at the door of the temples, but the verses of warning are quoted instead (Onega, 1986: 78– 79). The act of suicide represents a symbol of metamorphosis of the protagonist because he threads the part of the territory where the collapse of the mythical is felt. On the second occasion, Nicholas does not even try to commit suicide, but he is well aware of the fact that the pistol is left behind with that purpose for him. This is also a symbol. He has faced another threshold one should cross, so a new initiation is needed. Still, as it becomes clear up to this point, real death has not been the goal, neither the teacher's nor the student's, neither the first nor the second time, but the quest for the inner truths, authenticity, that is, the distinctiveness, as Pejaković calls it. The intertwaving of the philosophical (existentialist) and the mythical motifs pervading the novel is more than obvious.

Conclusion

John Fowles' literary opus was a subject of many monographies, PhD theses and essays/articles in scientific magazines. His novels are on the border of modernism and postmodernism. By using experimental method, he disturbs the realistic narrative. One of his main techniques is the unfinished ending, by which the reader questions himself and has the freedom of interpretation, the freedom of looking for his own authenticity by going through the labyrinths and the mythological paths of the novel's protagonists. The ideas that Fowles does not abandon are freedom, selflessness, and the existentialist philosophy. They are the goal of his protagonists' quest, who are seen as potential mythical seekers. As an existentialist, he has mostly succumbed to Sartre's ideas, and these are indeed traceable in the novel.

That is precisely the reason why this paper deals with the motifs of freedom and suicide as borderline situations people find themselves in, which is of utmost importance for the existentialist philosophers. The open-endedness of the novel is another thing that needs to be pointed out, not only in terms of its ending, but also the interpretation itself. Fowles does not want to be categorised, and every interpretation is the correct one. For him, mystery is the driving force while the final answers are regarded as a kind of prison and have a destructive power.

References

- [1] Fauls, Dž. (1994). *Čarobnjak*. Novi Sad: Matica srpska.
- [2] Abanjan, N. (1967). *Mogućnost i sloboda*, Beograd: Nolit.
- [3] Arent, H. (1998). *Izvori totalitarizma*. Beograd: Feministička izdavačka kuća 94.
- [4] Arent, H. (2013). *Šta je filozofija egzistencije?* Beograd: Dosijs studio.
- [5] Baker, J.R. (1989). John Fowles, The Art of Fiction, *The Paris REVIEW*, (Issue 111). Retrieved from <https://www.theparisreview.org/interviews/2415/john-fowles-the-art-of-fiction-no-109-john-fowles>.
- [6] Berđajev, N. A. (2011). *O samoubistvu*, Beograd: Logos.
- [7] Berđajev, N. A. (2006). *Sudbina čoveka u savremenom svetu: za razumevanje našeg vremena*. Beograd: Logos.
- [8] Berđajev, N. A. (1991). *O čovekovom ropstvu i slobodi: ogled o presonalističkoj filozofiji*. Novi Sad: Književna zajednica.
- [9] Cooper, P. (1991). *The Fiction of John Fowles*. Ottawa: University of Ottawa Press.
- [10] Hačion, L. (1996). *Poetika postmodernizma*. Novi Sad: Svetovi.
- [11] Jovanović, A. (2007). *Priroda, misterija, mit*. Beograd: Izdavačka kuća Plato/ Filološki fakultet.
- [12] Jung, K. G. (1984). *O psihologiji nesvesnog*. Novi Sad: Matica srpska.
- [13] Kami, A. (1998). *Mit o Sizifu*. Zagreb: Matica hrvatska.
- [14] Koen-Solal, A. (2007). *Sartr: 1905-1980*. Novi Sad/Sremski Karlovci: Izdavačka knjižarnica Zorana Stojanovića.
- [15] Onega, S. (1986). Form and Meaning in "The Magus", *Miscelanea*, (no. 7). Zaragoza: University of Zaragoza.
- [16] Pejović, D. (1979). *Suvremena filozofija Zapada*, Zagreb: Naklada Maticе hrvatske.
- [17] Salami, M. (1992). *John Fowles's Fiction and the Poetics of Postmodernism*. London/Toronto: Associated University Presses.
- [18] Sartr, Ž.P. (1981). *Filozofski spisi*. Beograd: Nolit.
- [19] Suicide. (2017). In E. N. Zalta (Ed.), *Stanford Encyclopedia of Philosophy*. Retrieved from <http://plato.stanford.edu>
- [20] Tišma, A. (2012). *Kapo*, Novi Sad: Akademska knjiga.
- [21] Vipond, D. L. (1999). *Conversations with John Fowles*. University Press of Mississippi.

Effects of Mobile Assisted Language Learning on Developing Listening Skill to the Department of English Students in College of Education for Women at Al Iraqia University

Abeer Hadi Salih

Asst. Prof. Department of English Language/ College of Education for Women-Al Iraqia University / Baghdad –Iraq

Abstract

Many studies have described the use of mobile assisted language learning in language teaching and learning; yet, the number of studies in listening skill remains unsatisfactory. Few researchers appear to have considered how to use mobile learning devices to support pedagogical approach to develop academic listening skills. Several studies in the past, required learners to read from mobile phones rather than listening to audios. There were attempts to use computer technology integration into instruction; however, few were in mobile technology. The interest in research related to the impact of mobile assisted language learning on developing students' listening skills remains relatively low and consequently listening has been neglected. Thus, the current paper aims at exploring the effectiveness of mobile assisted language learning devices both as instructional tools and learning resources within and beyond classroom learning environments to develop language skills in particular listening sub-skills. The experimental design is pretest-experiment-post-test. To conduct the study two groups of experimental (30) and control (30) out of 60 second year students at Al Iraqia University/ college of education for women/ department of English were made. Both groups were taught the same material, but using different methods. The results of the post-test indicated that the use of mobile assisted language learning devices had impacts on developing experimental group's listening skills and outperformed the control group.

Keywords: effects, mobile, assisted, language, learning, developing, listening, skill

Introduction

Problem of the Study

Rapid proliferation of the technology leads to its widespread use in many areas of our lives especially education. Since its emergence, technology has been playing a crucial role in instruction processes. For decades, computer assisted language learning (CALL) has been used and integrated into teaching and learning languages. The advent of personal computers and the Internet as educational tools offers effective use of time and ease of access to educational materials for students and teachers alike. With the emergence of mobile assisted language learning (MALL) as extension or sub-branch of CALL, language pedagogy has drastically changed. Teaching and learning with mobile learning devices became easy for both teachers and learners. Fundamental changes in mobile device features and functions encouraged educators and scholars to explore more uses of these handheld devices in language pedagogy.

1.2. Hypotheses:

It is hypothesized that there is a significant difference between the results of the pre-test and post-test in the students' listening sub-skills developments after conducting the experiment.

1.3. Aim of the Study:

For the aim of this study, the researcher developed effective and authentic instructional materials and delivered on mobile assisted language learning devices (smartphones) when connected to the Internet through which accessing the platform on which learning materials were uploaded.

1.3. Limits of the study:

The researcher has chosen English language listening learning material as the subject matter and presented on Al Iraqia university students/college of education which is a multi-media learning system. Considering the limited number of MALL studies focusing on listening, the current study tries to investigate the impact of using such devices on developing listening sub-skills of EFL learners.

1.4 Participants

The participants were 60 second year undergraduate students who had (or nearly had) reached an intermediate level in terms of English proficiency at the Department of English in college of Education for women Al Iraqia University, (30) of whom as an experimental group and the other (30) as a control group who supposed to be between 18-20 years old and intermediate level of English language proficiency.

1.5 Procedure

The study uses pre and post-treatment tests in listening skills. In listening pre-and post-tests, the researchers administered and distributed test questions about listening sub-skills before and after the treatment during the course of learning of 15 weeks. The program is carried out by using smart mobile phones as MALL devices to present listening materials and it is shown on the Al Iraqia university course module website as platform which is a Multimedia system and learning management system.

2. M-Learning

It is the matter of debate whether m-learning is the advanced step of e-learning or a sophisticated device that integrates with e-learning. "M-Learning is a new and unique component of distance learning." (Caudill, 2007, p. 2) With the commencement of mobile learning in 2001, not many but some people knew about the concept of m-learning or, even, could imagine the capacities of mobile devices in learning (Attewell, 2005). The evolution of mobile learning is from electronic learning, which has developed from distance learning. E-and M-Learning are subdivisions of D-Learning (Cherian & Williams, 2008). [M]-learning is a sub-set of e-learning movement (Chinnery, 2006: p.9). That is, they cannot be separated easily. However, in contrast with electronic learning, mobile learning is new in language instruction.

It is difficult to define mobile learning because it is a new and distinct educational format or a variety of e-learning. According to Traxler (2005: pp. 262-263) mobile learning is "... any educational provision where the sole or dominant technologies are handheld or palmtop devices." Technologies or mobiles can be instrumental or instructional tools in language instruction rather than instructors in themselves (Chinnery, 2006). In other words, they cannot replace the role of the teacher inside the classrooms.

2.1 Advantages of MALL

There is interesting literature about the advantages of mobile assisted language learning devices in education. With the emergence of m-learning technologies learning contexts have changed to anytime, anyplace learning; these advantages were on the top list by advocates of "online education" (Caudill, 2007, p.1). Learners no more need to restrict themselves to any location or sit on a desk computer. However, in entertaining places like restaurants, or even bus stations they can access studying materials and get in contact with instructors or classmates (Caudill, 2007). These tools are no longer restrict learners into four-wall classrooms (Chinnery, 2006). This unique feature of mobile devices results in many other advantages. For instance, Kennedy and Levy (2008) have reported that learners find learning languages with MALL applications and devices quite motivating due to their portability, accessibility, widespread ownership of certain mobile devices like mobile phones, wireless laptops, and media players. Begum (2011, pp. 110-111) states that among MALL devices in teaching and learning classrooms, mobile phones have many benefits such as: ubiquity, portability, pervasiveness, students' freedom, promoting learning, involving students in learning with a more relaxed and comfortable environment, enjoying classrooms, removing boredom in language teaching, increasing participation, reducing feeling shy, cost saving, promoting an interactive and virtual classroom, connecting to sophisticated Internet functions, wireless mobile learning, and accessing lessons anytime and anywhere. In addition, Sevari (2012, p. 19) believes that some of the virtues of cell phones in the education are advancement and augment of learners' comprehending of challenging concepts, completion of teachers' instructions, matching the needs and interests of students, enhancement of critical thinking skills, eloquent use of time and not to misspend the class time. Furthermore, Sevari thinks that the students' interest in using mobile phones and their cheap prices results to ease learning.

2.2 Disadvantages of MALL

Despite merits, MALL as an educational tool has some demerits. Many scholars and researchers come to agree on their small screen. For example, (Begum, 2011; Goundar, 2011; Chinnery, 2006; Thornton and Houser, 2005 & Mehta, 2012) have raised this issue with mobile devices. For Begum (2011) and Goundar (2011) the conventional contents of language learning cannot be accommodated by cell phones due to their small screen sizes.

Chinnery (2006) criticizes MALL devices for their tiny screen sizes and keyboarding problems because of one finger data entry. Other problematic factors are battery charge, battery life, restrict memory space, lack of teachers' training to arrange m-learning activities through cell phones in the classroom, high costs for arranging language learning activities via sending SMS and data transmission, feeling uncomfortable in typing on the tiny keyboard, small keypads, reading SMS, word limitation, definite storage space, difficulty in utilizing mobile tools in noisy settings and communication failure owe to poor net connectivity, and teachers' difficulties in managing the students with cell phones (Begum, 2011; Mehta, 2012 & Goundar, 2011). Along with these, there are other educational, social and personal disadvantages. Mobiles, inside classes, would be the source of destruction and interruption for students. For example, Seviri (2012: 21) states that mobile learning devices can have drawbacks such as: sending short messages during class period, transmitting and getting test responses, bothering others, putting much load of responsibility on the teacher, treating with educational troubles brought about forgetting to carry mobile phones, failure of learning mode, necessities, skills and interests of students, and delaying in sending and receiving messages due to network outages. Finally, regarding the pitfalls of mobile phones, Mtega, *et al.* (2012, p. 118) state that the costs related to downloading multimedia content was another limitation which restricted some participants especially students from using phones for learning purposes.

3. Listening Skill

Listening skill is defined as "... the act of paying close attention to the conversation of another person (s) in order to obtain selectively verbal and nonverbal clues to behavior pattern." (Good, 1973, p. 43) In another definition, Lynch and Mendelsohn as cited in Schmitt (2002) believe that listening is an active process as speaking. Moreover Anderson & Lynch, (2003, p. 4) perceive listening as "a reciprocal skill ... involves a multiplicity of skills".

3.1 MALL and Listening

For Helgesen (2003), "Listening is an active, purposeful process of making sense of what we hear"; however, it is sometimes thought to be a passive skill. In terms of listening skills, lecturers can design a platform on which students listen to texts by vocal service on their mobile phones. After that, they may complete quizzes on listening comprehension on the bases of the aural text (AL-Qudaimi, 2013, p.9). The study results by Azar and Nasiri (2014) on two groups of EFL Iranian learners who enrolled in conversation course to investigate the effectiveness of mobile assisted language learning on listening comprehension indicated that the experimental group who received cell-phone based audiobook instruction outperformed the control one.

4. Data Analysis

In order to test the proposed hypothesis (It is hypothesized that there is a significant difference between the results of the pre-test and post-test in the students' listening sub-skills developments after conducting the experiment); the two groups took 'pre-posttests' in listening sub-skills. The t-test results demonstrate a significant difference between the mean score (6.74) in the pretest and the mean score (8.06) in the posttest on the experimental students' listening sub-skills. Firstly, as shown in table 1 below, the Mean score in pre-test for experimental group is (6.74) whereas, this sum has been increased with the value of (1.32) and reached (8.06) in the post test. It shows a moderate significant difference between the two tests that leads to apply one sample t-test. As shown in the same table, the achieved t-test (4.936) is bigger than the t-table (2.042) with the degree of freedom (30), significance level (0.05) and p-value (0.000). Consequently, we reach the conclusion that there is significant difference between the two tests. That is to say, due to the effects of those (15) weeks treatment a significant change has been emerged in the mean of the tests that shows effectiveness of mobile assisted language learning devices on developing listening sub-skills. But with the control group as demonstrated in table 1, the mean score in pre-test is (7.50) whereas, this sum has been decreased with the value of (0.31) and reached (7.19). It does not show any significant difference between the two tests and does not lead to apply one sample t-test. Also, the achieved t-test (0.527) is smaller than t-test table (2.056) and p-value (0.603) is bigger than the significance level (0.05). As a consequence, we come to conclude that there was no significant difference between the pre-test and post-test in listening sub-skills.

Table 1: Comparison of The Two Groups T-Test Results on the Pre-Posttests Scores in Listening sub-skills

Groups	Type of tests	Means	Mean difference	std. Deviation	Correlation		t-		p-value	sig.
					value	p-value	Achieved	table		

Experimental	pre-test	6.74	-1.323	1.570	0.601	0.000	4.936	2.042	0.000	sig.
	post-test	8.06		1.750						
Control	pre-test	7.50	0.31	2.717	0.320	0.111	0.527	2.056	0.603	not sig.
	post-test	7.19		2.367						

As shown in Table 1, there was a significant difference between the post-test listening skills scores of the experimental group ($t(4.936) = -1.32; p < 0.05$). The experimental group mean score (Mean = 8.06) was higher than the control group mean score (Mean = 7.19). It means that the more the standard deviation is closer to means, the more the variable (in this case MALL) was effective on developing listening sub-skills. Considering the standard deviation for pre-test (1.570) is closer to means (6.74) and p-value is smaller than 0.05; it shows the value and significance effects of MALL on experimental group. Comparing the experimental group pre-test mean score (6.74) to the control group pre-test mean score (7.50), indicates control group outperformance over experimental group. However, comparing the experimental group post-test mean score (8.06) to the control group post-test mean score (7.19), indicates the outperformance of experimental group over the control group. At the start of the study, the pre-test in listening sub-skills suggested no relevant differences between the two groups; therefore, it is reasonable to suppose that any post-test differences would be a consequence of the treatment. So the proposed hypothesis is accepted.

5. Conclusions:

The main focus of this paper was on students' use of their mobile devices in EFL teaching and learning context in order to improve their listening sub-skills. Comparing the two groups, it can be claimed that mobile learning devices were effective in developing the students' listening sub-skills. The paper concluded that mobile assisted language learning was effective in developing Al iraqia university EFL students' listening skills. Moreover, the use of mobile devices can be a very useful way for learners to improve their abilities of listening skills. Therefore, the use of mobile technology does not lead to harm but improves the students' language learning particularly listening skills.

References

- [1] •Al-Musalli, A., 2001. Listening Comprehension as a Complex Skill and the Sub-skills Involved in the Process of Speech Perception. *Journal of the document center and Humanity Studies*, 13. pp. 35-84.
- [2] •AL-Qudaimi, K., 2013. Mobile-Assisted Language Learning: A Literature Review. 1-15 Retrieved January 29, 2016 from [://ubimotion.iwi.uni-hannover.de/lv/seminar](http://ubimotion.iwi.uni-hannover.de/lv/seminar)
- [3] •Anderson, A., & Lynch, T., 2003. *Listening* (11th ed.). Oxford: Oxford University Press.
- [4] •Attewell, J., 2005. Mobile technology and learning: A technology update and m-learning project summary. *Technology Enhanced Learning Research Centre*. pp. 1-19. Retrieved October 28, 2016 from http://ubimotion.iwi.uni-hannover.de/lv/seminar_ws05_06/files/10_Riemer/literatur/Attewell2004.pdf
- [5] •Azar, A. S. and Nasiri, H., 2014. Learners' Attitudes toward the Effectiveness of Mobile Assisted Language Learning (MALL) in L2 Listening Comprehension. *Procedia – Social and Behavioral Sciences* 98, 1836 – 1843.
- [6] •Begum, R., 2011. Prospect for Cell Phone as Instructional Tools in the EFL Classroom: A Case Study of Jahangirnagar University, Bangladesh.
- [7] •Caudill, J. G., 2007. The growth of m-learning and the growth of mobile computing: Parallel developments. *International Review of Research in Open and Distance Learning*, 8(2), 1-160.
- [8] •Cherian, E. J., Williams, P., 2008. Mobile learning: The beginning of the end of classroom learning. Paper presented at The World Congress on Engineering and Computer Science WCECS 2008, October 22-24, San Francisco. Cambridge University Press.
- [9] •Chinnery, G. M., 2006. Emerging technologies, going to the MALL: Mobile assisted language learning. *Language Learning & Technology* 10(1), pp. 9-16.
- [10] •Good, C. V., 1973. *Dictionary of Education*, 3rd addition. Mc Graw-Hill Book company.
- [11] •Goundar, S., 2011. What is the Potential Impact of Using Mobile Devices in Education? Using Mobile Devices in Education, *Proceedings of SIG GlobDev Fourth Annual Workshop, Shanghai, China - December 3, 2011*, pp.1-30.
- [12] •Helgesen, M., 2003. 'Listening', in Nunan, D. (ed.), *Practical English Language*
- [13] •Kennedy, C., & Levy, M., 2008. L'italiano al telefonino: Using SMS to support beginners' language learning. *ReCALL Journal*, 20(3), 315–330.

- [14] •Mehta K. N. 2012. Mobile Phone Technology in English Teaching: Causes & Concerns. by Naveen K. Mehta Mobile Phone Technology in English Teaching: Causes & Concerns. MJAL, 4(2), pp. 82-92.
- [15] •Robinson, J. (2010). Understanding vocabulary in context. Douglas College. Learning Centre.
- [16] •Schmitt, N. (ed.). 2002. An Introduction to Applied Linguistics, Hodder Arnold, A member of the Hodder Headline Group, London.
- [17] •Sevari, K., 2012. The role of Mobile Phones in English and instruction of classroom materials. Advanced in Education, 1(1), 19-22. Teaching. New York: McGraw-Hill.
- [18] •Thornton, P. and Houser, C., 2005. Using mobile phones in English education in Japan. Journal of Computer Assisted Learning 21, 217-228.
- [19] •Traxler, J., 2005. Defining Mobile Learning. IADIS International Conference Mobile Learning. Pp. 261-266.

Appendices

Appendix (A)

Pre-test in Listening Sub-Skills from “**Q: Skills for Success**”

Experimental and Control Groups (15 Marks)

Instructions: This test aims at assessing students' listening sub-skills.

- a) Before listening to the talk read the questions. (1 minute)
- b) You will now listen to the talk.
- c) Now listen to the talk and answer these questions. You may take notes.

Draw a circle around the most correct letter option. Choose only one option. Marks are equally distributed. Each question is allocated (1 Mark).

What percentage of U.S. high school students cheat? (General understanding: specific information)

25%b. 75%c. 50%d.100%

According to TV news presenter, some experts say “students are not learning as much as they should.” What do you conclude from this speech? (Inferring: Identifying attitude)

Students cheat these days

Students study hard these days

Students study through technology these days

Students do not work hard in the past

How is Ms. Smith's opinion about using the Internet? (Identifying different opinions)

She does not allow students to use the Internet

She thinks using it disadvantageous

The Internet is the cause of cheating

She thinks using it hurting students

What do you assume from Ms. Smith's sentence “We need to do something here, Don.”?(Assumption)

Put cameras away

Put cameras just in her classroom

Put cameras in all of classrooms

Put cameras in Mr. Quinn's classroom

What does Mr. Quinn mean when he said that his students are honest? (Implied meaning)

It is OK to copy from the Internet

He doesn't think his students cheat

He thinks that his students know cheating is allowed

He doesn't allow cheating if they try

What is the main idea of the TV news report? (General Understanding: main idea)

Honesty in schools c. using technology in schools

Cheating in schools d. trust students

Choose a topic for this listening passage? (General understanding: Identifying topic of the listening)

Technology b. honesty c. dishonesty d. prevent technology

What does "illegal" mean in this listening passage? (Guessing the meaning of unknown words in context)

OK sometimes

Not OK sometimes

Not allowed by law

Quite OK

This is the best summary of the main idea of the TV news report: (Summarizing: deduce meaning)

Many countries have problems with cheating. Some universities in China stop wireless phone messages, so students can't send text messages.

Cheating is a problem in many schools. New technology makes it easier to cheat. Schools and teachers are thinking of ways to stop cheating.

Teachers believe their students are honest, so they feel upset when students cheat. Students who cheat receive a zero on their work.

What is the purpose of the TV news program? (General understanding: Purpose of the speaker)

Give advice to teachers c. inform people about students' cheating

give advice to managers d. let students afraid of teachers

What are some of the ways the students cheat? (General understanding: Identifying details)

Buy test questions

Someone else takes the exam

Through technology

Stealing tests from teachers

The government of one of the African countries cancelled about 25% of test scores, why? (General understanding: Supporting ideas)

The students cheated

The test was revealed

The test was difficult

The test was easy

According to the reporter, what would be the next week's program about? (prediction of what will be happening in advance)

University teachers' opinions about cheating

School teachers' opinions about cheating

University students' opinions about cheating

School students' opinions about cheating

What can be inferred from Ms. Smith's speech "Students need to learn that school isn't just about grades."?(Inferring: speaker's tone of voice)

They need to just pass the exams

Passing the exams with high marks is important

Grades are not important

Passing the exams by cheating is important

What does the man mean? "The Internet is really helpful and easy to use...but I guess it can create problems sometimes."
(Idiomatic expressions)

He is worried about students

He is worried about cheating

He is worried about copying from websites

He is worried about teachers

Appendix (B)

Table 1 Experimental & Control Groups Students' Pretests in Listening Sub-skills Results

Students #	Experimental Group Pretest Results (out of 15)	Control Group Pretest Results (out of 15)
1	5	11
2	4	6
3	6	7
4	5	8
5	9	7
6	6	3
7	8	11
8	4	8
9	7	10
10	5	11
11	6	11
12	8	5
13	5	9
14	5	9
15	7	7
16	6	7
17	7	5
18	7	8
19	6	3
20	5	4
21	7	3
22	6	6
23	8	7
24	7	9
25	7	13

26	9	7
27	9	
28	9	
29	9	
30	8	
31	9	

Appendix (C)

Table 2 Experimental & Control Groups Students' Posttests in Listening Sub-skills Results

Students №	Experimental Group Posttest Results (out of 15)	Control Group Posttest Results (out of 15)
1	7	6
2	7	8
3	9	7
4	7	11
5	10	10
6	6	8
7	7	7
8	4	3
9	9	8
10	8	9
11	7	6
12	8	7
13	7	7
14	7	12
15	10	5
16	8	4
17	10	9
18	7	6
19	8	4
20	7	4
21	8	5
22	8	7
23	4	7
24	9	6
25	8	11
26	10	10
27	8	
28	11	
29	11	
30	9	
31	11	

An Exploratory Study of EFL Teachers' Perceptions on Grammar Terminology Use in Kosova

Sermin Turtulla

Assoc. Prof. Dr., University of Prizren "Ukshin Hoti"

Abstract

This exploratory study aims to find out perceptions of EFL teachers on grammar terminology use in Kosova in the light of recent national curriculum change in language teaching. Data was collected through semi-structured questionnaires administered to EFL teachers teaching in primary and lower secondary schools in Prizren. Data was analysed using frequency count and percentage distribution. Findings of the study revealed that teachers show superiority of communication competence over grammar competence in thought and the opposite in practice.

Keywords: EFL teaching, grammar terminology, primary school, school curriculum

Introduction

This study aims to collect feedback from EFL teachers about their views on use of grammar terminology in primary classrooms. The traditional structural syllabuses had quite a few grammar terminologies; however with new alterations in educational policy, imminent changes needed to follow in everyday teaching across Kosova. Even two decades later after the 1999 war, there is still very little research done to give voice to Kosovar teachers' perceptions and views (Turtulla, 2017) about education-related topics and almost none about teaching practices in Kosova. This is the first research of its kind and also one of the first independent studies to venture into aftermaths of new curricula implementation in Kosovar education. Some of the questions that this study aims to answer are looking at how EFL teachers view grammar instructions and which specific grammar terminology is used in primary grades. Two prevailing social concerns spurred this research on. First, education is still undermined in Kosovar society because of the public perception that the quality of teaching is low (MEST, 2016b) and second, there is general indecisiveness about grammar instructions in EFL context (Borg, 1999; Ellis, 2006; Swan, 1985; Wang, 2010).

Efforts of the Ministry of Education, Science, and Technology (MEST) in Kosova for fundamental transformations in education are underpinned by the recent curricular changes in its schooling system (Ministry of Education, Science and Technology [MEST], 2016a). The new Curricula Framework, which

was approved in 2011, made a leap from goal-based teaching into result-based learning expressed through competences (MEST, 2016a; MEST, 2016b). Competences are used as an umbrella for integrated systems of knowledge and skills including communication and expression competences that children need to acquire in order to succeed in the new digital era (MEST, 2016a). The national curriculum has created novel possibilities and gave freedom for teachers to develop personalized lesson plans, choose teaching materials, and adapt teaching methods in order to teach core competencies to learners (MEST, 2016b). It presented a novelty in the school syllabus also by adding English language as a compulsory subject for first graders. But, its most important change was the emphasis put on developing competences, in particular, the communicative competence.

However, improving the quality in teaching and building a society of knowledge remain a challenge for the national educational system which still needs to struggle with imbalanced student/teacher ratio, unflagging large classes, inadequate teaching aids, and two-shift school hours (MEST, 2016a). These challenges are evident in many instances including international achievement tests (PISA) and widespread copying phenomena (MEST, 2016b). In order to address this issue and implement the new curricula, the ministry of education approved the Action Plan of Kosovo Education Strategic Plan 2017-2021. This is the second plan in a row which aims to develop the national education thanks to its seven strategic

priorities including learner participation and inclusion; the education system management; quality assurance; teacher development; teaching and learning; vocational education, training, and adult education; and higher education (MEST, 2016b). These strategic goals of Kosovar education as part of improvement processes in education reflect also the Kosovar National Development Strategy and the European strategic cooperation framework in education and training (MEST, 2016b). Consequently, both the new curriculum and its implementation plan form a theoretical framework for this research. These changes in the curricula and priorities in the implementation stage are discussed in this study through the lens of EFL grammar significance in language teaching/learning.

This topic is closely linked to the tradition in EFL teaching which fluctuated between structural, functional, semantic and communicative syllabuses, each having a share in development of EFL (Swan, 1985). However, language experts suggest that using only one kind of syllabus can be insufficient for language teaching because the language itself has many structures, functions and semantics that cannot be taught using only one teaching method, or one syllabus (Swan, 1985). Due to this multidimensional quality, language needs to be taught in its whole, as a system, not as lists of grammar rules (Swan, 1985). In addition, it is also known that languages are learned best when they are acquired. The term "acquire" described by Jerome Bruner (1983) covers three language capacities of a native speaker including "well-formedness" which shows how well we can apply grammar structures, "capacity to refer and to mean", how well we can convey relevant meaning, and capacity to communicate, how well we can effectively interact with others (p. 17). It is evident that in order to learn a language we need to know its grammatical structure, meaning of its words, and how to use it to communicate with others. Research reveals that some of these language aspects are perceived as more important than the others. For instance, in a study about the importance of grammar, pronunciation, and vocabulary in communication, Dutch university students ranked vocabulary at the top of the list although, classroom exercises were considered to be as helpful for all three aspects regardless of the level of education (Simon & Taverniers, 2011). In the same study, vocabulary was seen as easier to learn than grammar and also could be learned independently as opposed to grammar. Still, studies show that learners can learn language better by being exposed to language than by using analytical methods of analysing sentences linguistically (Bruner, 1983). Scholars are still at their wits' end when it comes to grammar's significance in language learning, without any rational solution at sight. Despite arguments against, teaching grammar rules cannot be left out altogether from lessons because it might leave learners linguistically disabled to communicate in a foreign language (Wang, 2010), just as pointed out by Swan (1985) that when "the theoretical pendulum swings from one extreme to the other, each exaggeration is followed by its opposite" (p. 86).

In the similar fashion, the new national program on education moves away from grammar-based learning by fostering interaction, topic-based lessons, and concept-related themes instead (MEST, 2018a). Grammar receives very little attention in the new curricula, but it is not entirely left out. It is mentioned only after children reach the sixth grade (MEST, 2018b). A single page of it raises concerns about methods that need to be used in order to put the "knowledge of grammar into use and communicate effectively" rather than teach grammar terms and terminology (MEST, 2018b, p. 34). Thus, teachers are explicitly suggested not to teach grammar i.e. grammar terminology and rules, but "demonstrate grammarthrough communicative activities" (MEST, 2018b, p. 35).

Demonstrating grammar might just be a compromise that is needed in this unproductive linguistic dispute. A concise summarized paper given by Rod Ellis (2006) poses valuable questions that have significance to language teachers when it comes to assisting learners in their communicative competences. The questions raise some of the grammar-related issues such as what should be taught, when should it be taught, and how much of it should be taught. Answers to these questions can help teachers demonstrate grammar through meaningful and situation-relevant activities. As teachers are given freedom to choose their own teaching strategies and techniques, taking decisions on how to approach grammar instructions might not be easy as it entails compromise. The first compromise is to decide what to teach. In order to address this need, there is a wide variety of language choices that teachers can choose as their teaching aims including functions (ordering food, expressing gratitude), notions (time, space), situations (at dinner party, in the theatre), topics (sports, professions), language structures (3rd person singular, comparative of adjectives), phonological item (the schwa sound, minimal pairs), lexical items (word collocations, connotations), or language skills (skimming, scanning) (Swan, 1985). However, since grammar instructions are only one part of teacher repertoire, and not everything can be taught at the same time, deciding which topics to cover and which ones not to cover might not be an easy task (Ellis, 2006). Just like it is not an easy task to use grammar instructions or present grammar structures clearly, simply, distinctively, truly and relevantly

to learners (Swan, 1994). Anyhow, most of the times, grammar terminology is not meant for learners, but for grammarians and linguists to distinguish or debate about their field of study. So, grammar terminology needs to be distinguished which one is meant for teachers and which for learners, as they are not the same (Swan, 1994). If this is accomplished successfully, teachers will have more success in teaching learners how to use language alongside appropriate grammar, if any, while using their own knowledge of grammar rules and grammar terminology (Berry, 2008; Bruner, 1983), thus, bridge the gap between EFL classrooms and real-life situations (Swan, 1985).

It's not only choosing topics, the compromise lies also in the manner how one organizes grammar instructions and when one teaches grammatical terms (Ellis, 2006; Swan, 1985; Swan, 1994). Grammar structures used in specific real-life situations should be divided in smaller parts and taught in an organized manner, especially those which students find difficult to understand (Swan, 1985). Depending on the structure taught, some structures need more focus on form, others more on meaning. However, teaching should not lean only towards one aspect, because the other will suffer. It shouldn't also remove one or the other, but it should organize the two in a way that is comprehensible, logical, and accessible to all types of learner styles (Swan, 1985). These two diverse language priorities need to form a unified language competence (Ellis, 2006) and need to be integrated into "a sensible teaching programme" (Swan, 1985, p.80). Such integration can be achieved through organized single-aim lessons (Swan, 1985).

The third decision is when to refer to grammar terms. Based on the new curricula, English is introduced early on from the first grade and continues to be learned through primary, lower secondary and secondary school years. The first two years children are exposed to language "through game, drawing, and songs" (p.40) in order to create a foundation for their oral skills first, then, continue with literacy skills in later grades expanding those skills in verbal and written communication (MEST, 2016a). Exposing children to communicative input before working with explicit grammar instruction is in line with one part of second language studies which advocate meaning before grammar teaching (Ellis, 2006). It also matters how much of this organized information is presented to learners. Too much of new information can be too confusing and too difficult to remember, too little can decrease motivation (Swan, 1985). It is widely accepted that the increased exposure to language helps in acquisition; however, there is also a need to recognize that in the process of learning a language learners accomplish other "non-linguistic functions" before the linguistic ones (Bruner, 1983, p. 31). Anyhow, most of this knowledge does not need to be taught because this is what they bring with themselves to the classroom as background knowledge, so this is what teachers need to establish first (Swan, 1985) before they decide on their teaching aim.

Methods

The methodology of this exploratory case study is grounded on inductive methods of accumulating data to enable the researcher identify new avenues for future research (Reiter, 2017). In order to avoid possible drawbacks of case studies, this research is focused on single case of EFL teachers acting as mentors hence smaller sample of participants (Cohen, Manion, & Morrison, 2007). It is exploratory in nature because it hopes to gather initial information about teaching practice of a particular group of EFL teachers in relation to grammar use within the context of EFL and demands of the new national curricula (Zainal, 2007). The study tried to gather information about teaching in primary level in Kosovar education up to the fourth grade. Primary level includes grades 1 through 5 with children from six to ten years of age which also corresponds to ISCED 1 of the UN International Standard Classification of Education (MEST, 2016b). The participants in this study are 32 EFL teachers who act as mentors for English language university students during their teaching practice at primary and lower secondary schools in Prizren municipality as part of their methodology courses. Participants were selected through purposive sampling making results non-generalizable to larger population of EFL teachers (Cohen, Manion, & Morrison, 2007). In order to follow the ethical aspect of educational research, prior approval was sought from the Municipal Directory of Education in addition to the description and purpose of the research which was part of the questionnaire itself. Data was collected using semi-structured questionnaire designed by the researcher which fitted the purpose of the research. In case study type of research data are collected mostly through observation, interview and document review (Boudah, 2011); however, as this is exploratory in nature aiming to provide insights for clearer research themes to be used in consecutive research, the author has decided to focus on administering semi-structured questionnaires instead of interview questions. This change in methodology was made in order to protect the confidentiality of participants (Boudah, 2011) and allow for freer response to questions which is possible through questionnaires rather than through direct interview with the researcher. The questionnaire used in this study consisted of two parts: demographic-related questions and questions related to the subject-content of the research. Demographic questions included gender, marital status, and years of experience. Second part included total of five questions, three of which were close-ended and other two open-ended in

order to generate personalized perceptions (Cohen, Manion, & Morrison, 2007). The first question “do you think that teachers should use grammatical terms (verb, present tense, pronoun, subject and alike) in ELT from first through fourth grade of primary school?” offered three possible answers “yes, no, depends”; second open-ended question “which grammar terms do you usually use in classes one through four of primary school?” required a written response; third close-ended question “how many classes do you need to teach present simple tense?” included four possible choices 1-2 classes, 2-3 classes, more than 4 classes, and depending of the coursebook; the fourth close-ended question “in which area do children which you teach show most of the success?” offered two choices: knowing grammar terms and communicating successfully in a foreign language; the last fifth open-ended questions asked from respondents to “describe your teaching techniques that you would recommend to other teachers?”. The questionnaire was written in Albanian language to allow participants to express their ideas freely and confidently.

There are several limitations to this study such as the small sample size which cannot allow for generalizability of results at this stage; there is only one group of participants and one form of data collection (Cohen, Manion, & Morrison, 2007).

Results

Based on research data, the results are presented according to the order they appeared on the questionnaire. According to participant demographic data, the study included 78% (N=25) female and 22% (N=7) male teachers; 97% married and 3% single; 53% (N=17) belong to the group which has 11-20 years of experience in teaching, groups of 1-10 and 31-40 years make of 19% (N=6) each, and 9% (N=3) belongs to the group with 21-30 years of experience (Fig. 1).

As regards questions related to grammar terminology use, to the first question “do you think that teachers should use grammatical terms (verb, present tense, pronoun, subject and alike) in ELT from first through fourth grade of primary school?” over 80% of teachers moved away from using grammar terms, where 44% (N = 14) stated that grammar terms should not be used in primary levels, while 38% (N = 12) took a more considerate stance stating that it depends, and only 19% (N = 6) said grammar terms should be used. Out of the those who chose the depend possibility, 46% said that using grammar terminology depends on the lesson, while the rest gave other factors such as age of students, level of knowledge, development, size of class, and curricula needs. To the second question “which grammar terms do you usually use in classes one through four of primary school?” all the participants gave a total of 44 items in their responses. Out of all the participants, only 31% (N=10) of them reported of not using grammar terms as opposed to 63% (N=20) who reported using at least some kind of grammar terminology, while 6% (N=2) gave unspecified responses where one of teachers stated that grammar is not divided from other instructions and the other one wrote that word sentence roles are not mentioned (Fig. 2). The rest of 63% (N=20) who reported of using some kind of terminology including the answer “simple terms” gave a total of 32 items, out of which parts of speech make up 50%, tenses 22%, singular/plural 13% and other terms make up 16% of all the responses (Fig. 3). From total responses to the third question “how many classes do you need to teach present simple tense?”, 41% (N=13) of respondents said they need 2-3 classes, 34% (N=11) 1-2 classes, 16% (N=5) said it depends on the book, and only 9% (N=3) needed more than 4 classes to teach present simple tense. The fourth question “in which area do children which you teach show most of the success?” gave a remarkable 72% (N=23) responses on communication-competence area, followed by 16% (N=5) grammar-competence area, and 13% (N=4) who said that children they teach show success in both competence areas. The last question “describe your teaching techniques that you would recommend to other teachers?” generated a total of 49 recommendations including 18% brainstorming activities, 14% individual/pair/groupworks, 14% activities including games, 12% illustrations including photos, 8% examples, 6% roleplay including presentations, and 27% other specific ones including, demonstrations, DRTA, DLTA, speaking/listening activities, ERR, deductive and inductive techniques.

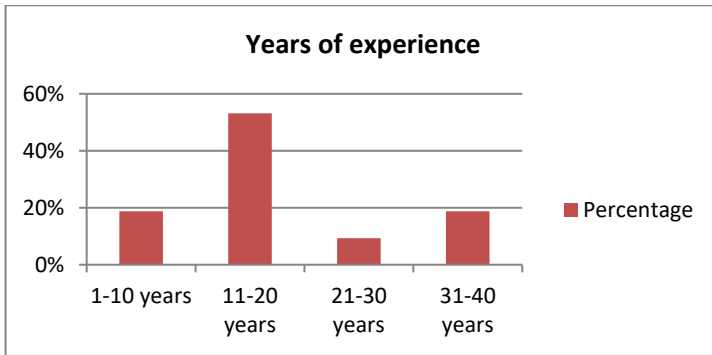


Fig. 1 Percentage of years of experience in teaching

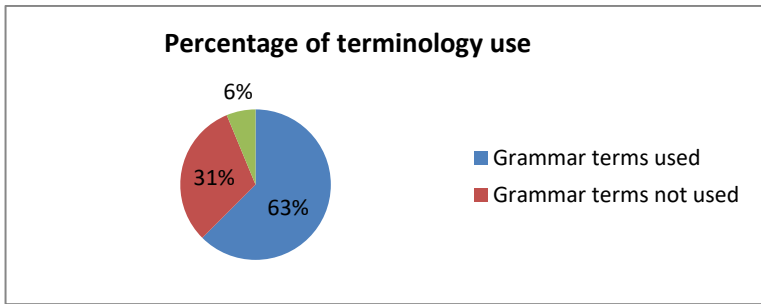


Fig. 2 Percentage of grammar terminology use

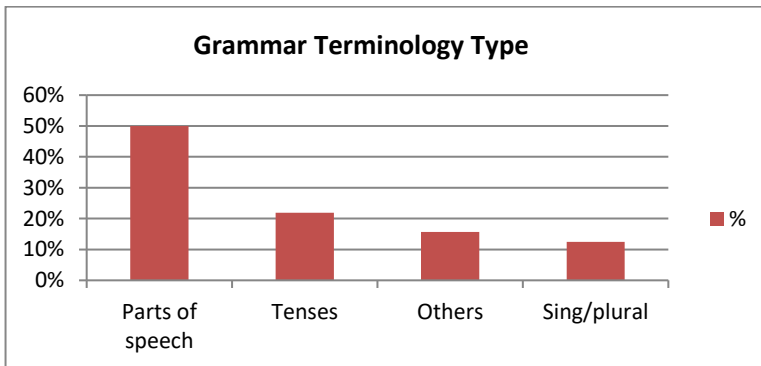


Fig. 3 Percentage of grammar terminology types used by teachers

Discussion

This study gave some valuable insights into EFL teacher perceptions about grammar terminology. Two distinctive comprehensions come forth. First, results show that EFL teachers try to accommodate to learners needs according to the first principle of the national curricula, communicative competence, (MEST, 2016a); and “join[ing] good teaching standards with practice in teacher development” (MEST, 2016b, p.25) according to challenges of the national strategy plan on education. Results of this study reveal that EFL teachers are conscious that knowing grammar terms will not help in using the language communicatively (Swan, 1994), so majority of them stated they don’t use grammar terminology. However, more specific inquiry revealed that little more than 30% of them admitted of not using grammar terms (Berry, 2008). This

contradictory result shows that while EFL teachers perceive that grammar terminology does little for communication skills and communication skills are important for language learners, when it comes to practice it is difficult to change the traditional habit (Nazari & Allahyar, 2012). Realistically, as pointed by Swan (1994), while it isn't easy for the linguists to comply with difficult criteria for giving grammar rules, it is immoral to hope teachers achieve this and teach it successfully to learners. It is also inhumane to expect teachers to tackle these difficult issues of clarity and simplicity in grammar instruction (Swan, 1994) and ask them to discontinue their transition without offering them something in return. Teachers need professional resources and technical means in order to cope with demands of the curricular changes. It is this something in return that will help teachers make a smooth change from their traditional teaching to new methods laid out clearly in the national curricula and increase the quality in education which is also one of the main objectives in the national planning strategy for education (MEST, 2016b). This is precisely what the second insight points at. Results show that teachers have abundance of knowledge with all the teaching techniques and strategies they need in order to address the second challenge identified in our national strategy plan on education "having limited capacities to implement the new curriculum" (MEST, 2016b, p.26). Teachers in this study expressed their ideas on grammar terminology and offered valuable insights for future research which is based on real-life experience in classrooms. With sustainable professional support, teachers can facilitate a better fulfilment of new curricula's requirements within their copious duties and responsibilities (Nazari & Allahyar, 2012) encumbered with the new curricula and increase their professional capacities. Results of this exploratory study form a good foundation for future research in Kosovar education as they reflect the initial steps in collecting field information to make decisions related to new policies in improving education (MEST, 2016b). We hope that these results will improve the teaching/learning process and ease decision-making based on statistical information, both identified as challenges in objectives of the national strategic planning 2017-2021. Future research should focus on clarifying further the role of grammar instructor in EFL context.

References

- [1] Berry, R. (2008, June). Talking terms: Choosing and using terminology for EFL Classrooms. *English Language Teaching*, 1(1), 19-24.
- [2] Borg, S. (1999). The use of grammatical terminology in the second language classroom: A qualitative study of teachers' practices and cognitions. *Applied Linguistics*, 20(1), 95-126.
- [3] Boudah, D. J. (2011). *Conducting educational research: Guide to completing a major project*. Thousand Oaks, CA: Sage Publication, Inc.
- [4] Bruner, J. (1983). *Child's Talk: Learning to Use Language*. Oxford: Oxford University Press.
- [5] Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Abingdon: Routledge.
- [6] Ellis, R. (2006, March). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40(1), 83-107.
- [7] Ministry of Education, Science and Technology. (2016a). *Korniza kurrikulare e arsimit parauniversitar të Republikës së Kosovës*. Prishtinë: Blendi.
- [8] Ministry of Education, Science and Technology. (2016b). *Plani strategjik i arsimit në Kosovë 2017-2021*. Prishtinë.
- [9] Ministry of Education, Science and Technology. (2018a). *Kurrikulat lëndore/programet mësimore-klasa e tretë: Draft për shkolla pilot*. Prishtinë.
- [10] Ministry of Education, Science and Technology. (2018b). *Kurrikulat lëndore/programet mësimore: Klasa e gjashtë*. Prishtinë.
- [11] Nazari, A. & Allahyar, N. (2012, February). Grammar teaching revisited: EFL teachers between grammar abstinence and formal grammar teaching. *Australian Journal of Teacher Education*, 37(2), 73-87.
- [12] Reiter, B. (2017). Theory and methodology of exploratory social science research. *Ijssm. Human*, 5(4), 129-150.
- [13] Simon, E. & Taverniers, M. (2011, December). Advanced EFL Learner 's Beliefs about Language Learning and Teaching: A Comparison Approach Between Grammar, Pronunciation, and Vocabulary. *English Studies*, 92(8), 896-922.
- [14] Swan, M. (1985, April 2). A critical look at the Communicative Approach (2). *ELT Journal Volume*, 39(2), 76-87.
- [15] Swan, M. (1994). Design criteria for pedagogic language rules. In M. Bygate, A. Tonkyn and E. Williams (eds.) *Grammar and the language teacher*, 45-55. Hemel Hempstead: Prentice Hall.
- Turtulla, S. (2017, September-December). Examining levels of job burnout among teachers working in Kosova in terms of different variables. *European Journal of Multidisciplinary Studies*, 2(6), 286-298.

- [16] Wang, F. (2010). The necessity of grammar teaching. *English Language Teaching*, 3(2), 78-81.
[17] Zainal, Z. (2007, June). Case study as a research method. *Jurnal Kemanusiaan bil.9*, 1-6.

Language Shift among the Arbereshe of Italy

Elsa Pollozhani

Abstract

Throughout history the world has faced migration, occupations, assimilations and explorations that have significantly influenced the way that the world functions today. Humankind has it in its nature to extend and confirm its knowledge. The world has undergone many political and cultural changes through the ages. It has witnessed different world orders, changes of borders and maps, colonization, globalization and similar significant processes. Among the many changes, language is a particular phenomenon that has faced shift, change and many times death. These are common language phenomena that require attention from scholars, researchers and most importantly from decision makers. But how much is being done for the preservation of minority languages? Not enough. Because first of all a language needs institutional and legal protection. This can be done by governments and their linguistic policies. Taking into account actions taken to date, this paper aims to study the under-researched area of Italy's policy towards *Arbëresh*, a variety of Albanian language spoken by the Albanians of Italy or the Arbëreshë. Arbëresh presents an archaic variant of Albanian, spoken five centuries ago in Albania and has managed to survive in the Albanian communities in Italy, mostly spoken in Calabria and Sicily.

Keywords: language, migration, policy, minorities, arbëresh.

Introduction

Language is the most characteristic component of a nation. Therefore, it should be admitted the fact that language it is not only a mean of communication; it also represents the most important symbol of identity. Without language there is no identity. But, language, being a living organism, the same way it experiences birth and development it also experiences death. The UNESCO Atlas of the World's Languages in Danger lists about 3000 threatened languages to go extinct worldwide. Researchers are monitoring the rapid changes that the threatened languages are undergoing. An important role in the survival of a language plays language contact. Language contact has been and will always be unavoidable. When people come in contact so does language. Some of the reasons that lead to language contact are invasions, migrations, etc. Similar to other people, the Arbëreshë as well have experienced the same fate, and a part of the population was detached from the motherland. Since the paper will elaborate more widely on the case of the Arbëresh language, the study will be preceded by a brief overview of several other cases of languages that experience the same issues.

Language as a social phenomenon

Although people migrate and settle in other territories, their mother tongue allows them to stay connected to their roots and history. But being in foreign country or maybe living in a country that has another more powerful and more dominant language, people face a lot of difficulties. That is when we face the repercussions of language contact, like language choice, and language shift. Living in a multilingual country is not easy since as a minority language speaker you face difficulties in education, employment and many other situations. Moreover, there are many countries that have practiced more severe limitations for example, in Turkey the extreme was reached and the Kurdish language¹ was outlawed from public use for some time. But communities vary from one another as some tend to hold on to their language as the Cantonese² has persisted for generations in overseas Chinese communities. Yet, it is believed that people who speak a minority language are still being deceived by society or by the government.

¹ Arslan, 2015, pp.16-17

² Terrazas, Batalova, 2010

Joshua Fishman, an American linguist, published an article in 1964, where he consolidated the terms language “maintenance” and “shift”. Language maintenance signifies “*the continuing use of a language in the face of competition from a regionally and socially more powerful language*”, whereas language shift denotes “*the replacement of one language by another as the primary means of communication and socialization within a community*”¹. Language shift implies the decrease in the number of speakers, lower level of proficiency or the extent of the use of the language. Language death occurs when a language loses its speakers, and there remain no native speaker. In most cases, the majority language as the more privileged one, dominates in state institutions, education, health sector, media etc. As a consequence, people who speak a minority language use it only in their personal environment, such as in family situations or around people that speak the same language. This is the case with the first generation of a minority speaking language, they tend to use their mother tongue more, because they are connected to it and they want to preserve it for as long as possible. But then again, the speaker is led to choose the language he or she is going to use. Although they want to speak their mother tongue, they also have to adapt to the language of the majority in order to prosper in a new country. Then in the second generation, although they grow up as bilingual, they often tend to accept the majority language as a first language because they face it in all the main public institutions. So by the third generation the speaker will eventually speak only the majority language, due to the state’s absent language maintaining actions. Sometimes it is not only a personal choice as it is also a “submission” to institutional rules. And that is how the minority language is threatened to be used less and less until it is completely lost. There are countless cases representing this issue all around the world.

So by taking into account the phenomenon of language death within three generations we understand that governments influence with their policies the fate of minority language. The governments in some countries put the minority language in a large disadvantage. Fortunately, there are some states that respect and help a minority language by giving autonomy. For example, Norway gave to Sami² considerate linguistic rights, in the regional area of Finnmark, including in government, law and education. By doing this, the Sami people have the possibility to preserve and develop their language. Practicing a mono-linguistic dominance in most of the public institutions leads to a slow but unavoidable language disappearance. This might be seen as an indirect discrimination of a minority group or a minority language. Seeing that public institutions are not welcoming any other language except for the majority language that means that the minority groups are not being acknowledged and their Linguistic Human Rights are being violated.

Language protection laws

For the preservation of minority languages, a number of special international acts have been adopted. In 2008, the European Union adopted the Resolution on a European strategy for multilingualism³. This document consists of a number of obligations for its member states. According to this document the member states are obligated to promote multilingualism with the purpose of enforcing social cohesion, inter-cultural dialogue, economical competition and the possibility of employment within the European market. Even the candidate states of EU and the potential candidates that have applied to become members of EU are obliged to apply these multilingual strategies. These principles⁴ are also being promoted by the “Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, Resolution of United Nations”. Society needs to ensure that these types of resolutions are practically and rightly applied. Practicing multilingualism is being dragged by the bureaucratic traps of different countries.

Precisely, as a result of these international acts, the Arberesh language in Italy has gained the right of language protection by law. Therefore, this paper aims to analyze the specific case of the *Arberesh language* in Italy. Italy legally guarantees the right of protection, learning and researching the languages of minorities, with Arberesh as part of that group. Arberesh presents an archaic variant of Albanian, which is spoken in Calabria and Sicily, as well as in some other areas of Italy. The law in question is based on the European Charter for Regional or Minority languages⁵, adopted by the Council of Europe in 1992 in Strasbourg. This strategy promotes the protection of minority languages and it also encourages their use in public and private life. Even though Italy, signed the resolution in delay in the year 2000, the Italian Parliament is yet to ratify it.

¹ Mesthrie, Swann, Deumert, Leap, 2009, p.245

² Action Plan for Sami Languages, 2008

³ Resolution on a European strategy for multilingualism, 2008

⁴ Declaration on the Rights of Persons Belonging to National or Ethnic Religious and Linguistic Minorities, 1992

⁵ European Charter for Regional or Minority Rights, 1992-1998

However, with the adoption of the law number 482/99¹, which signified the protection of the historic linguistic minorities, the Arbëresh language was also protected by law. Despite not enough actions taken by the government in general, this variant of Albanian language, its preservation and its use deserve a deep and thorough study. It is an archaic variant of Albanian language that was spoken five centuries ago in Albania, before the invasion of the Ottomans and it has not been influenced by the Turkish language as it does not contain any Turkish words, compared to the Albanian language that is today spoken in Albania and by Albanians in the region of the Balkans. This form of Albanian still uses the grammar, sounds and the vocabulary of pre-Ottoman Albania. The word *arbëresh* is borrowed from Albanian, a rhotic variant of arbënesh (Albanian), from Arbën (Albania, archaic) + esh (-ese, -ish).

Arbëreshë settlements

Compared to other minorities in the Italian territory, the Arbëreshë case is well documented.² There are data about their origin and their migratory moves. It is important not to confuse the Arbëreshë with the groups that moved to Italy in the last two decades. That was a second large wave around the 1990s that are not identified as Arbëreshë, which migrated as a result of the poor life conditions, the bad economic situation after the fall of the communist regime. The move of the Arbëreshë followed after the death of Gjergj Kastriot Skenderbe, the Albanian national hero. They were scattered throughout villages in the South of Italy. They fled Albania to escape the invasion of the Ottomans. Apart from Italy, there are many Arbëreshë that settled in North and Latin America, mainly in USA, Argentina, Mexico, Chile, Brazil, etc. However, there is one more rather homogenous settlement of the Arbereshe community in Croatia³, known as the "Arbanasa of Zadar" or "Arbëreshë of Zadar". The proximate number of the Arbëreshë in Zara is around 4000. What distinguishes them from the Arbëreshë in Italy is their dialect; their language is based on the gheg dialect, compared to the Arbëreshë of Italy, where the majority is Tosk.

The first large wave of migrants from Albania to Southern Italy was during the fifteenth century when the Ottoman Empire invaded the Balkans. The largest number of these migrants came from the South of Albania, and they were mainly Tosk Albanian refugees. Even though Albanians migrated around five hundred years ago to Italy, they have successfully managed to keep and still use the language, despite being surrounded by Italian language and culture. They have been able to maintain and develop their identities. The Arbëreshë rather than seen as different, should be seen as rich, in language and history. Despite fighting to save their identity, the Arbëreshë have also made a great contribution even to the history of Italy. Even though in smaller number, they were relevant, giving their patriotic contribution for the country of Italy. They contributed to the unification of Italy, they were the soldiers of Garibaldi, and they felt as Arbëreshë and at the same time Italians⁴.

The Arbëreshë today

As it was already emphasized, the Arbëreshë have mainly settled in Calabria and Sicily. They have lived and continue to live in smaller communities, mostly in villages and rural areas. According to the data given by the online library⁵ created by the Arbëreshë living there, and researchers dealing with the Arbëresh language, there are around fifty Arbëresh-speaking communities in Italy. Currently, there are around fifty communities, forty one municipalities and nine villages. The approximate number of the Arbëreshë population is around 88,727, representing one of the largest ethno-linguistic groups in Italy. They have settled across seven regions of Southern Italy: Abruzzo, Molise, Campania, Puglia, Basilicata, Calabria and Sicily. There are 19 municipalities of the Arbëreshë of Calabria in the province of Cosenza while only three municipalities of the Arbëreshë of Sicily in the province of Palermo⁶. They have managed to maintain social, religious and linguistic original traits. At least until the twentieth century, they have been identified as Orthodox and have continued to use Arbëreshë.

Some of these communities have been more determined and able to keep the language, by transmitting it from generation to generation, promoting it and using it. Some communities, even though not connected or not being close to other

¹ Norme in materia di tutela delle minoranze linguistiche storiche, 1999

² Samo, 2016

³ Barančić, 2008, p. 551 - 568

⁴ Ars Poetica, 2009, p.105

⁵ Besa- Biblioteca Electronica Dei Siti Arbereshe

⁶ Besa- Biblioteca Electronica Dei Siti Arbereshe

Arbëreshë-speaking communities, they still have managed to keep the language and continue to use it. Other communities have not been able to “resist” to the Italian culture and language. The influence of Italian language is very visible in their language, so, despite having a rich language, they have adopted new words or Italianisms. Certainly, this is a normal phenomenon in minority languages, however, there are different cases, where in some the impact is very low and in others the influence is much bigger. The Arbëreshë, being large in number, scattered in villages, and not facing severe restrictions, concerning the practice of their culture and the use of their language, were able to preserve their identity for more than five centuries. These communities have proved, for over 500 years that they were capable and willing to save their language and culture. They use the Arbëresh language in informal communication, within their household, with other Arbëreshë communities, with Albanians living in Albania, Kosovo, Macedonia, Montenegro and Greece. They have developed an online dictionary, published articles, have written songs that date back to the 1500s, have continuously celebrated Albanian culture and traditions, through music festivals and other events.

The village of San Marcano¹ is one of the best examples that prove the preservation and the use of the Arbëresh language. With a population of around 7000, of Albanian origin, it represents an area that, despite being “isolated” and not in direct contact with other Arbëreshë areas in Southern Italy, has never ceased to use the Arbëresh language. Even though, surrounded by Italian culture and language, the Arbëreshë language remains the language of communication among the villagers of San Marcano. Being ruled by Albanian families for a long time, they have contributed in the preservation and the use of the language, its culture and tradition. The language spoken in San Marcano is less studied and less known compared to the language spoken in other Arbëreshë villages, mainly as a result of the lack of writers, yet, it is well preserved.

In a study about the endangerment of Arbëresh Language², it was concluded that half of the communities in Italy have lost their language. In most cases, the features of dialects and cultures have experienced death without being collected or studied, while in those cases that they have managed to maintain the language, the number of speakers has decreased significantly and they use Arbëresh “in restricted situations and settings”. Also, some dialects are very close to complete death. Certainly, the phenomenon of language loss is connected with the shift to the dominant language, Italian. As it is the case with many minority languages, in Italy as well, the Arbëresh language faces death. There have continuously been calls by the communities toward the government, to get support in preserving the language and culture. They have addressed the government of Italy as well as the government of Albania, asking for help, to continue to preserve and use the language that they have successfully managed to do for 500 years. They have traditions and customs that even the Albanians in Albania have failed to preserve. The older generations now fear that their successors, the younger generation have little or no knowledge of Arbëresh. Compared to their parents who grew up bilingual, they only speak Italian, because that is the instruction language in schools and Arbëresh is being used less and less.

Another similar case, which represents an example of interest for researchers, is the Albanian enclave in Greece, known as Arvanitas. Hamp (1978) in his comparison of these two cases has concluded that the Arberesh variant of Albanian has more favorable conditions to survive compared to Arvanitika, spoken in Greece. He argues that in Italy people can use a language or dialect other than Italian, and this does not represent an issue or threat to Italian nationalism (as cited in Tsitipis and Elmendorf). While in Greece “no form of linguistic autonomy has ever been recognized to various localities...”³, therefore, this does not allow for any other language to be accepted as a language of a minority. With an estimated number of 200,000, the Arvanites, can be found mainly in southeastern Greece. Initially settled in the villages, similar to their counterpart in Italy, eventually, Arvanites moved to cities, and this migration within the borders of the country largely contributed to the language shift among Arvanite speakers of younger generations.

Taking into account the causes of language shift and in certain cases language death, recommendations of conventions cited in the text, and multilingual strategies should be supported to great extent. In March 2013, Rita Izsák⁴, UN Independent Expert on minority issues, said that “*protection of linguistic minority rights is a human rights obligation and an essential component of good governance, efforts to prevent tensions and conflict, and the construction of equal and politically and socially stable societies*”. If a minority language isn’t being acknowledged then the communities will consequently face

¹ Shkurtaj, 2013

² Derhemi, 2002

³ Tsitipis and Elmendorf, 1983

⁴ Izsak, 2013

tension among groups. Language maintenance is also dependent on political realities. In the end, it is not only a matter of personal choice, but it is also a matter of politics that regulates the use of language.

Conclusion

Taking the name Arbëreshë since at the period they left Albania the country was called Arbëria, they represent the Albanian community that was most successful at preserving the language, the traditional clothes and Christian Orthodox-byzantine religious rites. Organized in smaller communities, initially in villages and later in cities as well, the Arbëreshë have created conditions for the continuous use of their language. Recognized as “the language of ethno-linguistic minority”, included in certain university departments of linguistic minorities, available in the radio, magazines, cultural, musical and theatrical events, in traffic signs and signals, the Arbëresh language, to a certain extent has overcome the challenges of time. Yet, the insufficient action of the decision makers has largely influenced the fate of the Arbëreshë. With the migration of Arbëreshë in most developed cities and neighboring countries and the decrease of number of speakers, these communities have already experienced language shift and now fear the phenomenon of language death. For this reason, calls requesting support and initiatives have been very frequent. Therefore, governments should be thinking of ways that they can reverse language shift because by preserving the language that will also preserve a culture that may be threatened to disappear.

The above-mentioned convents should be implemented by every country that within their territories have minorities and languages facing extinction. In order for a minority language to continue to be used it needs the action of political groups, it needs the initiative to try to save its traditions and culture. Moreover, it needs protection from institutions as well as commitment and efforts by the communities that face language shift or language death. Despite the large number of nongovernmental organizations that make great efforts to help languages that are facing extinction, still, the involvement and the action of the government is indispensable. Governmental institutions not only offer legal protection; at the same time they possess all the required financial possibilities in order to obtain the needed infrastructure for the survival of an endangered language.

Bibliography

- [1] Ars Poetica, Number.17 2009
- [2] Arslan, Sevdâ, 2015, Language Policy in Turkey and Its Effect on the Kurdish Language, Retrieved from
- [3] https://scholarworks.wmich.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1630&context=masters_theses
- [4] Barančić, Maximilijana, 2008, *Arbanasi i etnojezični identitet*, Croatica et Slavica Iadertina, IV, Zadar
- [5] Council of the European Union, 2008, *Resolution on a European strategy for multilingualism*, Retrieved from
- [6] [http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A32008G1216\(01\)](http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A32008G1216(01))
- [7] Derhemi, Eda, 2002. The Endangered Arbresh Language and the Importance of Standardised Writing for its Survival: The Case of Piana degli Albanesi, Sicily.
- [8] <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.575.4657&rep=rep1&type=pdf>
- [9] Gazzeta Ufficiale, Norme in materia di tutela delle minoranze linguistiche storiche, 1999, Retrieved from
- [10] <http://www.camera.it/parlam/leggi/994821.htm>
- [11] Izsák, Rita, 2013, Protection of minority languages is a human rights obligation, Retrieved from
- [12] http://www.lavplu.eu/central/bibliografie/un_minority_human_rights.pdf
- [13] Mesthrie, Rajend, Joan, Swann, Ana Deumert, William L. Leap, *Introducing Sociolinguistics*, 2009, Retrieved from
- [14] http://home.lu.lv/~pva/Sociolingvistika/0710892_68436_mesthrie_rajend_et_al_introducing_sociolinguistics.pdf
- [15] Norwegian Ministry of Labour and Social Inclusion, Action Plan for Sami Languages, 2008, Retrieved from,
- [16] https://www.regjeringen.no/globalassets/upload/fad/vedlegg/sami/hp_2009_samisk_sprak_engelsk.pdf
- [17] Sarno, Stefania, 2016. Shared language, diverging genetic histories: high-resolution analysis of Y-chromosome variability in Calabrian and Sicilian Arbereshe, Retrieved from
- [18] https://scholarworks.wmich.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1630&context=masters_theses
- [19] Shkurtaj, Gjovalin, 2013, Ligjerimet Arbereshe, “Gjuha e bukës” dhe “gjuha e zemrës”
- [20] Terrazas Aaron and Jeanne Batalova, 2010, Chinese Immigrants in the United States, Retrieved from

- [21] <https://www.migrationpolicy.org/article/chinese-immigrants-united-states-0>
- [22] Tsitsipis, D. Lukas, and Elmendorf, W. William, 1983, Language Shift among the Albanian Speakers of Greece
- [23] https://www.jstor.org/stable/30027674?read-now=1&seq=1#page_scan_tab_contents
- [24] United Nations. (1992). *Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities*, Resolution of United Nations 1992, Retrieved from
- [25] <http://www.ohchr.org/-/EN/ProfessionalInterest/Pages/Minorities.aspx>

