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PROCEEDINGS

8th UBT ANNUAL INTERNATIONAL
CONFERENCE

26-28
OCTOBER

UBT Innovation
Campus

INTERNATIONAL CONFERENCE ON
EDUCATION AND DEVELOPMENT



Proceedings of the
8th Annual International Conference

International Conference Education and Development

Edited by
Edmond Hajrizi

October, 2019

Editor Speech of IC - BTI 2019

International Conference is the 8th international interdisciplinary peer reviewed conference which publishes works of the scientists as well as practitioners in the area where UBT is active in Education, Research and Development. The UBT aims to implement an integrated strategy to establish itself as an internationally competitive, research-intensive institution, committed to the transfer of knowledge and the provision of a world-class education to the most talented students from all backgrounds. It is delivering different courses in science, management and technology. This year we celebrate the 18th Years Anniversary. The main perspective of the conference is to connect scientists and practitioners from different disciplines in the same place and make them be aware of the recent advancements in different research fields, and provide them with a unique forum to share their experiences. It is also the place to support the new academic staff for doing research and publish their work in international standard level. This conference consists of sub conferences in different fields: - Management, Business and Economics - Humanities and Social Sciences (Law, Political Sciences, Media and Communications) - Computer Science and Information Systems - Mechatronics, Robotics, Energy and Systems Engineering - Architecture, Integrated Design, Spatial Planning, Civil Engineering and Infrastructure - Life Sciences and Technologies (Medicine, Nursing, Pharmaceutical Sciences, Psychology, Dentistry, and Food Science),- Art Disciplines (Integrated Design, Music, Fashion, and Art).

This conference is the major scientific event of the UBT. It is organizing annually and always in cooperation with the partner universities from the region and Europe. In this case as partner universities are: University of Tirana – Faculty of Economics, University of Korca. As professional partners in this conference are: Kosova Association for Control, Automation and Systems Engineering (KA – CASE), Kosova Association for Modeling and Simulation (KA – SIM), Quality Kosova, Kosova Association for Management. This conference is sponsored by EUROSIM - The European Association of Simulation. We have to thank all Authors, partners, sponsors and also the conference organizing team making this event a real international scientific event. This year we have more application, participants and publication than last year.

Congratulations!

Edmond Hajrizi,

Rector of UBT and Chair of IC - BTI 2019

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The Attitudes of Albanian Teachers towards Multicultural Education in Kosova

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Abstract. This is a survey study that determines the Albanian teachers' attitudes toward multicultural education and the participants of the study were 50 teachers who are teaching different subjects in various grades and schools in region of Ferizaj. The data for this study was collected through a 5-point Likert scale called "Teachers' Multicultural Attitude Scale". According to findings, it is determined that teachers have positive attitudes towards multicultural education. Their attitudes differ in a statistically significant way according to their gender, age, and professional seniority. Art and Sports teachers were found to have more positive attitudes than class teachers, but history teachers had the lowest attitude. Based on the findings, it can be suggested to develop, alter teaching methods and programs according to multicultural education and teachers with more positive attitude towards multicultural education can be the leading force in training other teachers.

Keywords: Kosova, communication, Albanians, Serbs

Introduction

The contemporary situation in Kosova is rather complex due to its recent history. After the war 1998-1999, Kosovar Government, various NGOs and Security Council of the European Union failed to establish healthy relationship between ethnic groups which live in Kosova, in particular Serb and Albanian. Communication between the ethnic groups is poor and unproductive, which is not helpful for long term peace and stability in Kosova. English language teachers can contribute in improving of communication, but only in cooperation with other teachers. This study aims to identify teachers and subjects which will be the most appropriate for this purpose.

Initially, the short recent history of Kosova is presented. Kosova started building their institutions and policy concerning ethnic diversity influenced strongly by western countries that supported development of liberal multiculturalism, and they excluded the possibility of forced assimilation or any kind of pressure toward Serb or any other community in Kosova. As a consequence of that the schools attended by Serb students continued to use Serbian curricula and Kosovar government could not ban the Serbian influence. Moreover, Liberal multiculturalists, in attempt to find a solution, have shown a narrow understanding of the issue by adopting multiculturalism that has caused inconsistency in the approach of territorial decentralization [1]. The decentralization [1] "is a form of correcting institutional inequalities." The decentralization approach of Kosova government results in decreasing tensions between particular ethnic groups as Krasniqi [2] argues, based on Kosova Progress Report [3] "although tensions are in overall decreasing and an increasing number of community members adopt a more open approach to inter-ethnic relations, considerable distrust between communities continues to exist and inter-ethnic relations are fragile and easily influenced by incidents."

Further, Burema argues “ethnic communities, with a special emphasis on Serbs and Albanians, still continue to view the past in conflicting ways and live separate from one another with low levels of inter-ethnic trust.” The OSCE report shows that the Kosova’s political situation directly influences the everyday life of all ethnic groups and their education. It characterizes the current situation in Kosova as social, political and administrative separation between the Kosova Albanian and Kosova Serb communities. The unilateral declaration of Kosova’s independence strengthened the separation between the Albanian and Serb community and the conflict over authority became even more apparent after February 17, 2008. In the field of education, two distinct and often competitive school education systems “are not conducive to promoting understanding, tolerance and friendship between nations, racial or religious groups or contributing to the preservation of peace as defined in the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights.” [5]. The multiculturalism as social organization only postponed the possibility of ethnic conflicts, but it also created opportunity for Kosova’s politicians, sociologists, and academics to apply strategies which will increase interethnic communication. Our ultimate goal is to develop a strategy to improve the communication between all ethnic groups which live there. Since Albanians and Serbs do not attend the same classes, even more they do not attend the same school buildings; we need to find other than conventional ways to increase multicultural awareness at schools.

Methods

The study was completed by using quantitative research approach; the data were collected from teachers’ questionnaire.

Research questions

Questions which should be answered with this research

1. What are the attitudes of teachers toward multicultural education?
 2. Are there any differences to attitudes according to gender, seniority or subject?
-
1. The Albanian teachers from Kosova have low attitude toward multicultural education.
 2. The attitude toward multicultural education of all teachers is similar regardless the gender, seniority or subject.

Research instruments

The study was completed by using the 5 points Likert Scale[6] “Teachers’ Multicultural Attitude Scale”. The questions were adapted for Kosovar case.

The questionnaire is presented below:

Circle the number that best describes your response to the statements according to the following scale:

1= Strongly agree; 2=agree; 3=Neither agree or Disagree; 4=Disagree; 5=Strongly disagree

I would be willing to accept Serbs as a closed relative by marriage

12345

- I would be willing to accept Serbs as a close personal friend
12345
- I would be willing to accept Serbs as a neighbour on the same street
12345
- I would be willing to accept Serbs as a co-worker
12345
- I would be willing to accept Serbs as a citizen in my country
12345
- I would be willing to accept Serbs as a visitor in my country
12345
- I would not exclude Serbs from my country
12345

Participants

Participants of this research were 50 teachers, all Albanian who taught various subjects at primary and secondary schools in region of Ferizaj in the Autumn of 2019. Of the participants, 19 (38%) were male and 31 (62%) were female (Table 1.). Furthermore, 17 teachers had teaching experience from 1 to 5 years, 10 teachers had teaching experience from 6 to 10 years, and the most of them, 23 (46%) had experience 11 years and above. There were 18 classroom teachers, grade 0-5, there were 10 Albanian language teachers, grade (6-9). Finally, 22 teachers were teaching various subjects as Art, Music, History, Math.

Table 1 Participants

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	19	38
	Female	31	62
Seniority (Year)	1 – 5	17	34
	6–10	10	20
	11 and above	23	46
Subject	Albanian	14	28
	Classroom	21	42
	Other	25	50
Mother Tongue	Albanian	50	100

Findings

Findings showed that still there is no readiness to accept a Serb in the family as well as a good friend. As neighbors at the same street more teachers 8 male and 7 female were ready to accept Serbs, but 10 male and 20 female teachers refuse to have Serbs neighbors.

As co-workers, 7 male and only 1 female teachers were ready to accept them, 11 female teachers did not have opinion about that and 12 male and 9 female teachers were ready to work together with Serbs.

Answers of the fifth question showed that 9 male and 11 female teachers would accept Serbs as co citizens while 7 male and 6 female teachers did not have opinion about that. Only 3 male and 7 female teachers were against.

As visitors or tourists 10 male and 14 female teachers are ready to accept Serbs, 4 male and 6 female teachers do not have any opinion about Serbs visiting Kosova, and 5 male and 11 female teachers refuse to accept Serbs as visitors in Kosova. Answers of the seventh question show that 18 male and 13 female teachers share opinion that Serbs do not need to leave Kosova only 1 male and 4 female teachers do not have opinion about that, while 1 male and 14 female teachers think that Serbs are supposed to leave Kosova.

Table 2 Answers of the participants

Answer	Points	Frequency	Percentage (%)	Answer	Points	Frequency	Percentage (%)
1	1	1	2	5	1	7	14
	2	1	2		2	19	38
	3	1	2		3	10	20
	4	9	18		4	8	16
	5	38	76		5	6	12
2	1	1	2	6	1	8	16
	2	1	2		2	13	26
	3	9	18		3	9	18
	4	14	28		4	8	16
	5	25	50		5	11	22
3	1	5	10	7	1	11	22
	2	8	16		2	15	30
	3	7	14		3	7	14
	4	7	14		4	4	8
	5	23	46		5	13	26
4	1	2	4				
	2	5	10				
	3	10	20				
	4	10	20				
	5	23	46				

Table 3 Answers of the male teachers

Answer	Points	Frequency	Percentage (%)	Answer	Points	Frequency	Percentage (%)
1	1	1	5,26	5	1	2	5,26
	2	1	5,26		2	7	36,84
	3	2	10,52		3	7	36,84
	4	4	21,05		4		
	5	12	63,15		5	3	15,78
2	1	1	5,26	6	1	1	5,26
	2	1	5,26		2	9	47,36
	3	5	26,31		3	4	21,05
	4	4	21,05		4	4	21,05
	5	8	42,10		5	1	5,26
3	1	4	21,05	7	1	4	21,05
	2	4	21,05		2	13	68,42
	3	1	5,26		3		

	4	1	5,26		4		
	5	9	47,36		5	1	5,26
4	1	1	5,26				
	2	6	31,57				
	3						
	4	1	5,26				
	5	11	57,89				

Table 4 Answers of the female teachers

Answer	Points	Frequency	Percentage (%)	Answer	Points	Frequency	Percentage (%)
1	1			5	1	3	9,67
	2				2	8	25,80
	3				3	6	19,35
	4	7	22,58		4	9	29,03
	5	24	77,41		5	7	22,58
2	1			6	1	7	22,58
	2				2	7	22,58
	3	3	9,67		3	6	19,35
	4	12	38,70		4	2	6,45
	5	16	51,61		5	9	29,03
3	1	1	3,22	7	1	7	22,58
	2	6	19,35		2	6	19,35
	3	2	6,45		3	4	12,90
	4	6	19,35		4	3	9,67
	5	16	51,61		5	11	35,48
4	1	1	3,22				
	2						
	3	11	35,48				
	4	8	25,80				
	5	11	35,48				

Answers of the teachers with 1 – 5 years of work experience

In the study participated 18 teachers with 1-5 years of work experience. There were 4 male and 14 female teachers. All of them disagree to accept Serbs in their families. Also they are not ready to build friendship with them, precisely 2 male and 1 female teacher do not have any opinion about that. Answers on the third question show that 3 male and 8 female teachers do not accept Serbs as neighbors, while 1 male and 4 female teachers do not have any opinion about that and 2 female teachers do not mind to have Serbs as neighbors. All male teachers as well as 10 female teachers do not agree to accept Serbs as co-workers only 1 female teacher agrees on that and 4 female teachers do not have any opinion about that. Answers on the fifth question show that 3 male and 1 female teachers do not have opinion about that, while 1 male and 9 female teachers do not agree to accept Serbs as citizens for our country, but 4 female

teachers have positive attitude toward Serbs as citizens of Kosova. According to the answers on question six, 3 male and 8 female teachers agree to welcome Serb visitors, while 1 male and 2 female teachers do not have opinion about that, and 4 female teachers do not agree to welcome Serbs as visitors. While 2 male teachers do not agree Serbs to leave Kosova other do not have opinion about it. According to answers 6 female teachers do not agree to Serbs to leave Kosova while 7 female teachers would approve Serbs to leave Kosova.

Table 5 Answers of the teachers with 1 – 5 years of work experience

Answer	Points	Frequency		Percentage (%)		Answer	Points	Frequency		Percentage (%)	
		M	F	M	F			M	F	M	F
1	1					5	1		1		7,14
	2						2		3		21,42
	3						3	3	1	75	7,14
	4		6		42,85		4		8		57,14
	5	4	8	100	57,14		5	1	1	25	7,14
2	1					6	1		1		7,14
	2						2	3	7	75	50
	3	2	1	50	7,14		3	1	2	25	14,28
	4		7		50		4		2		14,28
	5	2	6	50	42,85		5		2		14,28
3	1		1		7,14	7	1		3		21,42
	2		1		7,14		2	2	3	50	21,42
	3	1	4	25	28,57		3	2	1	50	7,14
	4	1	4	25	28,57		4		2		14,28
	5	2	4	50	28,57		5		5		35,71
4	1		1		7,14						
	2										
	3		3		21,42						
	4		7		50						
	5	4	3	100	21,42						

Answers of teachers with 6-10 years work experience

In the study participated 10 teachers with work experience 6-10 years. There were 4 male and 6 female teachers. All of them disagree to accept Serbs in their families. Also they are not ready to build friendship with them, precisely 1 male and 6 female teachers, while 3 male teachers do not have any opinion about that. Answers on the third question show that all male and 2 female teachers do not accept Serbs as their neighbors, while 4 female teachers do not have any opinion about that. All male teachers as well as 1 female teacher do not agree to accept Serbs as co-workers, and 5 female teachers do not have any opinion about that. Answers on the fifth question show that 2 male and 4 female teachers do not have opinion about that, while 2 male teachers do not agree to accept Serbs as citizens in our country, but 2 female teachers have positive attitude toward Serbs as citizens of Kosova. According to the answers on question six, 4 male and 1 female teachers agree to welcome Serb visitors, while 3 male teachers do not have opinion about that, and 2 female teachers do not agree to welcome Serbs as visitors. While 4 male and 5 female teachers do not agree Serbs to leave Kosova, 1 female teacher does not have opinion about it.

Table 6 Answers of the teachers with 6 – 10 years of work experience

Answer	Points	Frequency		Percentage (%)		Answer	Points	Frequency		Percentage (%)	
		M	F	M	F			M	F	M	F
1	1					5	1				
	2						2		2		33,33
	3						3	2	4	50	66,66
	4		1		16,66		4	1		25	
	5	4	5	100	83,33		5	1		25	
2	1					6	1		1		16,66
	2						2	4		100	
	3	3		75			3		3		50
	4		4		66,66		4		2		33,33
	5	1	2	25	33,33		5				
3	1					7	1				
	2						2	4	5	100	83,33
	3		4		66,66		3		1		16,66
	4		2		33,33		4				
	5	4		100			5				
4	1										
	2										
	3		5		83,33						
	4		1		16,66						
	5	4		100							

Answers of teachers with 11 and above years of work experience

In the study participated 22 teachers with 11 and above years of work experience. There were 11 male and 11 female teachers. All of female and 8 male teachers disagree to accept Serbs in their families, 2 of male teachers do not mind to have Serbs married in the family. Also 6 male and 8 female teachers are not ready to build friendship with Serbs, precisely 3 male and 3 female teachers does not have any opinion about that, and 2 male teachers agree to accept a Serb as a friend. Answers on the third question show that 5 male and 6 female teachers do not accept Serbs as neighbors, while 1 male teacher does not have any opinion about that and 5 male and 5 female teachers do not mind to have Serbs as neighbors. 6 male teachers as well as 7 female teachers do not agree to accept Serbs as co-workers while 5 male teachers agree on that and 4 female teachers do not have any opinion about that. Answers on the fifth question show that 2 male and 1 female teachers do not have opinion about that, while 2 male and 4 female teachers do not agree to accept Serbs as citizens for our country, but 7 male and 7 female teachers have positive attitude toward Serbs as citizens of Kosova. According to the answers on question six, 5 male and 5 female teachers agree to welcome Serb visitors, while 2 male and 1 female teachers do not have opinion about that, and 4 male and 5 female teachers do not agree to welcome Serbs as visitors. While 1 male and 5 female teachers agree that Serbs leave Kosova, 1 male and 1 female do not have opinion about it. According to the answers 9 male and 5 female teachers do not agree to Serbs to leave Kosova.

Table 7 Answers of the teachers with 11 and more years of work experience

Answer	Points	Frequency		Percentage (%)		Answer	Points	Frequency		Percentage (%)	
		M	F	M	F			M	F	M	F
1	1	1		9,09		5	1	2	1	18,18	9,09
	2	1		9,09			2	5	6	45,45	54,54
	3	1		9,09			3	2	1	18,18	9,09
	4	3		27,27			4				
	5	5	11	45,45	100		5	2	4	18,18	36,36
2	1	1		9,09		6	1	1	4	9,09	36,36
	2	1		9,09			2	4	1	36,36	9,09
	3	3	3	27,27	27,27		3	2	1	18,18	9,09
	4	1		9,09			4	4		36,36	
	5	5	8	45,45	72,72		5		5		45,45
3	1	2		18,18		7	1	2	4	18,18	36,36
	2	3	5	27,27	45,45		2	7	1	63,63	9,09
	3	1		9,09			3	1	1	9,09	9,09
	4	1		9,09			4	1		9,09	
	5	4	6	36,36	54,54		5		5		45,45
4	1	1		9,09							
	2	4		36,36							
	3		4		36,36						
	4	1		9,09							
	5	5	7	45,45	63,63						

Answers of classroom teachers

Findings showed that none of 13 classroom teachers agree to accept Serbs as members of their family by marriage. Answers of the second question showed that 10 classroom teachers disagree to accept Serbs as good friend while 3 classroom teachers did not have opinion about it. As neighbors at the same street 3 classroom teachers are willing to accept Serbs, 1 of classroom teachers does not have opinion about that and finally 9 classroom teachers do not agree to have Serbs as neighbors. As co-workers 1 classroom teacher agree to accept Serbs, 3 do not have opinion about it, and 9 classroom teachers disagree to work together with Serbs. Answers of the fifth questions showed that 5 classroom teachers do not mind to have Serbs as co-citizens, 2 do not have any opinion about it, and 6 disagree to live with Serbs as co-citizens. As visitors or tourists 8 classroom teachers are ready to accept Serbs, 4 classroom teachers do not have opinion about it, and 1 classroom teacher refuses to accept Serbs as visitors in Kosova. Answers on the seventh question show that 6 classroom teachers agree that Serbs can move out of Kosova, 2 do not have opinion about that and 5 classroom teachers have opinion that Serbs do not need to leave Kosova.

Table 8 Answers of classroom teachers

Answer	Points	Frequency	Percentage (%)	Answer	Points	Frequency	Percentage (%)
1	1			5	1	2	15,38
	2				2	3	23,07

	3				3	2	15,38
	4	4	30,76		4	5	38,46
	5	9	69,23		5	1	7,69
2	1			6	1	3	23,07
	2				2	5	38,46
	3	3	23,07		3	4	30,76
	4	5	38,46		4	1	7,69
	5	5	38,46		5		
3	1	1	7,69	7	1	3	23,07
	2	2	15,38		2	3	23,07
	3	1	7,69		3	2	15,38
	4	3	23,07		4	2	15,38
	5	6	46,15		5	3	23,07
4	1	1	7,69				
	2						
	3	3	23,07				
	4	5	38,46				
	5	4	30,76				

Answers of Albanian language teachers

Findings showed that none of 7 Albanian language teachers agree to accept Serbs as members of their family by marriage. Answers of the second question showed that 5 Albanian language teachers disagree to accept Serbs as good friend while 2 Albanian language teachers did not have opinion about it. As neighbors at the same street 2 Albanian language teachers are willing to accept Serbs, and 5 Albanian language teachers do not agree to have Serbs as neighbors. As co-workers, 3 Albanian language teachers do not have opinion about it, and 4 Albanian language teachers disagree to work together with Serbs. Answers of the fifth questions showed that 1 Albanian language teacher does not mind to have Serbs as co-citizens, 2 do not have any opinion about it, and 4 disagree to live with Serbs as co-citizens. As visitors or tourists, 2 classroom teachers are ready to accept Serbs, and 4 Albanian language teachers refuse to accept Serbs as visitors in Kosova. Answers on the seventh question show that 2 Albanian language teachers agree that Serbs can move out of Kosova; 5 Albanian language teachers have opinion that Serbs do not need to leave Kosova.

Table 9 Answers of Albanian language teachers

Answer	Points	Frequency	Percentage (%)	Answer	Points	Frequency	Percentage (%)
1	1			5	1		
	2				2	1	14,28
	3				3	2	28,57
	4				4		
	5	7	100		5	4	57,14
2	1			6	1		
	2				2	2	28,57
	3	2	28,57		3		
	4				4		

3	5	5	71,42	7	5	5	71,42
	1				1		
	2	2	28,57		2	2	28,57
	3				3		
	4				4		
4	5	5	71,42	5	5	71,42	
	1						
	2						
	3	3	42,85				
	4						
	5	4	57,14				

Answers of Math teachers

Findings showed that 2 of 6 Math teachers agree to accept Serbs as members of their family by marriage. The other 4 strongly disagree. Answers of the second question showed that 4 Math teachers disagree to accept Serbs as good friend while 2 Math teachers agree to have Serbs as good friends. As neighbors at the same street 2 Math teachers are willing to accept Serbs, 4 Math teachers do not agree to have Serbs as neighbors. As co-workers 2 Math teachers agree to accept Serbs, and 4 Math teachers disagree to work together with Serbs. Answers of the fifth questions showed that 2 Math teachers do not mind to have Serbs as co-citizens, 2 do not have any opinion about it, and 2 disagree to live with Serbs as co-citizens. As visitors or tourists 2 Math teachers are ready to accept Serbs, 2 Math teachers do not have opinion about it, and 2 Math teachers refuse to accept Serbs as visitors in Kosova. Answers on the seventh question show that 4 Math teachers agree that Serbs can move out of Kosova, and 2 Math teachers have opinion that Serbs do not need to leave Kosova.

Table 10 Answers of Math teachers

Answer	Points	Frequency	Percentage (%)	Answer	Points	Frequency	Percentage (%)
1	1			5	1		
	2				2	3	33,33
	3				3	3	33,33
	4	1	11,11		4	1	11,11
	5	8	88,88		5	2	22,22
2	1			6	1	2	22,22
	2				2	1	11,11
	3	1	11,11		3	2	22,22
	4	1	11,11		4		
	5	7	77,77		5	4	44,44
3	1			7	1	3	33,33
	2	1	11,11		2	3	33,33
	3	3	33,33		3		
	4	2	22,22		4		

Answers of History teachers

Findings showed that 1 of 8 History teachers does not have opinionin about that while 7 other History teachers disagree to accept Serbs as members of their family by marriage. Answers of the second question showed that 1 History teachers does not have opinion about having a Serb as a good friend while 7 other History teachers disagree to accept Serbs as good friend. As neighbors at the same street 3 History teachers do not have opinion about accepting Serbs as neighbors and 5 History teachers do not agree to have Serbs as neighbors. As co-workers all 8 History teachers disagree to work together with Serbs. Answers of the fifth questions showed that all 8 History teachers disagree to live with Serbs as co-citizens. As visitors or tourists 1 History teacher does not have opinion about accepting Serbs as visitors in Kosova, and 6 History teachers refuse to accept Serbs as visitors in Kosova. Answers on the seventh question show that 6 History teachers do not have opinion about that and 2 History teachers has opinion that Serbs do not need to leave Kosova.

Table 11 Answers of History teachers

Answer	Points	Frequency	Percentage (%)	Answer	Points	Frequency	Percentage (%)
1	1			5	1		
	2				2		
	3	1	12,5		3		
	4	1	12,5		4		
	5	6	75		5	8	100
2	1			6	1		
	2				2		
	3	1	12,5		3	1	12,5
	4				4	5	62,5
	5	7	87,5		5	2	25
3	1			7	1		
	2				2		
	3	3	37,5		3	6	75
	4	1	12,5		4	2	25
	5	4	50		5		
4	1						
	2						
	3						
	4	1	12,5				
	5	7	87,5				

Answers of Arts and Sports teachers

Findings showed that 1 of 7 Arts and Sports teachers agree to accept Serbs as members of their family by marriage, 1 does not have opinion about it while 5 Arts and Sports teachers refuse to accept Serbs as family members by marriage. Answers of the second question showed that 1 Arts and Sports teacher agree to accept Serbs as good friend while 1 Arts and Sports teacher did not have opinion about it while 5 Arts and Sports teachers disagree to accept Serbs as good friends. As neighbors at the same street 4 Arts and Sports teachers are willing to accept Serbs, 3 of Arts and Sports teachers does not have opinion about that. As co-workers 2 Arts and Sports

teacher agree to accept Serbs, 1 does not have opinion about it, and 4 Arts and Sports teachers disagree to work together with Serbs. Answers of the fifth question showed that 5 Arts and Sports teachers do not mind to have Serbs as co-citizens, 1 does not have any opinion about it, and 1 disagree to live with Serbs as co-citizens. As visitors or tourists 4 Arts and Sports teachers are ready to accept Serbs, and 3 Arts and Sports teachers refuse to accept Serbs as visitors in Kosova. Answers on the seventh question show that 4 Arts and Sports teachers agree that Serbs can move out of Kosova, 2 do not have opinion about that.

Table 12 Answers of Arts and Sports teachers

Answer	Points	Frequency	Percentage (%)	Answer	Points	Frequency	Percentage (%)
1	1	1	14,28	5	1	4	57,14
	2				2	1	14,28
	3	1	14,28		3	1	14,28
	4	2	28,57		4	1	14,28
	5	3	42,85		5		
2	1	1	14,28	6	1	3	42,85
	2				2	1	14,28
	3	1	14,28		3		
	4	5	71,42		4	3	42,85
	5				5		
3	1	3	42,85	7	1	3	42,85
	2	1	14,28		2	2	28,57
	3	3	42,85		3	2	28,57
	4				4		
	5				5		
4	1	1	14,28				
	2	1	14,28				
	3	1	14,28				
	4	4	57,14				
	5						

Answers of teachers of other subjects

Findings showed that none of 9 teachers of other subjects agree to accept Serbs as members of their family by marriage. Answers of the second question showed that 8 teachers of other subjects disagree to accept Serbs as good friend while 1 teacher of other subjects did not have opinion about it. As neighbors at the same street 1 teachers of other subjects are willing to accept Serbs, 3 of teachers of other subjects does not have opinion about that and finally 5 teachers of other subjects do not agree to have Serbs as neighbors. As co-workers 1 teachers of other subjects agree to accept Serbs, 3 do not have opinion about it, and 5 teachers of other subjects disagree to work together with Serbs. Answers of the fifth questions showed that 3 teachers of other subjects do not mind to have Serbs as co-citizens, 4 do not have any opinion about it, and 3 disagree to live with Serbs as co-citizens. As visitors or tourists 3 teachers of other subjects are ready to accept Serbs, 2 teachers of other subjects do not have opinion about it, and 4 teachers of other subjects refuse to accept Serbs as visitors in Kosova. Answers on the seventh question show that 6 teachers of other subjects agree that Serbs can move out of Kosova, and 3 teachers of other subjects have opinion that Serbs do not need to leave Kosova.

Table 13 Answers of teachers of other subjects

Answer	Points	Frequency	Percentage (%)	Answer	Points	Frequency	Percentage (%)
1	1			5	1		
	2				2	3	33,33
	3				3	3	33,33
	4	1	11,11		4	1	11,11
	5	8	88,88		5	2	22,22
2	1			6	1	2	22,22
	2				2	1	11,11
	3	1	11,11		3	2	22,22
	4	1	11,11		4		
	5	7	77,77		5	4	44,44
3	1			7	1	3	33,33
	2	1	11,11		2	3	33,33
	3	3	33,33		3		
	4	2	22,22		4		
	5	3	33,33		5	3	33,33
4	1						
	2	1	11,11				
	3	3	33,33				
	4						
	5	5	55,55				

Conclusion

From the answers of the first question, it can be concluded that great majority of teachers (94%) do not agree to accept Serbs as family members by marriage. These answers showed that prejudice and hostility between Albanians and Serbs affect everyday life spreading distrust and unsafe feeling. Answers on the second question lead us to conclusion that Albanians (78%) do not accept Serbs as good friends since, as I said above, there is a lack of trust between them, while 18% of them could not decide yet as neighbors most of Albanian teachers (60%) are not willing to accept Serbs as neighbors, while (14%) do not mind to live in the same neighborhood with Serbs. Furthermore, 5 male and 5 female teachers with work experience more than 10 years have positive attitude toward living in the same neighborhood with Serbs, more specific, 3 classroom teachers 2 Albanian Language teachers, 2 Math teachers and 4 Arts and Sports teachers.

To work together, there is less positive attitude of the teachers, 6 male and 1 female teacher would accept to work together with Serbs, but 35.48% female teachers could not decide about that while 31 teachers refuse to work with Serbs. Actually, the male teachers with more than 10 years work experience were more open, precisely Math, Arts and Sports teachers.

There was a moderate attitude toward living as co citizens with Serbs, 42% male and 25.4% female teachers; 4 female teachers with work experience 1-5 years, 2 female teachers with work experience 6-10 years, 7 male teachers and 7 female teachers with working experience above 11 years, precisely 5 classroom teachers, 2 Math teachers, 5 Arts and Sports teachers and 3 teachers of other subjects.

As visitors, 52.6% male and 45.1% female teachers would accept Serbs. There were mostly 7 classroom, Arts and Sports teachers.

Finally, the answers of the question if they would agree that Serbs move out of Kosova 89.5% male teachers were more determined to accept Serbs leaving Kosova, while 41.9% female teachers had opinion that Serbs should stay in Kosova, on the other side 45.1% female teachers agree that Serbs should leave Kosova.

Recommendations

Based on the findings, it can be suggested to develop, alter teaching methods and programs according to multicultural education and teachers with more positive attitude towards multicultural education can be the leading force in training other teachers.

Multicultural education should be applied in general to all school subjects even if history can be sensitive case, history teachers should be aware how deep they can explain other side view point of the history. In other subjects, teaching can be focused in the beginning in positive experiences and smoothly later the differences can be mentioned. Only the teachers with positive attitude should be engaged in this process while other teachers should follow ethic rules and try not to harm it.

The joint projects should be organized, not as competition, but as projects where all Kosova citizens benefit from them.

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Imagist poetry of the twentieth century American poets: Ezra Pound, Amy Lowell and Hilda Doolittle

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Abstract. This article elaborates key aspects of imagist poetry of the twentieth century American poets E. Pound, A. Lowell and H. Doolittle. Twentieth century imagism belongs to a literary movement in American modern era that is characterized by a tendency to break from the past of traditional literary styles, to a movement that reflects the simplicity, clarity and precision of reflective images. It covers a period from imagism to symbolism, a period of free expression, direct topics as well as images as an exact description. The study remains with highest relevance, despite that there is a wide range of articles, papers, analysis and books about American studies, yet it is a gap in specific topics and authors.

Key words: literary styles, imagism, symbolism, free expressions, reflective images

Introduction

Twentieth century marks the beginning of a new movement raised among modern American literature, first among imagist poets, and later on, in all arts which was spread and succeeded, especially with greatest advancement in poetry. This movement was called “imagism”, and its first roots were found in England and America, as early as in 1908, where the initial ideas came from the English philosopher and poet T.E. Hulme, who spoke about poetry that is different from the traditional one, a poetry which is not conditioned by the topic, or word expressions. This movement began as a manifestation of a group of authors, influenced by English Metaphysical poets, and French Symbolists, with Ezra Pound and his contemporaries in forefront, who wanted to go beyond the literary styles of that time, what they think they were “bad habits” and belong to nineteenth century. (Daiu, 2010, p.57). In both Pound’s essays: “Imagisme” (1913), and “A few don’ts by an imagiste” (1913), we find a kind of appreciation for such a new literary styles that was coming very fast, and served as a manifesto for most of the authors of this period, where it clearly specifies what an imagist should do and don’ts. Ezra Pound was considered as one of the forerunners of imagism, who plays the most significant role in forming the new style to Eliot, Joyce, Frost, Moore, Hemingway, Tagore and many other authors. (Daiu, 2010, p.70). Both Eliot and Tate, recognized his irreplaceable role, by considering him as “the most important English poet living”, however there were others who didn’t appreciate most of his works and his contribution, such as Fitzgerald. Pound thinks that the nineteenth century poetry has too many problems, starting from word expressions, literary style as well as poetic diction. Poetry consists in itself of an overuse of words, such words that most of the time don’t play any role, or are not anymore in the actual speech, with subjects’ repetition, and traditional diction in their stanzas or meters. This tendency to change the general artistic and literary styles made him one of the most central figures of the whole movement, along with the first artists to accept and further support the imagist attitudes, Amy Lowell, and Hilda Doolittle.

These multifaceted efforts of this movement became very important not only for the authors but for its contribution to the whole American literature, by enriching it and making more attractive for readers and also for new scholars of this period. In her preface to her anthology, (1915), Amy Lowell printed the more precise rules. According to her, poetry should contain six principles: it should be the use of the common speech, a speech of everyday life, but it should employ the exact words; (2), it should create a new rhythm; (3) allow absolute freedom of choosing the subject; (4) present an image - poetry should present the image of the topic it contains; (5) it should produce the poetry that is hard and clear, never blurred or indefinite; (6) last but not least, the concentration is in the very essence of poetry. (Daiu, 2010, p.58).

Moreover, according to Ms. Lowell, the imagist movement splits up into three phases: the first one with poets Edwin A. Robinson and Robert Frost, with their works "The night before", "Birches", and "Mending walls", whose works are considered to be more realistic, direct and simple; the second phase with the representation of Edgar L. Masters, his revolutionary poetry and Carl Sandburg, a winner of the Pulitzer prizes, as well as widely regarded as a major figure in contemporary literature, with his famous works, "Chicago Poems" (1916), "Cornhuskers" (1918), and "Smoke and Steel" (1920); while the third phase is represented by Hilda Doolittle, with her most well-known poem "Oread" (1915), and John G. Fletcher, the ones that become the key pioneers of the last generation to modernize the whole concept of poetry. (Tupper, vol. 33, no. 5, 1918).

Another literary contribution which will be noted as part of this study is the author Hilda Doolittle, mostly known in literature as H.D. Imagiste, after returning to London, she came to Ezra Pound's influence that helped her become more exclusive to the period. Her concept and ideas about poetry, were almost the same to other imagist poets, with some minor exceptions. H.D. participated in both projects, first publication of "Des Imagiste" (1914), and the second edition "Some Imagist Poets" (1916), with her most brilliant works published among the most famous "Oread", "Garden", and "Sea Roses" as well as "Sea Gods".

Aspects of imagist poetry in Ezra Pound, Amy Lowell and Hilda Doolittle

Among all the modernist poets Ezra Pound remains the most controversial one. He was called from an indifferent person to a nutty one, sometimes critics were harsher with him to call a fascist. Hugh Kenner, a literary critic, in his study "The poetry of Ezra Pound", could claim that Pound didn't have any wide public, while his readers were very frequently surprised by his controversial poetic materials, and esthetic concept. However, Eliot recognized his contribution in the twentieth century modern poetry. He considers Pound as a cornerstone of the literary studies. (Cid, vol. 28, no.3, 1954). While Donald Hall, reaffirmed Pound's impact not only to his personal poetry but his support was evidenced in James Joyce, T.S. Eliot, and Robert Frost, recalling that "Ezra Pound is the poet who, a thousand times more than any other man, has made modern poetry possible in English."

Ezra Pound is one of the most important poets of the movement that helped the shape of imagist ideals. It was him that required the standard of writing poetry should be liberated from sentimental and abstract words which are completely unnecessary for a poet. In "A few don'ts by an Imagiste" (1913), he insisted that instead of having been told by the poet of our feelings and emotions with too many unnecessary words, it is better for an imagiste to use such a clear and precise images that enables the reader to better penetrate to the very core of message.

The most distinguished aspect of Pound's poetry was the use of poetic criteria among the twentieth century poetry, that in modernist concept they were considered as new principles that will contribute by creating new rules for modern era, and it was Pound who were the first to formulate it as "imagism". Critics see Ezra Pound as one of the most influential authors in his

generation that helped the creation of a new perspective for modernist poetry. As someone who keeps the working principles, he stayed very close to the newly principles, and promoted it much further. He made it clear in both works "Retrospect" and also in "A few don'ts".

So, according to him, this is more applicable, economic from words, through using precise words, as well as more attractive. To better elaborate it, in his poem "In a station of a metro", we can see, a short poem, modelled under the Japanese style of haiku, which tells about the clear image of people seen in the darkness of a Paris subway. Here through these short two lines poem, he wanted to prove metaphorically the supernatural and unexpected experience through image and using the exact words that creates specific emotion and real perception. The word "apparition" has been long debated among literary critics' reviews. Critics call it just a single word that makes the couplet from a bad statement into poetry. It has been stated that the word suggests "the supernatural or the immaterial and a sudden unexpected experience"; that it "first establishes the sensation of unreality and the lack of precision which is then reinforced by the metaphor, and which, therefore permeates the mood of the poem," and that through its use, the poet seems to suggest that life "can be made to seem bearable only by the metaphor of an 'apparition,' a ghost of the bright beauty of things that grow freely in the sunlight." As regarding the structure, it is a short free verse couplet, resembling a Japanese haiku.

The apparition of these faces in the crowd:

Petals on a wet, black bough.

(Poem: In a station of a Metro)

Another poem that Pound is seen to write according to his standards, the imagist standards is the poem "The sea of glass", a short, simple and very colourful poem. The metaphor he uses in this poem goes beyond what is seen, and felt, through a picturesque and, what he would himself call "apparition", among the lines expressed so beautifully to convey the message. The endless sea that is roofed over with the rainbows, where two lovers meet and depart, that makes such a beautiful view very glorious. The lines are unrhymed and

I looked and saw a sea
roofed over with rainbows,
In the midst of each
two lovers met and departed;
Then the sky was full of faces
with gold glories behind them.

It is worth mentioning that the perspective of sea images remain essential to Pound, through which he manages to visualize the relationship between his inspiration and reality.

Amy Lowell introspective modern poetry

Amy Lowell belongs to the most unique poets that exemplifies an excellent escape from the rules and structure of the poetry of the nineteenth-century, facing a kind of regular expressions and a tendency to be more straight-forward and direct in her poems, complying with modernist concept. She was an early adherent to poetry, as noted in her edition with lyrical poems "A Dome of Many Coloured Glass", her preface to "Sword Blades and Poppy Seed", in the North American Review, in 1917, and more polyphonic in "Men, Women and Ghost" in 1916.

A Dome of Many Coloured Glass was her first edition in poetry, which appeared in 1912, however many of her works, especially uncollected poems, were published in both editions of the "Some imagists poets: An Anthology" dated in 1915 and second edition in 1916. In some specific poems of this edition, Lowell, uses the figure of alliteration and a specific poetic symbolism through figurative words that makes

the reader feel the emotional weight in the third person. In the poem called "Song", the symbolic phrase, which repeats the rhythm in the first line of every four stanzas, "to be a flower", "to be a butterfly", "to be a cloud" and "to be a wave", represent the need for reincarnation of her poetic perception in readers' desire in meeting new and perspective visualization.

Oh! To be a flower
Nodding in the sun
Bending, then upspringing
As the breezes run

Holding up

A scent-brimmed cup
Full of summer's fragrance to the summer sun.

(A Dome of Many Coloured Glass, 1912)

In the preface of "Sword Blades and Poppy Seed" (1914), Lowell insisted that poetry should not try to teach or contain moral lessons, it should simply exist because it's a "created beauty", and such beauty, it is not quite simple to perceive unless you fully understand it. Art and universe are very much interrelated, the sooner we admit the universe, it is easier for us to perceive art. "Art is as much a function of the Universe as an Equinoctial gale, or the Law of Gravitation; and we insist upon considering it merely a little scroll-work, of no great importance unless it be studded with nails from which pretty and uplifting sentiments may be hung!" (Lowell, 1921). As regarding the technicalities used in poetry construction, she mentioned that the most influential to her, were the French poets of "Parnassian School", such names as Leconte de Lisle, and José-Maria de Heredia (Lowell, 1921). According to her, real poets should produce poetry full of beauty and feeling, and with the ability to give that same feeling to readers. But to do this, they should find new images and use unexpected forms. Her desire was to write about free things, not to worry about the rhyme or meter. In her poem "Temple", she uses a free-verse scheme with very figurative words that help the reader experience the same feeling, just like the author himself. However, despite the fact that it was enormously influenced by French symbolism, it doesn't fully abandon the English meter. As we can see into the lines that first and fourth lines rhyme, the subject matter complies and the emotional state remains: "

Between us leapt a gold and scarlet flame.
Into the hollow of the cupped, arched blue
Of Heaven it rose. Its flickering tongues up-drew

And vanished in the sunshine. How it came."
(Poem: The Temple) .

In her work "The Garden by Moonlight", a fourteen line poem split into six to seven words per line, she tries the simplicity of life, nature and beauty, through a very careful expressions and exact words, she uses to the best description of the topic: A black cat among roses
Phlox, lilac-misted under a first-quarter moon

The sweet smells of heliotrope and night-scented stock
The garden is very still
It is dazed with moonlight.

(Poem: The Garden by Moonlight).

It brings the freshness of garden on moonlight, the tranquility and colorful images described perfectly that one will feel the sight and smell of such a mysterious and magical quality. Here, in the poem we can see how the images are fully enforced by specific words that describes the idea, making more reasonable and acceptable for anyone that reads the poem. The scheme is completely regular and avoids the metaphor, making it easier for a more concrete reading. The lines are not rhymed and the poem contains the free verse, without restriction to words or topics.

Moon-shimmer on leaves and trellises

Moon-spikes shafting through the snow ball bush

Only the little faces of the ladies' delight are alert and staring
Only the cat, padding between the roses
Shakes a branch and breaks the chequered pattern.

(Poem: The Garden by Moonlight).

Even though, Lowell wrote mostly in free verse, without respecting rhyme, diction or restrictions to the structure of the 19th century, a rhyme scheme was found time to time among her poems, in the second and fourth lines of each stanza in "Azure and Gold", we see the rhyme ABCB: "reds/beds - trees/bees - stun /sun - hue/woo". The poem is a seven - four -line stanza, with seven syllables in each line. Despite it, was simple, clear and precise, as he tries to visualize everything in it, through words and images. In "Azure and Gold", Lowell introduces the reader with the great nature, beautiful nature with figurative words full of images that enriches the vocabulary of poetry. In the third line of the first stanza, it expresses in words like: "sparkle and coolness of snow", or in the second line of the second stanza: "pink of blossoming trees".

H.D. aesthetic poems, a transformation from speech into image

Pound influence on H.D. was as early as in 1913, upon his suggestions for publishing the three poems of her in "Poetry" over the signature "H.D., Imagiste", by the expatriate Pennsylvanian Hilda Doolittle, who came to Europe in 1911. Burnett estimates that in the two poems of H.D. named with a simple title "Garden", she demonstrated her devotion and commitment to the movement facing the central themes of literary modernism, by entering in the era of great development in literary modes. Within this modernist tradition, H.D.'s particular emphasis grew out of her perspective as a woman regarding the intersections of public events and private lives in the aftermath of World War I and in the increasingly ominous period culminating in the Atomic Age. Love and war, birth and death are the central concerns of her work, in which she reconstituted gender, language, and myth to serve her search for the underlying patterns ordering and uniting consciousness and culture. ("H. D.")

Her poem was distinguished mainly for the ability to use a concentrated language and create a musical line that made the poetry become more resonant in speech, not to fit to the theory but to indulge her perspective as a poet, and what in fact later on, will by itself create an artistic approach to meet the requirements. According to the reviewers and scholars who wrote about her work in the 1910s and 1920s (such as Flint, Lowell, Sinclair, Eliot, Pound, Monroe,

Williams, H. P. Collins, Alfred Kreymborg, and Marianne Moore), her work was very influential in the legitimization of the “modern” style of poetry. (“Hilda Doolittle, American Poet”). Alongside most of the imagist poems that has in itself the content of nature, and natural beauty, her poem “Oread” sticks to more realistic descriptions of pines, rocks and fir by whirling and splashing by the wind and sea. The poem remains simple, clear and short, addressing the message, a recall to get the generation

Whirl up, sea—
Whirl your pointed pines.
Splash your great pines
On our rocks.
Hurl your green over us—
Cover us with your pools of fir
(*Oread*, 1915)

In the edition of “*Sea Garden*” (1916), the poet’s language is simple and realistic. She comes down to the earth, writing about gardens, poppies, trees as well as the days and nights. Poems like “*sea rose*”, “*sea lilies*” and “*sea poppies*”, represent her commitment to the realism of the twentieth century, where the natural beauty is praised and appreciated as it’s grown naturally. Other poems such as “*Mid-day*”, “*Evening*” and “*Night*”, portray the process of life, how it passes from one petal to another, by celebrating the beauty and purity of natural things.

The light passes
from ridge to ridge,
from flower to flower—
the hypanthia, wide-spread
under the light
grow faint—
the petals reach inward,
the blue tips bend
toward the bluer heart
and the flowers are lost.
(“*Evening*” - *Sea Garden*, 1916)

Critics have found some ground on her mystic approach, as she makes a journey into herself to delve over the mysticism and paradoxical forces that sees the women’s role in society. When we say mysticism over imagism, as far as, it is not quite clear for an imagist poet, construct the image so widely, we surely can state that in both of her editions she wrote about mythical figures and heroines. In her edition “*Hymen*” (1921), most of the poems like: *Hymen*, *Thetis* and *See heroes* represent her appreciation for the greek heroes and heroines: *Hymen*, a poem associated with a temple music, deep and simple chanting notes, represents her deep despair and respect to women.

From the closed garden
Where our feet pace
Back and forth each day,
This gladiolus white,
This red, this purple spray—
Gladiolus tall with dignity
As yours, lady—we lay
Before your feet and pray:

(Hymen, 1921)

In “*Thetis*”, she brings so perfectly all that mysticism into a brighter and vivid picture through the lines of the second stanza, by describing the natural look as pictoresc and marvellous as possible, when we know that according to the greek myth, Thetis has been one of the untouched and mesmerizing goddess of beauty.

When the sun slips
Through the far edge,
There is rare amber

Through the sea,
And flecks of it
Glitter on the dolphin's back
And jewelled halter
And harness and bit
As he sways under it.
(Hymen, 1921)

Conclusion

It can be concluded that imagist poetry seizes a very unique place in the twentieth century modern poetry. First, by its topics that come from real life, simple topics that are part of daily routines. The perspective of sea images remain essential to Pound, through which he manages to keep the relationship between his inspiration and reality. The same happens with Lowell, and her passionate poems of garden, and other natural beauties. Second, visualization through using images and visuals to make it a brighter and understandable for the reader. Third, the avoidance of unnecessary words, using a very precise word-image- prescription.

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Project-Based Learning Assessing:Peer Assessment on Travel Business Management

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Abstract. This paper is a case study to study the project-based learning method in the course “Travel Business Management”. This course focuses on the business model and problems in operation. The main objectives of this course were to teach students to understand the principles of operation and to be able to organize trips to the public. The purpose of this study is to evaluate the successfulness of the project-based learning method by peer assessment technique. Students were assigned to set up their own mock-up tour company and arranging the full tour program. The instructor has established assessment form for the assessment in 5 areas: 1) Collaboration 2) Problem Solving 3) Initiative 4) Responsibility and 5) Leadership which are essential skills for 21st century learning. The results show that the Collaboration, Initiative and Responsibility are satisfied while Problem Solving and Leadership is neutral. Moreover, students show excitement and enthusiastic.

Keywords: Project-Based Learning, Peer Assessment, Travel Business Management

Introduction

Dhurakij Pundit University has started teaching tourism since 1987 and the course of business travel management is a core subject for every student in this field. This course focuses on the business model of the various types of tour operators, communicate with relevant agencies, problems and obstacles in operation. The main objectives of this course were to teach students to understand the principles of operation and be able to organize trips to the public. However, the traditional teaching methods will focus on learning theories and principles from the instructor, which only learned in the classroom. Causing/affecting students to lack learning experience from both relevant agencies, co-workers and customers. Therefore, students are not fully developed in various skills for working. In order to improve learning and teaching and make students have a deeper understanding from real experiences, the instructor therefore requires the use Project-based learning (PBL) to give students more opportunity to practice fully. There are researches related to the use of PBL in teaching and learning, for example the finding from research by Speziale [1] showed that students taught through PBL displayed 1) enhanced student performance 2) increased student motivation and engagement 3) improved student/teacher interaction and 4) increased development of essential skills for 21st Century such as creativity, critical thinking, collaboration, and communication. In accordance with Shuetz [2] claimed that traditional learning never ventures beyond the circle of the purely academic but PBL can connect students to the real world and also prepares students to meet challenges in the real world. In addition, PBL provides an opportunity for students to engage deeply with the target content and improves student attitudes toward education. Information from Staff [3] showed that PBL is a non-traditional education model, preparing students for the real world’s problem. PBL normally force students to use their multiple techniques to succeed,

for example research, logical reasoning, and iterative learning. As PBL are usually large and complex project for student to do alone so PBL tends to encourage teamwork and this affect on student's interpersonal skill. In addition to the form of teaching and learning, the evaluation form is also very important. Peer assessment is used to evaluate teaching and learning because peer assessment is kind of important learning tool as it gives students feedback on the quality of work and idea for improvement. Also, assessing peer's work can enhance the assessor's learning and confidence [4].

Based on above reasons, the researchers interested in Project-Based Learning which evaluate by Peer Assessment. The results of this study will be able to develop the teaching and learning styles in other courses that will benefit the education system. Students can also apply knowledge, skills and experience to actually work which accordance with the needs of entrepreneurs and will lead to further development of the tourism industry structure of the country.

The main objective of this research is to evaluate Project Based Learning by Peer Assessment.

THEORETICAL FRAMEWORK.

The theoretical framework presents Project-Based Learning which is assessed by Peer Assessment.

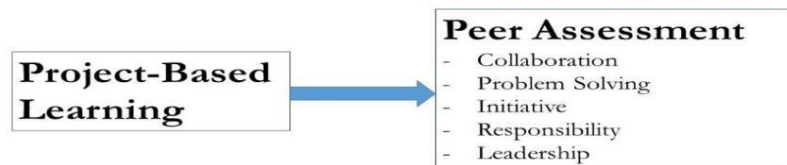


Figure 1: Theoretical framework

METHODOLOGY.

This research is a case study to study the project-based learning method, by assigning students into 3 groups, 10 students per each, and they have to set up their own mock-up tour company.

Population

Population was the 30 third-year undergraduate students in the field of tourism.

Period

1st semester, academic year 2018, during mid of August - mid of December 2018.

Research Instrument

This research used Rating Scale evaluation form which covered all 5 areas; 1) Collaboration 2) Problem Solving 3) Initiative 4) Responsibility and 5) Leadership

Data compilation

The data had collected from the population by peer assessment technique. Peer Assessment - allow students in the class to evaluate his/her classmates during the last week of semester, each

student evaluated 29 students in the class. The highest and the lowest rated must be deleted from the assessment process. The assessment form consists of 5 areas which each one consisted of 2 - 3 questions. The score for the answer of the assessment form interpreted as follows:

Very Satisfied	= 5
Satisfied	= 4
Neutral	= 3
Dissatisfied	= 2
Very dissatisfied	= 1

The results' criteria set up as follows:

4.21-5.00	= Very Satisfied
3.41-4.20	= Satisfied
2.61-3.40	= Neutral
1.81-2.60	= Dissatisfied
1.00-1.80	= Very dissatisfied

Measures

The tool for Peer Assessment compose of

- 1) Collaboration 3 questions; 15 points
- 2) Problem Solving 2 questions; 10 points
- 3) Initiative 2 questions; 10 points
- 4) Responsibility 3 questions; 15 points
- 5) Leadership 2 questions; 10 points.

Totally is 60 points.

RESULTS.

The Project-Based Learning has been assessed by Peer-Assessment and the results show as follows:

Table 1. COLLABORATION ASSESSMENT.

	Collaboration Assessment	Mean (M)	Standard Deviation (SD)	Meaning
1	Sharing opinion	4.25	0.89	Very Satisfied
2	Operation	4.21	0.86	Very Satisfied
3	Participating in various activities	4.12	0.92	Satisfied
Total		4.19	0.88	Satisfied

Table 2. PROBLEM SOLVING ASSESSMENT.

	Problem Solving Assessment	Mean (M)	Standard Deviation (SD)	Meaning
1	Readiness to solve problems	3.40	0.89	Neutral
2	Ability to solve problems	3.25	0.94	Neutral
Total		3.32	0.92	Neutral

Table 3. INITIATIVE ASSESSMENT.

	Initiative Assessment	Mean (M)	Standard Deviation (SD)	Meaning
1	Operation process	3.94	0.89	Satisfied
2	Services process	4.23	0.82	Very Satisfied
Total		4.08	0.85	Satisfied

Table 4. RESPONSIBILITY ASSESSMENT.

	Responsibility Assessment	Mean (M)	Standard Deviation (SD)	Meaning
1	Responsibility for his/her duties	3.97	0.89	Satisfied
2	Responsibility for his/her behaviour	3.45	0.78	Satisfied
3	Responsibility for his/her decisions	3.87	0.79	Satisfied
Total		3.76	0.84	Satisfied

Table 5. LEADERSHIP ASSESSMENT.

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	Leadership Assessment	Mean (M)	Standard Deviation (SD)	Meaning
1	Brave to make a decision	3.36	0.89	Neutral
2	Have a vision	3.17	0.84	Neutral
	Total	3.26	0.87	Neutral

IMPLICATIONS/DISCUSSION.

Peer assessment is kind of important learning tool as it gives students feedback on the quality of work and idea for improvement. Also, assessing peer's work can enhance the assessor's learning and confidence.

The overall, Collaboration Assessment is satisfied ($M = 4.19$, $SD = 0.88$) which Sharing opinion is very satisfied ($M = 4.25$, $SD = 0.89$), Operation is also very satisfied ($M = 4.21$, $SD = 0.86$); however, Participating in various activities is satisfied ($M = 4.12$, $SD = 0.92$). This is confirmed by Dr. Kerry Speziale's research present that students taught through PBL can improve student/teacher interaction and increase development of essential skills for 21st Century such as creativity, critical thinking, collaboration, and communication [1]. Staff [3] say PBL are usually large and complex project for student to do alone so PBL tends to encourage teamwork and this affect on student's interpersonal skill. The overall, Problem Solving Assessment is neutral ($M=3.32$, $SD=0.92$). Likewise, Readiness to solve problems ($M = 3.40$, $SD = 0.89$) and Ability to solve problems ($M 3.25$, $SD = 0.94$) are neutral. Staff [3] suggests that PBL is a non-traditional education model, preparing students for the real world's problem.

The overall, Initiative Assessment is satisfied ($M=4.08$, $SD=0.85$). Operation process is satisfied ($M=3.94$, $SD=0.89$); however, Services process is very satisfied

($M=4.23$, $SD=0.82$). In accordance with Robert Shuetz [2] claim that PBL can connect students to the real world and also prepares students to meet challenges in the real world.

The overall, Responsibility Assessment is satisfied ($M=3.76$, $SD=0.84$). All subtitle; Responsibility for his/her duties ($M=3.97$, $SD=0.89$), Responsibility for his/her behavior ($M=3.45$, $SD=0.78$), and Responsibility for his/her decisions ($M=3.87$, $SD=0.79$) are satisfied. Dr. Kerry Speziale's research comments that students taught through PBL can enhance student performance and increase student motivation and engagement [1].

The overall, Leadership Assessment is neutral ($M=3.26$, $SD=0.87$). All subtitle; Brave to make a decision ($M=3.36$, $SD=0.89$), and Have a vision ($M=3.17$, $SD=0.84$) are neutral. In accordance with Robert Shuetz [2] claim that PBL provides an opportunity for students to engage deeply with the target content and improves student attitudes toward education. Staff [3] recommends that PBL normally force students to use their multiple techniques to succeed, for example, research, logical reasoning and iterative learning.

In addition, students show excitement, enthusiastic, and nervous while they are running the project.

CONCLUSIONS.

The study of Project-Based Learning Assessing by Peer Assessment on Travel Business Management had the purpose to evaluate the successfulness of the project-based learning method by peer assessment technique from 30 third-year undergraduate students in the field of tourism. The study assigned students to set up their own mock-up tour company, presented the itinerary to customer, ended up by arranging the full tour program. At the end of the course, researchers have established assessment form for the assessment in 5 areas: 1) Collaboration 2) Problem Solving 3) Initiative 4) Responsibility and 5) Leadership which are essential skills for 21st century learning. The results of this assessment showed that the Collaboration is satisfied; Sharing opinion, and Operation are very satisfied but Participating in various activities is only satisfied. Problem Solving is neutral; Readiness to solve problems, and Ability to solve problems are neutral. Initiative is satisfied; Operation process is satisfied whereas Services process is very satisfied, Responsibility is satisfied; Responsibility for his/her duties, Responsibility for his/her behavior, and Responsibility for his/her decisions are satisfied. And Leadership is neutral; Brave to make a decision, and Have a vision are neutral. Moreover, students show excitement, enthusiastic, and nervous while they are working on the project.

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Orientation of university education towards the needs of the labor market in the Balkans - The role of IT and tourism as an interdisciplinary curriculum

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Abstract There is an ever growing importance of new Information and Communication Technologies (ICT) in economy and especially in tourism sector as one of the supporters of employment and economic growth in the whole world. Western Balkans (WB) are ultimately striving for specialization through smart strategies focusing their efforts in ICT sector and digital technologies to support their traditional production and service sectors. In this framework, Higher Education Institutions, as the first hand suppliers of specialized staff for the economy, have a crucial role in offering knowledge, capacity building and education for future generations and developments. The present paper is aiming at identifying the need for interdisciplinary degrees in the field of ICT and tourism. The methodology used is desk research and qualitative research to underlie the role of HEIs in development of new combined curricula, based on tourism and IT, which are supposed to supply the necessary skills, knowledge and competences that tourism operators in WB need to achieve sustainable competitive advantages. The results define the path that HEIs should follow in order to support the new trends in IT and tourism and also how WB would face the challenges in tourism through IT education. The qualitative study identifies the role of IT in overseeing quality tourism offerings and services, not only limited in the value of information but especially in Information Systems, applications, etc. The need for tourism skills, capacities and IT is overwhelming, so university education should provide curricula that combine the two disciplines in a quality manner. The need for such curricula should cover and fill the gaps for the entire region by providing them equally across the WB..

Key words: ICT, Higher Education Institutions (HEIs), knowledge, tourism sector , Western Balkans, capacity building, services.

Introduction

Recent studies are showing the importance of new Information and Communication Technologies (ICT) in economy and especially in tourism sectors as one of the supporters of employment and economic growth in the whole world. Regarding the region of Western Balkans, tourism is seen as one of the most important sectors, not only in the context of the development strategies of each country, but because the perception of Balkans as a single destination by the international tourism market. In this context, it is needed to build quality services dependent on well-educated and well-trained people for their crucial role in the service quality. University curricula also play an important role in shaping future people serving the businesses. The need for standardization of curricula has arisen today, precisely because of the growing need for students and human resource mobility, which the labor market in tourism is

most in need. It is time to think that we need to provide the sectors with the appropriate human resources that are increasingly oriented towards the formation of IT. Therefore, the aim of this study is to identify the need for interdisciplinary degrees in the field of ICT and tourism as a result and the importance of market studies in the WB region, to come up with the highest quality in the tourism services. The methodology used is desk research and qualitative research to underlie the role of HEIs in development of new combined curricula, based on tourism and IT, which are supposed to supply the necessary skills, knowledge and competences that tourism operators in WB need to achieve sustainable competitive advantages. The objectives are to identify how education in this aspect would support the new trends in IT and tourism and also how WB would face the challenges in tourism through IT education. This study precedes the increasing role of HEI in providing curricula that are in line with labor market needs. It shows the importance of cross cutting curriculum development in tourism and IT in the WB. The study also encompasses contemporary concepts of destination: it does not treat countries as divided tourist destination but aims to expand the concept of destination towards regionalization. The competitiveness of the region and the provision of standardized, unified and quality services might be accomplished through the future delivery of unified curricula, which would be recognized in all countries. The study emphasizes the idea that Tourism alone without the skills, knowledge and capacity for information technology is impossible and not qualitative. Enhancing and strengthening partnerships among HEIs would improving the quality of tourist offerings and enhancing the role of HEIs throughout the process.

Methodology

- Literature review and Desk research which would underline the importance of HEIs in general and in WB countries.
- A Qualitative Interview with important stakeholders intended to gather qualitative information, feedback, vision, perception on how their staff are facing the challenges of new IT importance in their every day activities. Individual meetings were organized with important leaders and public administrators, Vice mayor, University professors, directors on different public/private institutions, important technical stakeholders and civic society. 30 interviews were completed and analyzed through text and content analyses.

Importance of higher education and scientific research in cross-cutting fields of ICT and Tourism

Today, WB countries have embarked on the process of building and presenting their Smart Specialization Strategies as one of the tasks in identifying strategic sectors based on current research and development, but especially in order to orient market research, processes and future capacity building in order to provide added value in the global market. The tourism sector supply in WB countries, is required to be identified and developed, based on sound scientific studies and human resources development, which will help to adapt them to quality industry requirements. There are several countries in the WB that have already implemented the process of mapping their research and development (R&D), to identify and come up with smart specialization strategies. Two of the strategically important sectors are ICT and Tourism. In the field of ICT, countries such as Serbia, Montenegro, Kosovo, have identified significant potentials in terms of human resources, as well as their R&D activities. Countries like

Macedonia Albania are somewhat behind in the mapping process, but are in the process of identifying and researching their development in these areas. But both countries cite Tourism as one of the potential sectors where development potential is seen, especially in the future. Researchers in the Education field implicate the importance of Higher Education in the most important sectors. The situation in WB regarding Higher education developments is under-researched although widely discussed (Zgaga 2017). The interdisciplinary field of Education studies is only recently researched from across the region (Zgaga, 2014). From the 1990's to the 2020s a lot of changes have happened in the system, from the growing number of HEIs in the region, to the effort to adopt the Bologna process and also the adoption of new knowledge and curricula. Anyway, there is still difficulty in constructing and offering curricula in crosscutting fields. The most common curricula is that of IT in Management or business, but nothing relatable specifically to tourism sector. Also the tourism curricula has a small percentage of IT formation. On the other hand, since the vast majority of students in WB are enrolled in public HEIs (Brajkovic 2016), as shown also in figure 1 (Zgaga et al 2013), the changes in curricula and qualitative staff are expected from the industry by public institutions. The degree completion rates are rather low in WB and together with structural issues and high unemployment rates, these are the major challenges for WB countries (Brajkovic 2016). From the point of view of research and financial support of HEIs in WB, it is valuable that decision-makers should adopt policies that do address the countries' specific needs and socio-political and economic circumstances, because the competition for EU funding has proved very difficult (Brajkovic 2016), and their own funding resources are limited. Following the logic of need of economic sectors for qualitative staff from education sector, Zgaga et al 2013, show in their qualitative study that society needs more graduates that can contribute in production and services that are related to science and engineering (ICT related), in comparison to the overwhelming graduation rates from the social sciences, such as law, business and economics.

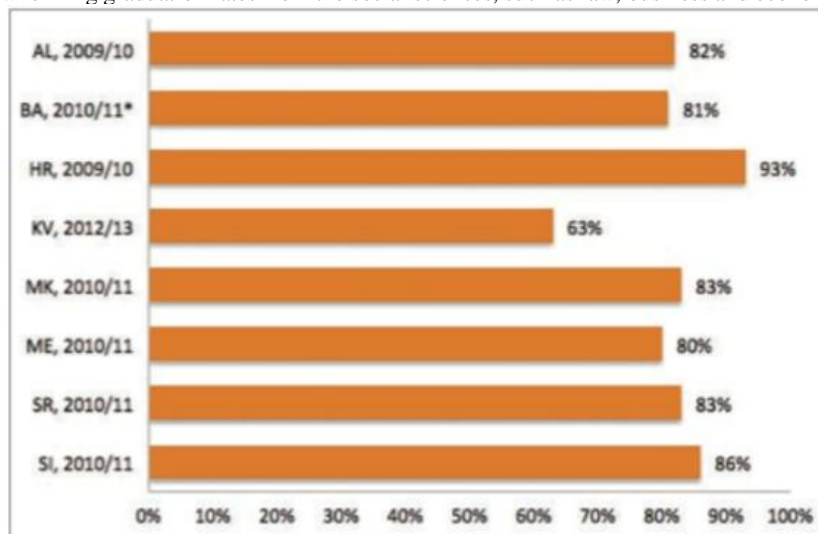


Figure 1 Percentage of students enrolled in public HEIs in WB countries

Source - Zgaga et al 2013, The study of Higher education in the Western Balkans: Reforms, developments, trends A world trend in the tourism studies by HEIs is the special attention to enhance students' team work skills, innovation capabilities, strategic approach to entrepreneurship (Kallioinen, 2010), creativity, ability to think logically and strategically, as well as professional language competence and intercultural communication skills (Lewis, 2005, 12). To conform to the requirements of the World Tourism Organization for staff competencies in tourism, improvements must be done in the spheres of the learning and teaching

environments, curricula revision and development. A more realistic point of view of industry should be reflected in tourism curricula (Lee, Lee & Kim, 2009, 62). Also stakeholders have a great role in curricula design and implementation, to influence creation and evaluation, contributing to its development (Luka, Donina 2012). The core areas, courses/modules that should be included in the curricula, are indicated by stakeholders (Lewis, 2005).

Tourism and Information Technology

Tourism operators have grown their investment in adapting the right marketing and entrepreneurial strategies for promotion, and are looking to new research techniques to differentiate tourism supply as a tool for growing the competitiveness. Word of mouth marketing, which means that consumers are seeking advice from other consumers, friends and relatives, has created the ideas of blogs and skilled consumers which know more on niche tourism products, travel more and their opinion is crucial for the marketing of a destinations. This follows with a growing percentage of promotional, branding, tour operators creating “opinion leaders” with individual or representatives groups from media, community, etc.; they are focusing through technology not only in marketing of destinations but also increasing stakeholder involvement and marketing budgeting through use of ICT. One of the crucial trends in ICT, is not simply the Internet, but the advances in areas of digital and mobile/smart phones. New electronic payment systems are developed making an easier process of money transferring, exchange rates, overcoming concerns about security of moving money online or transfer fees. So, consumer will grow the power and control on prices, products, competitiveness, will have in short time more and cheaper information on products. There is a changing in distribution channels, moving away from traditional old systems of marketing to e-marketing/digital marketing. Internet will be a strategic instrument not only to attract new targets, brand destinations, grow the competitiveness, create strong database consumer relationship, but also the new role for travel agents and TO in the way in which they add value to basic travel and accommodation products through their customer services; or marketing of messages will be based on feelings and personal experiences. This will require more personalized and tailor-made products. New search and mapping services will increase expectation before visiting the destinations. All the above will make aware the tourism operators on growing the level of service/products standardization, having every day the same level of servicing their products as have done previously with ex-consumers and that have shown in internet platform. ICT, technologies in mobile applications, has grown of cheaper worldwide communications, coupled with availability if inexpensive transport, will increase travel and tourism volumes rapidly.

Problems of capacity building in tourism services, implication for interdisciplinary education in ICT and tourism

Literature review showed that it is not possible to conceive choosing a holiday or any tourist product, without the online involvement of the tourist or traveler himself. This is the basis through which every tourist operator as well as any enterprise in the field of tourism must understand the importance that management in the sector must give to the efficient recognition and use of ICTs as an essential element within the tourism whole value chain. Based on data analysis of interviews the staff problems that concern them are as following (figure 2):

- Low levels of professionalism in communication and difficulties in teamwork
- Lack of experience in new technologies and innovation in tourism
- Lack of tourism product knowledge and customization from the technical (IT) staff dealing with web sites, social media, software, etc.
- Lack of skills of professional and specialist staff to use ICT support in their work.

- High turnover of staff especially in accommodation enterprises and lack of focus on developing ICT related skills

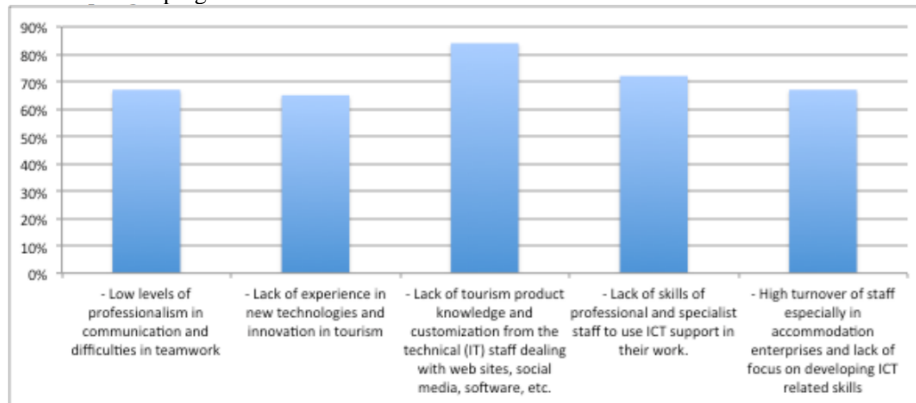


Figure 2: Most perceived problems according to interviews

As for the causes that are thought to create these problems, the opinion expressed is that they are mainly related to the lack of cooperation between businesses and educational and training institutions. Other causes where ICT related issues arise are:

- Family business of tourism enterprises, that put aside the focus on the ICT skills so needed today for their staff
- The existence of perception of ICT as investment in devices and not in the staff knowledge and capacity building, which is more important in the today ICT developments
- Lack of a proper strategy for the tourism sector related to education as an important part of the quality of service, identifying also the related areas and especially the need for ICT skills.

The formal education and capacity building in ICT for tourism staff at the operational and managerial levels, is evaluated as very important from the interviewed. Tourism operators, leaders and tourism stakeholders mention the importance of providing tourism managers with ICT knowledge that support the entire value chain in tourism, ranging from technologies that support food and beverages operations, e-destination or booking systems, connectivity to GDS and IDS (Internet Distribution Systems) global reservation systems.

Market needs of tourism sector for capacity building in IT and tourism.

The world tourism market is showing a growing demand for the whole region of Balkans data shown in the figure 3.

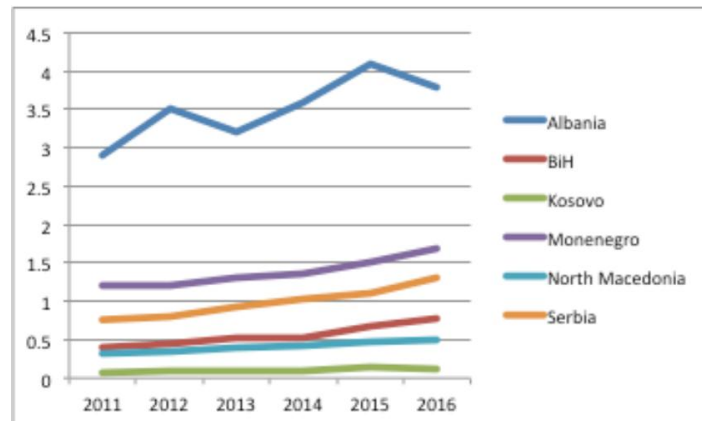


Figure 3 – number of tourist in million in WB countries

Data source – Research on tourism in WB – Skopje 2017

It is imperative that operators pay attention to the offer regarding the quality of tourism services. The product launch should take an approach in an authentic, distinctive form that differentiates the motives that global travelers have when choosing WB. The integration of the Balkans on the world tourist map is a unique opportunity for quality tourism in the region for each country. Tourism operators from Albania, Kosovo and Montenegro state that there is already an identified need for a service class and the education of all the necessary structures is lacking the market adoption, which need improvement in professional schools, for a whole generation to be educated in service terminology, job evaluation. The market also need the professional recognition for operational jobs, managers of various levels as well as prominent analysts and researchers in this industry as a profession in the field of tourism . Problems of quality in offering tourism staff, identified by HEIs professors include also the seasonal characteristic of tourism service sectors, impacting also their hiring process. It is understood that seasonal employment does not provide high quality and high level of service, as well as a low demand for tourism education. Qualification of employees is difficult to accomplish, as they are always looking for permanent jobs and meanwhile the sector always employs unskilled employees.

Gap in skills, knowledge and curricula

There are necessities that follow the situation and importance of knowledge and skills for creating new/diverse/sustainable tourism offers. “Tourism begins at home”, as one of the main principles of sustainable tourism which mean that tourists should avoid misunderstandings by learning about culture, history and values of destinations at home, grows the need for basic soft skills such as: communication, foreign languages, and technology knowledge (from a simple reservation to digital tools usage). Knowledge based smart strategies will serve as initial positive path towards the sustainable practices. Capacity development should be treating as a process which must include also civil society, local communities and the private sector especially HEI. Knowledge and capacity building activities, as identified by stakeholder interviews, should focus on the following topics: sustainability issues, decision-making in conditions of added information from tourist ICT use, competitiveness of tourism services in the ICT environment where advantages in technology are always changing.

CONCLUSIONS AND RECOMMENDATIONS

HEIs, need to be operative in an entrepreneurial way in the context of increasing competitiveness and urgent alignment with market needs, to serve for:

- orienting relevant faculties (that have tourism departments) towards orienting curricula aligned with market needs
- undertaking further studies in support of the private sector
- initiating the opening of formats such as "tourism lab", "tourism innovation center" within the faculties in order to bring students closer to the market.

The conducted analysis through the study identified some gaps in skills/knowledge/education in relation to the needs and the trends of tourism in Europe. These gaps in education and capacity building in Europe have resulted in the identification of these general needs in the tourism sector. The same gaps are identified more or less in the WB related to tourism capacities and education. The strategies for the completion of the above mentioned gaps are related and joined not only to the undertaking of trainings, courses, certifications, professional skills and the orientation of knowledge etc., but they are also referred to the realization of a new vision which is related to: The need for a change and orientation to a new education related to the new trends in technological changes in the sector of tourism. The relation and orientation of the formation, awareness, education and certification of the knowledge of human resources toward ICT is very important in the vision as well as the curricula development. Achieving and enabling the crosscutting ICT and tourism curricula development not only improve the economic prosperity, but also increase and empower the employment according to market needs.

The completion of this vision needs the emergent realization of a network which:

- should be based in all the levels and forms of education, so it should include all the levels directly related to the sector (high schools and professional ones, universities, etc.);
- Should include modules/courses/subjects which aim the overall informing, awareness and specific skills (according to the levels) related to communication, ICT, tourism, marketing, digital services for tourism industry.
- Will be accomplished with the support and collaboration of the well-known and certified national and international institutions as well as with the consultation to the local levels;
- Will be accomplished with the inclusion of the all targeted groups of the tour operators, starting with the ones who have a direct impact to those who with their activities improve the perception regarding tourism development.

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Factors Influencing Student Persistence in Sukhothai Thammathirat Open University

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Abstract. This survey research aimed to 1) study influences of some factors on student persistence, and 2) create regression equation for predicting student persistence in Sukhothai Thammathirat Open University. The samples were 787 graduated students which were selected by accidental sampling. Questionnaire were used to collect the data and analyzed the data; frequency, percentage, coefficient of determination, and multiple regression analysis. The results displayed that 1) some predictor factors had the influences on student persistence; master degree program had coefficient of determination (R^2) = 84%, 4-year bachelor degree program had coefficient of determination (R^2) = 6%, 3-year bachelor degree program had coefficient of determination (R^2) = 24%, and 2-year bachelor degree program had coefficient of determination (R^2) 20%, and 2) they can be formulated regression equation to predict the variation on student persistence.

Keywords: Factor, Influencing, Student Persistence, Sukhothai Thammathirat Open University

Introduction

Sukhothai Thammathirat Open University focuses on the quality of education management likewise other open universities, in order to ensure the quality or output of educational management, and being accepted by society. Therefore, the university must follow up on its operations regularly in order to improve the educational management system. It can be seen that education in the open university system is another way of providing educational opportunities to students who may not have the opportunity to attend a general university. However, how effective is the education management? If students are unable to complete their studies or complete the program in time. It is equal to failing in educational management. The problems that students leave the education system still stay. There are many educational institutions focusing on this problem. This problem may affect the existence of the educational system of students more or less differently.

Sukhothai Thammathirat Open University experienced this problem as well. In the past, the Registration, Records and Evaluation Office reported the number of students who were unable to finish their studies and the total number is steadily decreasing. Therefore, the researcher is interested to study clearly what is the reason why students continue to study until completion of the course that they apply. For the benefit of solving the problems of leaving the education system without graduating from Sukhothai Thammathirat Open University.

Research Methods

Population and Participants

Population for this research are 12,972 graduate students of Sukhothai Thammathirat Open University who graduated in the academic year 2014. And the number of participants in the research were calculated with the formula $n = N / (1 + N (e^2))$ [1] at a 5 percent error, equal to 389 samples.

Tool

Tool for this research was a questionnaire which the researcher created a tool according to the operation steps. 1) Constructed by using the data from telephone interview to create questionnaire according to the survey responses. And add other issues from the study of related documents. 2) Experimented the created questionnaire with some samples to check the objectives and quality of the question by sending questionnaire by post, and received back 35 copies. 3) Analysed the data; have an internal consistency of 0.20 or more [2] by determining the alpha coefficient and then considering the correlation coefficient between individual item points and total points (Corrected Item-Total Correlation: CITC), and the reliability of the entire test by analysing Cronbach's Alpha Coefficient. Then distributed the questionnaire to graduates who came to practice for the commencement ceremony at Sukhothai Thammathirat Open University on 25-27 September 2016. The samples were added to a total of 787 samples for the more confidence of the research results.

Analysis and Results

This research aims to 1) study influences of some factors on student persistence, and create regression equation for predicting student persistence in Sukhothai Thammathirat Open University. Therefore, researcher analysed data according to the research objectives.

First of all, the data have been collected from 787 graduated students which can be classified according to educational level as table 1.

Table 1. Frequency and percentage of students in each educational level

Level of education	Frequency	Percentage
Bachelor degree program	745	94.66
4-year bachelor degree program	(381)	(48.41)
3-year bachelor degree program	(67)	(8.51)
2-year bachelor degree program	(297)	(37.74)
Master degree program	41	05.21
Doctoral degree program	1	00.13
Total	787	100.00

From Table 1. it is found that the general information of most graduates has 745 bachelor degrees, representing 94.66%, followed by 41 master degree, accounting for 05.21%, and PhD graduates, 1 person, equivalent to 00.13 percent.

The answers of the objectives can be presented as following.

Table 2. Regression weight of factors affecting on master degree student persistence

Weight of factors affecting Student persistence	Regression weight
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Self-development needs (B3)	-0.54 ***
GPA at the Senior High School or equivalent (X1)	.80 ***
Number of siblings (X2)	-0.16 ***
Age (X3)	.06 ***
Speed of service from STOU (C4)	-0.89 ***
Teaching and learning are suitable for evaluation (C7)	-0.86 ***
There are media devices that are convenient for teaching and learning (C8)	-0.98 ***
Modernization of teaching and learning media equipment (C9)	1.18 ***
The examination room and classroom are suitable for the number of students (C13)	.88 ***
Doing exercises or reviewing lessons (A30)	-0.35 *
Discipline in learning (A31)	.35 **
Want others to accept that they can graduate (A24)	.85 ***

Constant value = 7.10, R2 = .84, *** means P < .001, ** means P < .01, * means P < .05

From table 2. It was found that various factors influenced the changes of Student Persistence of master degree students in STOU 84%, therefore, the predicting equation of student persistence of master degree program in Sukhothai Thammathirat Open University can be written as follows.

Student persistence of master degree program (Year) = 7.10 + (-0.54 x B3) + (.80 x X1) + (-0.16 x X2) + (.06 x X3) + (-0.89 x C4) + (-0.86 x C7) + (-0.98 x C8) + (1.18 x C9) + (.88 x C13) + (-0.35 x A30) + (.35 x A31) + (.85 x A24) .

Table 3. Regression weight of factors affecting on 4-year bachelor degree student persistence

<u>Weight of factors affecting student persistence</u>	<u>Regression weight</u>
GPA at the Senior High School or equivalent (X1)	-0.47 **
Have a clear aim in education (A13)	.40 **
Discipline in learning (A31)	-0.35**
Studying at STOU makes you feel tired (B19)	-0.14 *

Constant value = 6.36, R2 = .06, ** means P < .01, * means P < .05

From table 3. It was found that various factors influenced the changes of Student Persistence of 4-year bachelor degree student in STOU 6%, therefore, the predicting equation of student persistence on 4-year bachelor degree program in Sukhothai Thammathirat Open University can be written as follows.

Student persistence of 4-year bachelor degree program (Year) = 6.36 + (-0.47 x X1) + (.40 x A13) + (-0.35 x A31) + (-0.14 x B19) .

Table 4. Regression weight of factors affecting on 3-year bachelor degree student persistence

<u>Weight of factors affecting student persistence</u>	<u>Regression weight</u>
Counseling and answering services (C1)	.79 ***
Family members say STOU is a good university (B24)	-0.45 *
Gender (X4)	-0.54 *

Constant value = 3.18, R2 = .24, *** means P < .001, * means P < .05

From table 4. It was found that various factors influenced the changes of Student Persistence of 3-year bachelor degree student in STOU 24%, therefore, the predicting equation of student

persistence on 3-year bachelor degree program in Sukhothai Thammathirat Open University can be written as follows.

Student persistence of 3-year bachelor degree program (Year) = 3.18 + (.79 x C1) + (-.45 x B24) + (-.54 x X4) .

Table 5. Regression weight of factors affecting on 2-year bachelor degree student persistence

Weight of factors affecting Student persistence	Regression weight	
The cost of education is not expensive (A6)	-.31	**
Faculty and staff at STOU (A12)	.41	**
Intention while taking the exam (A15)	-.35	*
Age (X3)	.04	***
Speed of service from STOU (C4)	-.29	**
Responsibility for study (A28)	-.37	**
Confidence in teaching and quality of textbooks (B15)	.35	*
There are some important people who do not want you to study at STOU (B23)	.13	**
The building area is clean, beautiful and safe (C15)	.35	**
Constant value = 2.37, R2 = .20, *** means P < .001, ** means P < .01, * means P < .05		

From table 5. It was found that various factors influenced the changes of Student Persistence of 2-year bachelor degree student in STOU 20%, therefore, the predicting equation of student persistence on 2-year bachelor degree program in Sukhothai Thammathirat Open University can be written as follows. Student persistence of 2-year bachelor degree program (Year) = 2.37 + (.04 x X3) + (-.31 x A6) + (.41 x A12) + (-.35 x A15) + (-.37 x A28) + (.35 x B15) + (.13 x B23) + (-.29 x C4) + (.35 x C15) .

Discussion

The findings from this research can be discussed as follows:

Master degree student has various factors which have an influence on the change of persistence in the education system up to 84 percent. There are 12 factors in this group which are Self-development needs (B3), GPA at the Senior High School or equivalent (X1), Number of siblings (X2), Age (X3), Speed of service from STOU (C4), Teaching and learning are suitable for evaluation (C7), There are media devices that are convenient for teaching and learning (C8), Modernization of teaching and learning media equipment (C9), The examination room and classroom are suitable for the number of students (C13), Doing exercises or reviewing lessons (A30), Discipline in learning (A31), Want others to accept that they can graduate (A24). From all of them, the Speed of service from STOU (C4), Sungsi [3] described the system of help and support from the university.

"The guideline is to systematically provide guidance, counselling and academic support to students, such as providing an academic service centre. There is a system of academic advisors in various disciplines to give advice. Systematically recommend and provide academic

guidance to students with the recording, examination and monitoring of academic services for students."

For the meantime, the Modernization of teaching and learning media equipment (C9), Carlton [4] also mentioned about the criteria for selecting teaching materials that teaching media should be reliable and up to date.

There are 4 factors that influence the change of persistence in the education system of the STOU, 4-year bachelor degree program, which are GPA at the Senior High School or equivalent (X1), Have a clear aim in education (A13), Discipline in learning (A31), and Studying at STOU makes you feel tired (B19). However, all 4 factors can predict only 6% of the changes. Thirchiran [5] said about the behaviour of students in St. Louis School, Chachoengsao, that the study behaviour of some students in the classroom is not interested in learning, lack of responsibility and discipline.

There are 3 factors that influence the change of persistence in the education system of STOU, 3-year bachelor degree program, which are Counselling and answering services (C1), Family members say STOU is a good university (B24), and Gender (X4). All 3 factors described 24 percent of the change in persistence. Sungsri [3] explained that the university should have a system of academic advisors according to different disciplines to give advice, systematically recommend and provide academic guidance to students.

The 2-year bachelor degree program has various factors which have an influence on the change of persistence in the education system up to 20 percent. There are The cost of education is not expensive (A6), Faculty and staff at STOU (A12), Intention while taking the exam (A15), Age (X3), Speed of service from STOU (C4), Responsibility for study (A28), Confidence in teaching and quality of textbooks (B15), There are some important people who do not want you to study at STOU

(B23), The building area is clean, beautiful and safe (C15). Kaewdang [6] said learning reform will be successful if the teachers change the learning process. It is therefore important for teachers to develop and promote their potential.

Conclusion

This research has a total of 747 respondents, most of them are 745 undergraduate students, representing 94.70 percent, followed by 41 master degree students accounting for 5.20 percent, and 1 doctorate level representing 0.10 percent. The student persistence of master degree program can be predicted by 12 factors, the statistic significant less than .05. All predictors can predict 84% of the change in student persistence. The student persistence of 4-year bachelor degree program can be predicted by 4 factors, the statistic significant less than .05. All predictors can predict 6% of the change in student persistence. The student persistence of 3-year bachelor degree program can be predicted by 3 factors, the statistic significant less than .05. All predictors can predict 24% of the change in student persistence. The student persistence of 2-year bachelor degree program can be predicted by 9 factors, the statistic significant less than .05. All predictors can predict 20% of the change in student persistence.

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Implementation of Intercultural Education in the Republic of North Macedonia

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Abstract. The intense nature of intercultural processes in today's society alters communication at a fundamental level - both in practice and in behavior. Modern socio and psycholinguistic theories call for intercultural discourse to be the key in interpreting social interactions among people in global society. At the same time, it is normal to change the requirements of individual competence, understood as a complex of knowledge, skills and attitudes, allowing the individual to deal effectively with situations that are increasingly determined by cultural differences. This paper points out that the learning process should extend from the teaching individual grammatical structures and theoretical knowledge to the promotion of communication skills and the acquisition of intercultural dialogue skills.

Keywords: intercultural competence, education, culture, communication.

Introduction

The intense nature of intercultural processes in today's society alters communication at a fundamental level - both in practice and in behavior. Modern socio and psycholinguistic theories and studies call for intercultural discourse to be the key in interpreting social interactions among people in global society. At the same time, it is normal to change the requirements of individual competence, understood as a complex of knowledge, skills and attitudes, allowing the individual to deal effectively with situations that are increasingly determined by cultural differences. In this sense, linguistic competence is interpreted as part of general communicative competence, which defines the close link between the issues of linguistic diversity and the social adaptability of the individual, as well as their importance for social stability, the discovery of a path not only to others but also to oneself. Therefore, it is of the utmost importance to examine the educational aspects of these issues, interpreted in the context of intercultural communicative competence as one of the key objectives of modern education. Intercultural competence is the ability to integrate the competence of teaching in the secondary school which is actually the competence that influences the modern global economy and the multicultural society, while our state educational requirements and programs do not differentiate it clearly. The learning process should extend from the teaching individual grammatical structures and theoretical knowledge to the promotion of communication skills and the acquisition of intercultural dialogue skills. This is the challenge of the modern world to us and the challenge of the future to our education.

Language and culture

The relationship between culture and language was known many years ago but it has only been practiced and researched in recent years. The newest researches show that the interest for

learning a language is bigger if the culture component is included in the curricula. Culture is dynamic and is not an isolated, mechanical aspect of life that can be used to directly explain phenomena in the classroom or that can be learned as a series of facts, physical elements, or exotic characteristics [1]. People live in different cultural communities and share values and beliefs that are transmitted through stories, songs, beliefs, relationships and cultural events. There are many definitions of culture and it is really hard to find one over encompassing but an essential one in this context will be that culture is the deeply learned confluence of language, values, beliefs, and behaviors that pervade every aspect of a person's life, and it is continually undergoing changes [2]. No matter which strategies the teachers are going to use teachers are by no doubt mediated by different cultural influences. According to Trubon:

Every teacher has his or her own style of teaching, there are different national and cultural academic traditions, and there are often national and cultural academic traditions, and there are often cultural differences in pedagogy regardless of styles, traditions and cultures, all good teaching in the world consists of one important goal, making connections with the students [3]

Very often English language teachers have students from a culture different than theirs. The communication with these students can be difficult because teachers sometimes lack understanding of the student's culture and their lifestyles. Usually the lack of cultural understanding leads to negative stereotyping, low self-esteem, frustration and finally a teacher's failure. The condition for successful intercultural communication is "the ability to recognize and analyze the communicants intercultural differences, which requires a certain personality traits such as tolerance to different views on life, to another personal experience, to other norms and cultural beliefs as well as empathy, respect for cultural traditions and behavioral differences, the ability to communicate adequately in a foreign language and so on" [4]. When possessing the images of their own and the culture of the students, the teacher should be able to reflect on the differences of those images and finally incorporate them into intercultural communication. That is why the methodology of foreign language teaching should aim towards developing students' abilities and qualities which are essential for accomplishing mutual understanding and effective communication with the representatives of the culture different than their own.

Analysis of the prescribed students' books for teaching English as a Foreign Language by the Ministry of Education in the Republic of Macedonia

Culture is a reason plus for students to become more interested to study the foreign language they have chosen. By learning foreign languages students acquire knowledge and understanding of the culture of the language. They cannot learn the language for real until they learn the culture contexts used in that language. To realize that, the teachers have to make the cultural aspect more explicit altogether with the linguistic forms. A simple example worth mentioning is the formal and informal greeting in English language whereas if translated into Macedonian language it is totally different. The students will realize the meaning only if they become acquainted with the cultural and not only the linguistic norms. According to Thanasoulas "Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing. It is always in the background, right from day one...challenging (learners') ability to make sense of the world around them" [5]. This means the concepts of linguistic and cultural competence must be introduced into the classroom together. It is a mere fact that some teachers and students seem to forget that the knowledge of the grammar system of a foreign language needs to be complemented by the cultural competence. However, the implementation of the intercultural aspect in the lessons in foreign languages is not a simple thing. The textbooks primarily give access to the culture of the language along with literature texts, history and art of the language which is taught, and not so much an approach of teaching culture profoundly.

The prescribed books for state vocational and gymnasium education are the same for every school in our country. In the first year of secondary education, students use the book "Close-up"

by Angela Healen and Katrina Gormley under the edition of National Geographic Learning. The book is rich in photography, texts and facts carefully selected to fulfill the needs of the students. There are plenty of additional resources for teachers as well following the new trends of informational technology. The level is B1 and using this books students can read and learn about different cultures from the videos, texts and discussion points given at the end of every reading lesson. In the first unit named "Family ties" students can discuss about their family trees by using certain proverbs for discussion. The following unit named as "Food, food, food" teach them about types of food in different countries. A very interesting picture of a big sandwich gives the students the story of the hamburger and where it comes from. Since this is one of the new books prescribed couple of years ago, it can be stated that this book gives deeper cultural information and knowledge through different resources such as texts, facts, proverbs and video at the end of every unit. The book for the second year of high-school education is called "Think" and the authors are Herbert Puchta, Jeff Stranks and Peter Lewis-Jones and the level of English is the same as in the first year. What is problematic about this book is that it is totally different than the book in the previous year. The organization and the approach of the units are different and of course teachers and students need to follow different lesson planning and organization. The book consists of 12 units and the content of the grammar and vocabulary is very simple and shifts a lot if compared to the program of the previous year. A good thing about this book when speaking about culture is that after every second unit there is one lesson oriented towards culture through which students mainly through reading learn about different cultures around the world. The reading task is usually followed by a speaking and writing task where students can express their thoughts and feelings and usually make comparisons with their own culture. The book prescribed for the third year of studies follows the same book of the series of Think but on a higher level B1+. The same organization is used as in the previous year of studies, but in Think 3 the topics about culture are more profound and open discussions about stereotypes whereas students can think about certain intercultural issues through reading and writing. The prescribed book for the fourth year of studies is still the old one and awaits to be replaced with a new followed edition of Think4. For now New Opportunities Upper-Intermediate is used and in this book the contents about culture are not only organized in culture corners but are found around the whole book in parts named "comparing cultures" through which students are expected to discuss on different topics and they have to compare their own culture with another culture.

Taking the four books into account it can be stated that the cultural component included in these books needs to be upgraded with deeper knowledge and topics that will attract the students to become more interested in cultural matters. My impression is that there is an attempt to include the cultural component but in an artificial way. The reason for that is the fact that the intercultural pedagogical method develops cultural awareness and attitude of students which enable them to acquire greater responsibility for oneself, but also for others, with a transition from ethnocentric to the ethno-relative vision. As Byram emphasizes: "the significance of students learning about a certain culture within foreign language learning and changing the focus in foreign language from merely transferring messages into the cultural meaning behind even the simplest of messages will help contribute to the general education of all learners within an international community" [6]. Byram also suggests that teachers implement authentic materials such as documents, field work, audio and video recordings [6]; all of which can be found through the Internet which contains thousands of authentic websites, videos, and materials which educators can bring into the classroom to give students a more authentic experience regarding the culture of the target language.

Dealing with conflicts in the English language classroom in the Republic of North Macedonia

Conflicts exist in every culture. Societies are like underground waterways that have gone through our lives giving us messages that shape our observations, attributions, judgments, and thoughts of self and the other. In spite of the fact that societies are powerful, they are frequently oblivious, influencing in the process to determine ways to solve conflicts in subtle ways. Anne Campbell points out that "the development of the individual cultural identity is a process of acceptance of the cultural norms, beliefs, attitudes and values of one cultural group and the concepts of the cultural identity fails to allow that individuals may identify with more than one cultural group, may change their cultural identity in a new cultural context, or may have developed the ability to move between different cultural contexts without losing their sense of individual identity"[7]. This confirms that societies are more than one dialect or one dress code, and nourishment traditions. Social groups may share race, ethnicity, or nationality, yet they additionally emerge from cleavages of era, financial class, political and religious alliance, dialect, gender etc. However, two things are fundamental about societies: they are continually changing, and they are identified with the symbolic measurement of life.

Conflict situations may happen in the foreign language classroom due to different reasons such as cultural misunderstandings, personal clashes, different goals in life, prejudice etc. If the teacher does not deal with conflicts and allows the conflict to escalate, students may act aggressively or frustrated. According to Morrisette, instructors sometimes feel that whenever conflict occurs in the classroom that it is a reflection of their shortcomings as teachers [8]. Furthermore, this can result in hostile learning environment where students do not feel confident to study, participate or have friends in that surrounding. Conflict situations can be solved effectively through a variety of activities and strategies such as mutual understanding, giving opinions, debates. However, in order to achieve that numerous skills are needed: listening skills, assertiveness, intercultural knowledge which includes respect, empathy and sensitivity towards the other. The nature of teaching a foreign language includes dealing with different ethnicities and nationalities and many qualified English teachers usually experience difficulties adjusting to the culture of their students. These feelings of anxiety and a lack of understanding of the students' culture can lead to conflicts in the classroom that interfere with learning [9]. Moreover, when teachers face cultures much different than their own sometimes they are not aware that the conflicts happen because they teach students from different cultural backgrounds. The reason for that is the lack of knowledge of intercultural communication and of course intercultural communication competence. Teachers who have developed the intercultural competence whether from trainings or going on mobility abroad are able to adapt to the students' culture and will allow them to be effectively engaged and connected with students from different ethnicities than their own.

Conflicts may arise because of different reasons. Speaking about the Roma students in Strumica, the case is that they are not usually accepted by the rest of the students because of the different cultural values, and religion. What is appropriate for the Macedonian students may not be appropriate for the Roma students. Sometimes, the language can be a barrier - either the English or the Macedonian language in this case. Unfortunately, it is very common that Roma students go to school and do not know the Macedonian language and cannot communicate with everybody in the classroom. Very often in such cases cultural clashes are common and if the teacher remains calm and is not interested to address the situation, everything will go out of control. It is essential to overcome the cultural and language barriers and to solve the situation in a sensitive and careful manner. It is very important to find a way to communicate with all of the students. The teacher should have open communication with the students, finding a way to help them understand each other remaining calm, cool and honest. In addition, it is important to teach them how to respect themselves finding particular activities to make them speak freely about their culture, compare it to another, discuss the norms and traditions and from all these experiences they will finally learn how to appreciate and respect everybody in the classroom.

Because of immigration and globalization the classrooms have become increasingly diverse so the differences between students are of huge importance. "As long as students remain in their own culture, they take their culture for granted. When surrounded by those who are different, they become more consciously aware of their own culture"[10]. Very often the awareness gives feelings of anxiety or even haltered leading to students' comments that may be disturbing or offensive.

Observing delicate situations such as clashing cultural conclusions because of the course material is a decent approach to start. Some course themes will stress contrasts between cultures in ways that will create unsurprising differences in behavior. In any circumstances, when an exasperating comment leaves unpleasant feeling for example furious, or outraged, it can rapidly energize the classroom in profound and alarming ways. At such cases it is evident how individuals' dissimilarities can make a climate that disrupts the learning process. These situations of profound contradiction will definitely happen in the intercultural classroom, regardless being unequivocally or not. Recognizing contrasts and the clashing perspectives they bring enables teachers to be more successful similarly as the tendency to our students' uneasiness to empower the difficulties and make them end up as more compelling students. When differences in cultural norms and values between home and school automatically have the effect of alienating students there are different possibilities. Some of the students are able to switch cultural identities with ease and achieve better results at school [7].

My personal experience has taught me that it is very important to establish some rules for acceptable behavior in the classroom early in the term. Those rules can be written on a wallpaper and all the students should be able to see them whenever they enter the classroom. Another important thing is to follow the communication and interaction of the students. If the teacher feels some kind of a tension this should be discussed aloud in front of everybody and all the students should express their opinions and reactions. The most important rule is that students should treat each other with respect. They should listen actively and be aware of other students' perspectives. Very good examples to do this are the following activities:

1. To ask students to talk about their beliefs by taking others' views into account.
2. To ask each student to reformulate the other student's point in a manner satisfactory to that person before responding to it. This will help prevent careless arguing.
3. Challenging students' unwarranted assumptions (such as, "That's an example of how all Xs act like Y.")
4. Make argumentative debates with affirmative and negative teams whereas a thesis would be given and the teams should provide either positive or negative arguments, defend and justify them and accept the winner without having the feeling of a loser.
5. Encouraging students to use a perception check if they fear they have inadvertently offended another student (or modeling such behavior yourself). To do so, describe what you think another person is feeling/thinking and request that the person confirm or correct this. "You seem offended. Are you?" or "Did I paraphrase your last comment incorrectly?"

This will help improve intercultural communication by making sure every student feels heard and understood, even when there is a difference of opinion [11].

Conclusion

Intercultural communication is becoming essential part of the education system nowadays because of globalization, immigration and the multicultural work environments. The need for training, knowledge and research in this field is increasing because of the recent trends in education. The prime aim of this paper is to increase teacher's awareness in terms of intercultural communication in order to achieve better results in teaching English as a foreign language. There are still a lot of components that have to be improved such as teacher training programs, improving the school curricula in every school subject and finally the monoculture school policies which still occur in the Republic of North Macedonia. Finally, the English language teachers who want to raise their intercultural competence should consider the following tips:

1. Follow the recent trends of intercultural communication of teachers all the time
2. They as teachers should make the students become aware that stereotypes should disappear and the system of values will have some potential of making the students understand that this world can be a peaceful place to live in
3. Improvement inter-ethnic relations but firstly with education of the parents, then the students and of course more trainings for the teachers
4. Skillful teachers are crucial for the achievement of this proposed framework of intercultural competence

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Challenges of Translating Diplomatic Discourse, Terminology and Proverbs from English to Albanian Language

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Abstract. This paper aims to closely elaborate the comprehensive linguistic and stylistic features and aspects of equivalency regarding proverbs and diplomatic terminology in order to carry out a comparison with Albanian equivalents. The language of diplomacy and terminology has been broadly extended particularly during the last three decades. The sphere of this style is closely related to activities concerned with meetings, conferences, congresses. Indeed it is worth emphasizing that the whole range of these activities isn't devoid of proverbs and terminology which renders specific peculiarities. Contrary to other fields the purpose of diplomatic texts, utterances and proverbs it's not that of merely conveying information but to serve the interests of a certain socio-political or ideological group. Among others, I will primarily focus on analyzing the stylistic function of socio-political discourse and terminology owing to the fact that English is already being referred to as the language of contemporary diplomacy. In the course of historical developments, it's worth pointing out that English gained supremacy in 1919 during the decision-making which followed the First World War. Undoubtedly the growth linguistic predominance came as a result of political expansion. Moreover during the post-war world English was at a large perceived as cultural legacy of colonial era and technological revolution. Nowadays English is at large extent being used in all spheres of diplomacy such as bilateral, multilateral agreements, public diplomacy, NGO's, in relations between diplomatic corps etc. In this point of view it is of significant importance to provide a fully-fledged panorama of the key components which are necessary to embark on with a subtle scrutiny of equivalency of diplomatic discourse from English to Albanian with as special emphasis on terminology.

Keywords: proverbs, terminology, diplomatic discourse, stylistic function, linguistics

Introduction

In the course of latest historical developments translation has been of English Language had a leading role and as a matter of fact, it has gained a global status at a large scale by being merely recognized in all corners of the world. As David Crystal emphasizes it is a language which is widely used in various mediums of communication in such domains as governments, law courts, media and educational system and to penetrate in different societies it is essential to master English Language. Crystal (2003:21). Actually, English language is being referred to as the language of diplomacy. The main forum of political communication United Nation dates in 1945 and along with it there have been established numerous other international bodies such as World Bank (1945), UNESCO, UNICEF both in (1946), World Health Organization in (1948), and International Atomic Energy Agency (1957). The whole range of these bodies has been frequently represented in single meetings and the adoption of a single language to facilitate

communications in such contexts has been indispensable. Crystal (2003:29). Consequently, languages may be succinctly divided in dominant which is at a large extent subjugated to people and lingua franca which is freely accepted as a system of communication for mutual understanding. Snell-Hornby (139:2006). This may succinctly explained by the fact that international politics broadly operates in various ways and incorporates several levels but presence of English is permanently evident. As a result, political protests, riots even peaceful lobbies next to embassies convey their messages in English.

In addition, it is worth emphasizing that translation has played a key role in international policy making and diplomacy (for example, the signing of bilateral and multilateral contracts, delivering speeches during state visits) and in national policy-making in particular for officially bilingual or multilingual countries. Schaffner , Bassnet (2010:12). Due to the significant importance as a global language, it has led Albanian translators, diplomats, scholars and linguists to reveal a keen interest draw comparisons between source and target language regarding the terminology of diplomatic discourse. Contrary to other layers or lexical subdivisions, socio-political lexicon is comprised of distinctive features and reflects on social and ideological groupings, socio-economic relations, ideological matters etc. Due to the fact, the equivalence in meaning can't be considered a satisfactory criterion for an accurate translation as well as the idea that equivalence in meaning is merely provided by synonymy is ungrounded, lacking a sound argument. Eco (2001:9). Those differences are reflected even between English and Albanian respectively in translation socio-political discourse. The Albanian notable linguist Xhevat Lloshi categorizes socio-political lexicon in the following groups, Lloshi (2005:231):

1. Denominations of the activities related to political parties and social organizations such as; plenum, komitet drejtues, kongres, kuotë, conference, mbledhje ose organizatë. The equivalents in English are: plenum, steering committee, congress, quota, conference, meeting or organization;
2. Words which comprise the core of political ideologies such as; diktatura e proletariatit, revolucioni socialist, lufta e klasave, kooperimi, this discourse is related to communist ideology, whereas; shteti ligjor, ekonomia e tregut, të drejtat e njeriut, bota e lirë, pluralizmi, privatizimi is a terminology widely used in the post-communist society. The equivalents in English are: dictatorship of proletariat, socialist revolution, class struggles, cooperation, the rule of law, market economy, human rights, free world, pluralism, privatization;
3. The lexicon concerned with social and economical orders such as: klasë, borgjezi, fshatarësi, rinia, kapitalizmi, superstruktura, imperializmi, republikan, demokraci, diktaturë, anarkizëm, konsensusi, pakti social, kandidati për deputet. The English equivalents are; class, bourgeoisie, peasantry, youth, capitalism, superstructure, imperialism, republican, democracy, dictatorship, anarchy, consensus, social pact, candidate for deputy;
4. Words with regard to social political struggles; revolucion, grevë, aksion, bojkotim. The English equivalents are; revolution, strike, action, boycott;
5. Lexicon comprising socio-political phenomena; korrupsion, nepotizëm, liberalizëm, destabilizim. The English equivalents are corruption, nepotism, liberalism, and destabilization;

Meanwhile, Leech provides a multifaceted overview regarding meaning of style, which has been consistently subject to a kind of over-definition, characterized by unsuccessful attempts to

give a concise meaning. He appears to have a far more precise approach regarding this issue, and as a matter of fact has drawn the following conclusions as follows; (i) Style is a way in which language is used: i.e., it belongs to parole rather than to langue; (ii) Therefore style consists in choices made from the repertoire of the language; (iii) A style is defined in terms of a domain of language use (e.g., what choices are made by a particular author, in a particular genre, or in a particular text); (iv) Stylistics (or the study of style) has typically been concerned with literary language; (v) Literary stylistics is typically (again, as in this book) concerned with explaining the relation between style and literary or aesthetic function; (vi) Style is relatively transparent or opaque: transparency implies paraphrasing, opacity implies that a text cannot be adequately paraphrased, and that interpretation of the text depends greatly on the creative imagination of the reader. Leech (48:2007). Owing to the fact that socio-political discourse is devoid of aesthetic function opposing the literary texts, which are at large scale distinguished for their artistic value. Contrary to poetry, which Edgar Allan Poe defines it as “a rhythmical creation of beauty”, succinctly said, the core function of socio-political discourse is concerned with political systems such as; dictatorships, communism, democracy, political groups, socio-political movements and as a result it is primarily focused on genres such as propaganda or campaigning, political speeches etc. Obviously it is a harsh language immersed into dogmas bare of artistic value.

The method of translation used in the above-mentioned comparison between Albanian and English equivalents there is interwoven to each other two methods of translation that of literal and word-for-word translation. The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally, Newmark (46:1988).

Translation of Idioms and diplomatic terminology from English-Albanian “translation vs. interpretation”

Translation has been often defined with reference to meaning, and there it is frequently argued that the translation shall have the “same meaning” as the original. According to Catford, it is defined as a network of relations entered in a linguistic form, text, item-in text, element of structure, class, term in system etc. Moreover, he distinguishes between formal linguistic units of grammar and lexis which are of two kinds formal relations and ii) contextual relations. Formal relations mean one formal relation between one item and others in the same language. In lexis these are formal relations between and others in the same lexical set and co-textual relations between lexical items in the text. The various formal relations which a form enters constitute is called formal meaning. Whereas the contextual relations we mean the relationship between grammatical and lexical items to linguistically relevant elements in situations which operate or in texts. The range of situational elements found relevant to a given linguistic form constitutes the contextual meaning of that form, Catford (1965:36). In the following phraseology in the domain of diplomacy and politics is witnessed a contextual meaning from TL to SL, in translation from English Language to Albanian language: A front runner of elections: kandidat kryesor, udhëheqës. To drop out a presidential race: largohem, heq dorë nga gara presidenciale. A snap election: zgjedhje shumë të shpejta rrufe. To win by a slight margin: fitoj mjaft ngushtë. To handpick a candidate: zgjedh vet një kandidat. To be locked in a neck and neck race: gozhdohem në një garë kokë më kokë. To lift the veil of early elections: hap siparin e zgjedhjeve të parakohshme. These cities emerge as must wins: Këto qytete duhen fituar. Kote (2010: 32). In this case the translation of phraseology is devoid of technical terminology and it is primarily based on three principles of translation faithfulness,

expressiveness and elegance, a) faithful equivalence of meaning, b) expressive clarity form and attractive c) elegance which makes a text a pleasure to read. This is the underlying reason why the vast majority of translation theories focus on stylistics rather than content, (Nida 2001:1). Indeed the method of translation use in this case is that of idiomatic translation, which means that the original tends to distort the nuances of meaning by preferring colloquialisms and idioms where they exist in original. Newmark (1988:41).

Among others it is worth posing the question: “What is that translators need to know and be able to do in order to translate?” First and foremost translator processes a text, by outlining and specifying the required skills (implicitly monolingual) text-processing. Translator is a communicator who bears the knowledge and skills which characterize a communicator. As a result, Bell Roger has suggested a possible answer to this question as follows:

“The professional translator has access to five different distinct kinds of knowledge TL (target language) knowledge, text type knowledge, SL (source language) knowledge, subject area (real-world) knowledge and contrastive language. Roger (36:1991). Moreover he claims that translator ought to know a) how prepositions are structured, b) how clauses can be synthesized to carry the prepositional content c) how the clause can be realized as information-bearing text and decomposed into clause (pragmatic knowledge). Unless the translator isn’t capable of interweaving the broad scope of these components and it means that he can’t translate. Without a) and b) even literal meaning would elude the translator and without c) would be devoid of coherence and communicative value.

Besides an accomplished translator shall be a product of an all-embraced “translator expert system” and a knowledge base consisting of: a)source language knowledge; syntactic rule system code, its lexicon and semantics and its text-creating systems, b) target language knowledge equivalent to that of source language c) text-type knowledge d) domain knowledge e) contrastive knowledge. Bell Roger (40:1991).

In this comparison to translation between Albanian and English version are encompassed all the above-mentioned components required for and ample translation from SL to TL.

English Version original

TITLES OF HEAD MISSION

It is usual for an ambassador to be styled “Ambassador Extraordinary or plenipotentiary, (An ambassador extraordinary and plenipotentiary was one time superior in status of a resident ambassador). Similarly, the head of a legation is likely to be styled Envoy Extraordinary and Minister Plenipotentiary.

TITUJT E KREREVE TE MISIONIT

Albanian version of translation

Për një ambasador është e zakonshme të titullohet ambasador i jashtëzakonshëm dhe fuqiplotë. (Një ambasador i jashtëzakonshëm dhe fuqiplotë ishte dikur superior në status me një ambasador resident.) Po ashtu kreu i një legate mund të titullohet: “I dërguar i jashtëzakonshëm dhe ministër fuqiplotë”.

English Version original

DATE OF ASSUMPTION OF FUNCTIONS

A head of mission of ambassador rank is considered to have taken up his functions in the state which he is accredited when he has presented his credentials to the Head of State. In a few states (notably in UK,) he is considered to have taken up his functions when he has notified the appropriate ministry (Usually the Ministry of Foreign Affairs), of his arrival and has presented them with a working copy (copy d’ usage) of his credentials. The ceremonies for the formal acceptance of heads of mission are held strictly in order that they arrived to take up their functions. Feltham (5:1998)

Albanian Version of translation

DATA E MARRJES SË FUNKSIONEVE

Kreu i një misioni në rang ambasadori, konsiderohet të ketë filluar funksionet e tij në shtetin pranë të cilit është akredituar, kur ai i ka paraqitur kredencialet e tij Kryetarit të Shtetit. Në disa shtete (sidomos në Mbretërinë e Bashkuar), ai konsiderohet të ketë filluar funksionet e tij, kur të ketë njoftuar ministrinë përkatëse (zakonisht Ministrinë e Punëve të Jashtme), për mbërritjen e tij dhe t'i ketë paraqitur një kopje pune (copie d'usage) të kredencialeve të tij. Ceremonitë për pranimin formal të krerëve të misionit mbahen me rigorozitet sipas radhës së mbërritjes së tyre për të filluar nga funksionet. Feltham (17:2010).

Translation of key words depicted from English to Albanian in the above-mentioned texts: 1) strictly:

rreptësisht adv, 2) plenipotentiary: n. përfaqësues, ambasador fuqiplotëfuqishëm, adj. i plotëfuqishëm,

fuqiplotë, i gjithëfuqishëm, 3) notify: lajmëroj, njoftoj, vë në dijeni, shpall 4) style: n. stil, shkollë, drejtim

letrar, modë, titull, lloj, mënyrë, v. quaj, modeloj. 5) assumption: marrje, supozim, vetëbesim i tepruar 6)

mission: mission, detyrë, mission (diplomatik) 7) legation: legatë, përfaqësi diplomatike 8) n. envoy: i

dërguar, 9) similar: adj. i ngjashëm i barasvlefshëm. 10) appropriate: v. përvetësoj, caktoj, adj. i përshtatshëm, përkatës. Stefanllari (2003: 296).

Definitions, synonymy antonyms of the following words from “Webster’s New Dictionary of Synonyms”1968 are as follows; 1) Strict synonyms are; stringent, rigid, rigorous, severe, austere, inflexible, inexorable, oppressive, onerous, and burdensome. Antonyms: loose, lenient, indulgent. 2) Legate n. ambassador nuncio, internuncio, chargé d'affaires, minister, envoy. Legate vb; will, bequeath, devise, leave. 3) Assumption synonyms are: presupposition, postulate, posit, presumption, premise. 3) Envoy, synonyms are: ambassador, legate, minister, nuncio, internuncio, chargé d'affaires. 4) Appropriate vb. preempts, arrogate, confiscate, usurp, seize, grab, annex. Appropriate adj. fitting, proper, fit, suitable, apt, meet. Antonyms are: inappropriate, false, incongruous, incompatible, inconsonant. 5) Ambassador, legate, nuncio, minister, envoy internuncio, charge d'affaires all designate a diplomatic agent serving his sovereign or his country and are compared with reference to their order of precedence as fixed by international regulations and protocol. Webster’s (1968: 38).

Indeed the translation of proverbs or quotations from one language to another, SL to TL or vice versa asks for adaption which is considered as the freest form of translation. As Newmark puts it this method is at a large extent used in comedies and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. Newmark (1988:35). Due to artistic nature of proverbs it is widely used even in this genre. This may be merely pointed out in the following comparison to translation from English to Albanian of quotations: “A Diplomat must use his ears not his mouth”-KOMURA JUTARO, the equivalent to Albanian is; Një diplomat duhet të përdorë veshët jo gojën. Diplomats, best: The best diplomat is he who is inspired solely by cold reason, asks himself only what he can obtain and how he will arrive at it GYULA SZILASSY-1928. Freeman Jr,(2009:62-64).

Characteristics of an accomplished translator for attaining an utmost proficiency in translating diplomatic terminology

Translation is a demanding and at the same time a rewarding profession when there is attained an utmost proficiency of both source and target language. Thus, it is absolutely necessary for a translator to provide a fully-fledged conveyance of equivalence from SL to TL and vice versa.

First and foremost to provide a lucid, straightforward and easily absorbed text, by the targeted audience it is noteworthy to bear the following qualities which have been underpinned by renowned translator scholars. Among others, the Albanian translation scholar Tupe (2006:22), argues that a translator who strives for perfection must render the following qualities: a) to have at least a comprehensive basic knowledge of the target language

must be able to analyze and understand a text or a given speech c) capable to carry out not only a linguistic, but even an interpretative translation d) an enriched lexicon and vocabulary, that exceeds the linguistic framework, which is in other words called “overall culture” which is sustained by an eager curiosity and a strong memory. Consequently, it means to cognize the history, culture, the social and artistic life of the respective population, from whose language you want to translate; whereas it is also necessary to acquire some information about their lifestyle, e) to approach to translation as an art, technique, science and profession, f) to have a strong passion and be gifted in reading, comprehending, speaking, writing and creating when asked to translate from source to target language g) lastly, what is considered as one of the underlying features of a professional translator is that he must be fostered by an insight curiosity, concerning the world that surrounds him. Whereas the translation scholar Robinson, emphasizes that a translator must bear in mind the following elements; a) never assume you understand the source text perfectly b) never assume your understanding of the source text is detailed enough to enable you to translate it adequately. c) always analyze for text type, genre, register, rhetorical function, etc. d) always analyze the source text’s syntax and semantics, making sure you know in detail what it is saying, what it is not saying, and what it is implying e) always analyze the syntactic, semantic, and pragmatic relationship between the source language (especially as it appears in this particular source text) and the target language, so that you know what each language is capable and incapable of doing and saying, and can make all necessary adjustments. Robinson (1997;199). Finally, as it is even stipulated in the code of Ethics Association des traducteurs littéraires de France (ATLF), 1988: Let it suffice to say that translators: a) Must have adequate linguistic competence. b) Must have knowledge of the pertinent subject matter. c) Must refuse to translate from a TT unless with the consent of the author. d) May only alter a text with the author’s consent, e) Have the right to accept or refuse a translation. f) May demand the documents necessary for the translation. g) Must respect professional secrets. h) Must translate personally and ensure that their name appears on TT, Pym (197:2010).

Conclusions

- The professional translator has access to five different distinct kinds of knowledge TL (target language) knowledge, text type knowledge, SL (source language) knowledge, subject area (real-world) knowledge and contrastive language;
- Translation has been often defined with reference to meaning, and there it is frequently argued that the translation shall have the “*same meaning*” as the original;
- The method of translation used in the comparison between Albanian and English equivalents there is interwoven to each other two methods of translation that of literal and word-for-word translation;
- Translator is a communicator who bears the knowledge and skills which characterize a communicator;

- Translation has played a key role in international policy making and diplomacy (for example, the signing of bilateral and multilateral contracts, delivering speeches during state visits) and in national policy-making in particular for officially bilingual or multilingual countries;
- The equivalence in meaning can't be considered a satisfactory criterion for an accurate translation as well as the idea that equivalence in meaning is merely provided by synonymy is ungrounded, lacking a sound argument;
- Translator shall be a product of an all-embraced "translator expert system" and a knowledge base consisting of: a) source language knowledge; syntactic rule system code, its lexicon and semantics and its text-creating systems, b) target language knowledge equivalent to that of source language c) text-type knowledge d) domain knowledge e) contrastive knowledge;
- The translation of phraseology is devoid of technical terminology and it is primarily based on three principles of translation faithfulness, expressiveness and elegance, a) faithful equivalence of meaning, b) expressive clarity form and attractive c) elegance which makes a text a pleasure to read;
- Translator shall have an enriched lexicon and vocabulary that exceeds the linguistic framework, which is in other words called "overall culture" which is sustained by an eager curiosity and a strong memory;
- Translator must be able to analyze and understand a text or a given speech;
- Translator shall cognize the history, culture, the social and artistic life the respective population, from whose language you want to translate; whereas it is also necessary to acquire some information about their lifestyle and must never assume to understand the ST perfectly;

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Goal Setting, Monitoring and Feedbacking Practices as Performance Management Mechanisms

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Abstract. Performance management is important for an organization. In a top-down perspective, it emphasizes the strategic alignment of the agency's thrusts with the day-to-day operation. Also, from a bottom-up approach, it aligns and optimizes individual performance with the common goal of the group. This paper examined the extent of school heads' implementation of the Results-based Performance Management System (RPMS) as performance management mechanism in the Department of Education (DepEd). It focused on the 61 school heads and 271 teaching personnel of Bayawan City Division, Negros Oriental, Philippines for SY 2018-2019. It utilized the descriptive, comparative, and correlational methods of research in the sense that the extent of school heads' implementation of goal setting, monitoring and feedbacking practices was surveyed and the results were related to teachers' job performance. The extent of implementation of the RPMS was measured in terms of the following phases: a) planning and commitment, b) monitoring and coaching, c) review and evaluation, and d) rewards and developmental planning. The study used a researcher-made questionnaire divided into three parts, namely: 1) profile of the respondents, 2) extent of implementation of the RPMS, and 3) job performance of the teachers. It revealed that there is a very great extent of goal setting, monitoring and feedbacking practices as respectively assessed both the school heads and teachers in all RPMS areas a) planning and commitment $wx .$ and $wx .$, b) monitoring and coaching $wx .$ and $wx .$, c) review and evaluation $wx .$ and $wx .$, and d) rewards and developmental planning $wx .$ and $wx .$. There were also significant differences shown in the extent of school heads' performance management mechanisms and teachers' job performances when the former and the latter are respectively grouped according to their profile items as to length of experience, educational attainment and position held. It concluded that there is a strong and significant relationship between the extent of performance management mechanisms and teachers' job performance as all the values of r_s fall in the "strong relationship" categories with an overall rating of 0.712 and computed p-values less than the 0.05 level of significance.

Keywords: Extent of Implementation, Performance Management Mechanisms, Results-based Performance Management System, Teachers' Job Performance, Department of Education

Introduction

Performance management is important for an organization. As indicated by Dwivedi and Giri (2016), in a top-down perspective, it emphasizes the strategic alignment of the agency's thrusts with the day-to-day operation. Also, from a bottom-up approach, it aligns and optimizes individual performance with the common goal of the group. In the Philippines, the Civil Service Commission circulated CSC MC 06, s. 2012 which decreed the Strategic Performance Management System (SPMS) that aligns the agency's thrusts with the individual goals and the

daily organizational functions as well as provides performance measures alongside the collective performance and common output of the group.

Putting this into context, the Department of Education anchored on the goal of providing access and equity, quality and excellence as well as relevance and responsiveness of basic education programs adopted SPMS in educational institutions through the Results-Based Performance Management System (RPMS) to ensure adherence to the principle of performance-based tenure. As cited in DepEd Order No. 2, s. 2015, RPMS shall be used as a performance management tool to manage, monitor, and measure performance in relation to teachers' job evaluation.² Furthermore, through the RPMS Employees' Manual 2016, teaching personnel has been directed to the Individual Performance Commitment Review Form (IPCRF) which replicates the individual commitment as well as the job performance to be accomplished by the teachers depicting the agreed individual Key Result Areas (KRAs), objectives and performance indicators. Also, the significant relationship of the implementation of RPMS to the work values and belief systems of our teachers alongside performance appraisal incentives and motivational strategies in the workplace have gone critical analyses and constant evaluations as cited in the works of Ayap and Macalalad (2016), Atinc and Read (2017), and Susa (2018). However, in all of these literature and studies cited, findings have not revealed critical accounts on the extent of school heads' goal setting, monitoring and feedbacking practices in the implementation of RPMS in relation to the job performance evaluation of the teaching personnel as reflected in their IPCRF and have not provided parameters on its effectiveness or ineffectiveness on employee engagement, school improvement and performance management.

The researcher therefore aims to give a critical review through sharing her research findings and actual results as the value of goal setting, monitoring and feedbacking and culture on feedback outcomes are recognized gaps in the existing literature. Although reviews of the related literature and studies identified its several characteristics that are predictive of effectiveness, few researches have examined its influence on teachers' job performance evaluation. Additionally, the local study that was conducted by Dizon (2018) on RPMS implementation focused mainly on teachers' viewpoints and perceptions. However, the present study aims to provide comparative analyses on the extent of RPMS implementation, as then assessed by both the school heads and teachers as the study articulated concrete terms and key indicators that are actually observed and practiced in the RPMS Cycle as contextualized and implemented in the Department of Education.

In view thereof, it is the intent of the researcher to study Goal Setting, Monitoring and Feedbacking Practices as Performance Management Mechanisms implemented in the Department of Education-Bayawan City Division drawing its relation with Teachers' Job Performance Evaluation.

Statement of the Problem/ Objectives of the Study

The stud aimed to examine the extent of school heads' implementation of goal setting, monitoring and feedbacking practices in relation to teachers' job performance in the Department of Education Division of Bayawan City for SY 2018-2019.

Specifically, this study aimed:

1. Describe the extent of school heads' implementation of goal setting, monitoring and feedbacking practices in terms of the following Results-based Performance Management System (RPMS) Phases:
 - 1.1 planning and commitment;
 - 1.2 monitoring and coaching;
 - 1.3 review and evaluation;
 - 1.4 rewards and developmental planning;
2. Determine the job performance of the teachers based on RPMS-IPCRF;

3. Examine the significant difference between the extent of school heads' implementation of goal setting, monitoring and feedbacking practices when they are grouped according to their profile items in terms of:
 - 3.1 length of leadership experience;
 - 3.2 highest educational attainment;
 - 3.3 leadership position held;
4. Examine the significant difference between the teachers' job performance based on RPMS-IPCRF when they are grouped according to their profile items in terms of:
 - 4.1 length of teaching experience;
 - 4.2 highest educational attainment;
 - 4.3 teaching position held; and
5. Examine the significant relationship on the extent of school heads' implementation of goal setting, monitoring and feedbacking practices and teachers' job performance.

Research Methodology

2.1. Study Locale

The study locale is the Division of Bayawan City, one of the school's divisions of the Department of Education Region VII, Philippines. It is composed of 95 public schools, 60 of which are elementary schools and the 35 are secondary schools.



Study Design

The study utilized the descriptive, comparative, and correlational methods of research in the sense that the extent of school heads' implementation of goal setting, monitoring and feedbacking practices was surveyed and the results were related to teachers' job performance. The extent of implementation of the RPMS was measured in terms of the following phases: a) planning and commitment, b) monitoring and coaching, c) review and evaluation, and rewards and developmental planning. The study used a researcher-made questionnaire divided into three parts, namely: 1) profile of the respondents, 2) extent of implementation of the RPMS, and 3) job performance of the teachers. Each phase is composed of 15-20 items. The following scoring guide was used to determine extent of school heads' implementation of goal setting, monitoring

and feedbacking practices as performance management mechanisms corresponding to the four (4) phases of the RPMS:

Scale	Range	Verbal Description
5	4.21 – 5.00	Very Great (VG)
4	3.41 – 4.20	Great (G)
3	2.61 – 3.40	Moderate (M)
2	1.81 – 2.60	Low (L)
1	1.00 -1.80	Very Low (VL)

The following rating and descriptor was developed by the Department of Education and used in teacher's performance evaluation. The overall rating/assessment for the accomplishments fell within the following adjectival rating and expressed in three (3) decimal points:

Range	Adjectival Rating
4.500-5.000	Outstanding
3.500-4.499	Very Satisfactory
2.500-3.499	Satisfactory
1.500-2.499	Unsatisfactory
1.499 below	Needs Improvement

Respondents

The respondents of this study were the school heads and teachers of the Department of Education - Division of Bayawan City for SY 2018-2019. All the public elementary schools were included in selecting the respondents. Sixty-one (61) school heads and two hundred seventy-one (271) teachers or 30% of the population of the public elementary schools' personnel of the Division of Bayawan City were selected through random sampling as respondents of the study.

Distribution of Public Elementary School Heads and Teachers

Districts	School Heads		Teachers	
	N	n	N	n
1	7	6	175	57
2	7	6	60	20
3	7	6	76	25
4	7	5	59	19
5	8	7	67	22
6	8	7	75	24
7	7	6	75	24
8	7	6	66	22
9	7	6	62	20
10	7	6	117	30
Total	72	61	832	271

Theoretical Framework

The study is guided by the Control Theory of Performance Management System developed by Edward Barrows and Andy Neely which provides organizations with performance management tool through defining different forms of control in order for all systems' action to be in line with overall goals of the group. Also, control theory as performance management measure strategically aligned individual roles and employees' goals with group functions and organizational directions. Furthermore, as the theory designs control mechanism procedures at the different levels of the organization, it has been contextualized in the Department of Education through the use of the different forms of control in order to achieve desired results in the Results-based Performance Management System (RPMS) Implementation and the Individual Performance Commitment Review Form (IPCRF) Utilization for teaching personnel delivering classroom instruction. In addition, the Control Theory's three types of control systems: input control, behavior control, and output control (Barrows & Neely as cited in Dwivedi & Giri, 2016) equate to the different RPMS Phases namely planning and commitment, monitoring and coaching alongside review and evaluation, and rewards and developmental planning.

Input control. Under this control, school heads discuss specific and challenging goals with the teachers and determine success indicators to upgrade the latter's job performance. Contextualizing this process on the implementation of RPMS as a performance management mechanism, this is in congruence with performance planning and commitment phase (Low & Teo, 2016; Akin & Karagozoglu, 2017; Susa 2018).

Behavior control. Under this control, the school heads monitor the actions of teachers on a regular basis, as per standards of the Department of Education. In the context of RPMS-IPCRF for Teachers in DepED, this control system equates to performance monitoring cycle (Dwivedi & Giri, 2016; Woo, 2017; Larson, 2018).

Output control. Under this control, school heads evaluate teachers' job performance wherein the outcome is controlled by rewards and sanctions in relation to organizational standards. Establishing a connection to RPMS implementation, this is connected with the performance evaluation and performance rewards cycles (Devos & Tuytens, 2016; Behnke et al., 2017; Hochli, 2017; Dizon et al., 2018).

Input control. Under this control, school heads facilitate the selection, training process and improvement of competence of teachers. Linking this control system to RPMS in DepED, this is in congruence with performance developmental planning phase (Babalola & Hafsatu, 2016; Dwivedi & Giri, 2016; Hallinger & Liu, 2018).

There are numerous applications of the Control Theory of Performance Management System in the Department of Education (DepED) as it facilitates diverse phases of performance management mechanisms. However, it has been noted that organizations like Department of Education should avoid ambiguous targets which do not have specific standards and direct feedbacks to its teaching personnel. Thus, proper standards and clear feedbacks provide teachers the chance to correct errors along Result-based Performance Management System or RPMS implementation.

Likewise, regular supervisory practices in the workplace through the so-called goal setting, performance monitoring and organizational feedbacking practices can be analyzed through the control system. Similarly, school heads can use control theory in the management program as this "facilitates and tracks performance and achievement through the continuous flow of feedback".

Hence, this generates faster input-output process through goal setting, monitoring and feedbacking. Inspired by the Systems Model of Performance Measurement, commonly known as Cybernetic Model (Barrows & Neely, 2012), as then a reflection of organizational effectiveness, efficiency and timeliness, the theoretical framework of study is designed as shown in Figure 1.

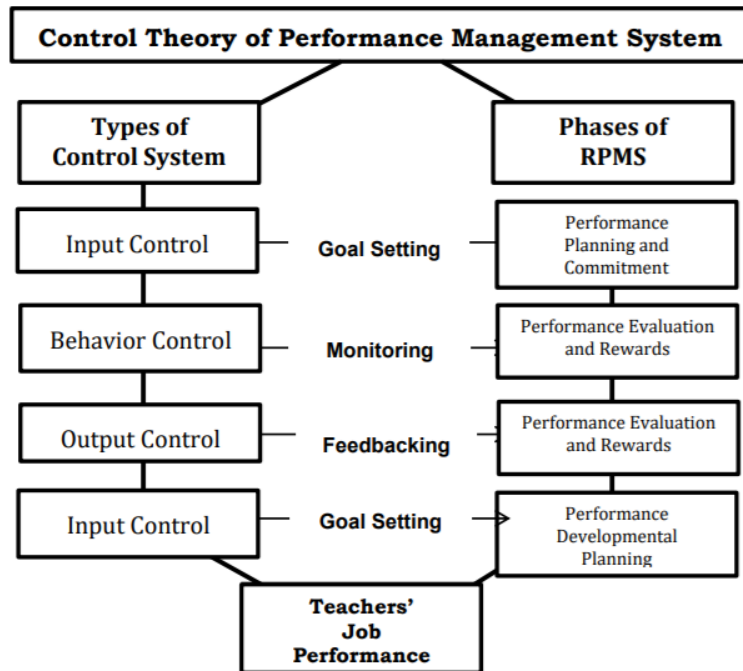


Figure 1: The Theoretical Framework of the Study

Results and Discussions

Presented on the succeeding pages are the data gathered and their interpretation based on the theory, model, objectives and policies cited earlier.

School Heads' Extent of Implementation of Performance Goal Setting (Planning and Commitment)

Presented on the next page is the weighted mean of the responses of the respondents regarding the extent of RPMS implementation of performance goal setting in terms of planning and commitment phase.

Table 1

School Heads' Extent of Implementation of Performance Goal Setting in Terms of Planning and Commitment

The school head...	School Heads (n = 61)		Teachers (n = 271)	
	w \bar{x}	VD	w \bar{x}	VD
1. ensures that goal formulation serves as an avenue for the teacher to demonstrate efforts.	4.39	VG	4.45	VG
2. directs teacher's focus and attention to relevant tasks features.	4.39	VG	4.43	VG
3. helps the teacher move toward a common direction.	4.46	VG	4.47	VG
4. explains to the teacher the performance management processes involving purpose, methods and procedures.	4.48	VG	4.49	VG
5. shares a common objective with teachers to increase performance results.	4.54	VG	4.52	VG
6. establishes relationship between goal setting and performance commitment.	4.95	VG	4.91	VG
7. sees to it that the accomplishment of certain objectives is anchored on performance commitment.	4.48	VG	4.45	VG
8. displays strong directive leadership in developing goals.	4.38	VG	4.40	VG
9. provides a unifying action for a common purpose.	4.41	VG	4.41	VG
10. ensures that there would be a basis for comparison between job performance results and targeted goals.	4.34	VG	4.38	VG
11. explains thoroughly the importance of the Results-Based Performance Management System.	4.51	VG	4.45	VG
12. ensures that the Individual Performance Commitment and Review Form is accomplished prior to the beginning of the performance cycle.	4.51	VG	4.46	VG
13. discusses methodically the different steps in accomplishing the Individual Performance Review and Commitment Form.	4.44	VG	4.42	VG
14. with the teacher identify the different salient features of the Key Result Areas (KRAs) of IPCRF.	4.51	VG	4.47	VG
15. discusses with teachers the breakdown of different KRAs into performance objectives.	4.54	VG	4.45	VG
16. checks analytically the performance indicators written in each Key Result Area.	4.51	VG	4.44	VG
17. sees to it that the performance objectives are aligned with the duties and responsibilities of the teacher.	4.49	VG	4.51	VG
18. ensures that the performance targets can be measured by the performance indicators set.	4.52	VG	4.46	VG
19. checks whether the performance objectives can be attained within the rating period or the time frame given.	4.46	VG	4.44	VG
20. ensures that the performance objectives are given reasonable weights (percentage).	4.46	VG	4.48	VG
Composite	4.49	VG	4.47	VG

It can be seen in Table 1 that the school heads' extent of implementation of performance goal setting in terms of planning and commitment obtains an overall composite mean of 4.49 as perceived by the school heads themselves and 4.47 as assessed by the teachers which both denote a verbal equivalent of "Ver Great" extent.

In general, the manifestation of a "Ver Great" extent of school heads' implementation of performance goal setting implies that goal setting established relationship with planning and goal commitment. Individuals perform better when commitment has been fostered in the accomplishment of certain goals, targets and objectives. In the context of educational institutions, to build strong commitment towards the realization of school goals, school heads must provide strong directive leadership in developing goals and directing a unity of purpose (Espiritu, 2011; Mariñas, 2013). Furthermore, Laguador, De Castro and Portugal (2014) put forward the role of education officials like school heads in maintaining a remarkable atmosphere of working relationship among people is necessary to demonstrate larger commitment and intense devotion to quality service.

School Heads' Extent of Implementation of Performance Monitoring (Monitoring and Coaching)

Presented below are the weighted mean of the responses of the respondents regarding the extent of RPMS implementation in terms of performance monitoring and coaching phase.

Table 2

School Heads' Extent of Implementation of Performance Monitoring in Terms of Monitoring and Coaching

School Heads	Teachers
--------------	----------

The school head...	(n = 61)	(n = 271)	
		VD	VD
1. performs systematic gathering of relevant information in order to make effective judgements on the efficiency of schooling.	4.36	VG	4.40 VG
2. conducts performance monitoring to provide key inputs and objective bases for assessment.	4.39	VG	4.42 VG
3. through monitoring facilitates feedbacking and provides evidence of teacher's performances.	4.41	VG	4.43 VG
4. utilizes monitoring and feedbacking techniques like classroom visitations for the effective delivery of the teaching-learning process.	4.44	VG	4.45 VG
5. performs monitoring and feedbacking for the continuous improvement of our educational system.	4.43	VG	4.45 VG
6. provides an objective, rational foundation of decisions based on feedback loop between setting target objectives and measuring performance results.	4.41	VG	4.41 VG
7. gathers relevant information on the work effectiveness of the teaching personnel.	4.46	VG	4.43 VG
8. sees to it that teachers perceive the significance of the monitored tasks and activities.	4.46	VG	4.46 VG
9. ensures that teachers are aware of the duties they are expected to perform and which school heads are expected to monitor.	4.57	VG	4.52 VG
10. visits classrooms, observes lessons and provides some guidance to teachers on ways to improve instruction.	4.46	VG	4.48 VG
11. provides key inputs about the teacher's performance during the performance monitoring.	4.49	VG	4.46 VG
12. directs the teacher's performance on certain frequencies; not just once.	4.39	VG	4.45 VG
13. clearly defines opportunities for improvement of the teacher.	4.43	VG	4.49 VG
14. asks from the teacher the evidence supporting the latter's performance.	4.41	VG	4.47 VG
15. practices the STAR (Situation, Task, Action and Results) Approach.	4.33	VG	4.37 VG
16. asks the teacher to track the latter's performance against the targets.	4.44	VG	4.41 VG
17. provides coaching to the teacher to improve work performance and behavior.	4.44	VG	4.40 VG
18. records the critical incidences of the teacher on the Performance Monitoring and Coaching Form.	4.36	VG	4.42 VG
19. explains the impact of the critical incidences on the job or action plan of the teacher.	4.39	VG	4.39 VG
20. ensures that there is the two-way discussion between him/her and the teacher.	4.43	VG	4.39 VG
Composite	4.43	VG	4.44 VG

As indicated by the data presented in Table 2, the school heads and the teachers respectively obtain an

overall average composite means of . and . which denote that the school heads have a “Ver Great” extent of implementation of performance monitoring specifically on monitoring and coaching. The item which obtains the highest weighted mean of 4.57 as perceived by the school heads and 4.52 as assessed by the teachers is item number which is “the school head ensures that teachers are aware of the duties they are expected to perform and which school heads are expected to monitor”. This implies that school heads perform their roles and functions in line with the DepEd's mandate for them to create a supportive environment to improve individual and team performance by tracking teachers' progress and performance geared on the achievement of targets as indicated in D.O. No. 2, s. 2015. In support of all of the given findings, it has been affirmed that monitoring is nonetheless but a systematic gathering of relevant information in order to make effective judgments on the efficiency of schooling (Fraser & Scherman, 2017). Hence, as cited in the study of Susa (2018), school heads implement monitoring and feedbacking practices to continuously improve our educational system.

School Heads' Extent of Implementation of Performance Feedbacking (Review and Evaluation)

Presented below is the weighted mean of the responses of the respondents regarding the level of implementation of the RMPS in the performance review and evaluation phase.

Table 3

School Heads' Extent of Implementation of Performance Feedbacking in Terms of Review and Evaluation

The school head...	School Heads (n = 61)	Teachers (n = 271)	
		VD	VD
1. practices feedback-friendly techniques to create contexts that enhance significance and meaningfulness.	4.48	VG	4.48 VG
2. creates a learning continuum, fosters a trusting climate and endorses an authentic dialogue.	4.43	VG	4.44 VG
3. facilitates performance feedback to provide teachers the assistance necessary to develop classroom management and instructional design.	4.41	VG	4.45 VG
4. ensures that performance feedback serves as common procedure utilized in a variety of setting to change behaviour.	4.38	VG	4.44 VG
5. sees to it that performance feedback plays an active role in improving the personnel's clarity of performance.	4.39	VG	4.45 VG
6. utilizes feedback strategies in either top-down or bottom-up sense-collecting to sense-breaking to sense-making practices.	4.34	VG	4.41 VG
7. focuses on the key elements for feedback development towards the systematic gathering of the related feedback information.	4.39	VG	4.45 VG
8. The school head provides supportive environment for teachers to foster improvement of job performance and work engagement.	4.41	VG	4.49 VG
9. evaluates the manifestations of teacher's progress made during commitment.	4.39	VG	4.49 VG
10. ensures that supervisory feedback environment is associated with higher instrumental and image enhancement motives.	4.38	VG	4.46 VG
11. manages meeting with the teacher.	4.51	VG	4.55 VG
12. creates the right atmosphere during the meeting.	4.52	VG	4.52 VG
13. focuses on the performance issue, not on the person.	4.49	VG	4.50 VG
14. encourages the teacher to do self-appraisal.	4.44	VG	4.49 VG
15. is fair and objective in evaluating the teacher's performance.	4.52	VG	4.46 VG
16. ensures that the evaluation is based on evidences.	4.49	VG	4.52 VG
17. focuses on solving problems or correcting a behavior.	4.38	VG	4.47 VG
18. and the teacher adopt a joint problem-solving approach.	4.44	VG	4.45 VG
19. evaluates the manifestations of each of the teacher's competency.	4.43	VG	4.45 VG
20. discusses strengths and improvement needs to the teacher concerned.	4.46	VG	4.46 VG
Composite	4.43	VG	4.47 VG

It can be gleaned from the data in Table 3 that overall composite mean of the respondents in school heads' extent of implementation of performance feedbacking in terms of review and evaluation is . as perceived by the school heads and 4.47 as assessed b the teachers with a transmuted rating of "Ver Great" extent. Item number 11 which is, "The school head manages meeting with the teacher" and item number 12 which is "The school head creates the right atmosphere during the meeting" rated as "Ver Great" obtained the highest weighted means of 4.55 and 4.52 as respectively perceived by the teachers and school heads which means that

most of the school heads have enacted these indicators amongst all other items in performance feedbacking.

The rest of the indicators have weighted means which range from 4.34 to 4.52 as assessed by the school heads and . 1 to . 6 as perceived b the teachers denoting a transmuted equivalent rating of “Ver Great” Extent. All of these impl that school heads efficiently perform their roles and functions in performance review and evaluation as it is recognized around the world as part of the educational reform with the intention of improving teaching instruction and promoting quality education.

School Heads’ Extent of Implementation of Performance Goal Setting (Rewards and Developmental Planning)

Presented below are the weighted mean of the responses of the respondents regarding the extent of RPMS implementation of performance goal setting in terms of rewards and development planning phase.

Table 4
School Heads’ Extent of Implementation of Performance Goal Setting or Developmental Planning in Terms of Rewards and Developmental Planning

The school head...	School Heads (n = 61)		Teachers (n = 271)	
	w \bar{x}	VD	w \bar{x}	VD
1. links the teacher’s performance rating to the Performance-Based Incentive System specifically to the Performance-Based Bonus and Step Increment.	4.39	VG	4.51	VG
2. considers the teacher with high performance as a candidate for promotion.	4.36	VG	4.41	VG
3. assigns the teacher with high performance rating to task forces, committees or special projects.	4.28	VG	4.42	VG
4. introduces enhancements to the job of the teacher.	4.36	VG	4.43	VG
5. commends the high-performance rating of the teacher.	4.41	VG	4.44	VG
6. and the teacher identify development needs.	4.39	VG	4.47	VG
7. asks the teacher to prepare action plans in order to meet the development needs.	4.33	VG	4.41	VG
8. regularly sends the teacher to seminars and workshops for professional development.	4.33	VG	4.47	VG
9. discusses and provides qualitative comments, observations, and recommendations to the teacher.	4.38	VG	4.45	VG
10. employs appropriate developmental intervention.	4.39	VG	4.44	VG
11. motivates, supports and sustains teachers’ professional learning.	4.44	VG	4.49	VG
12. ensures that planning is collaborative, promoting professional growth and development and instructional effectiveness among teachers.	4.46	VG	4.49	VG
13. builds trust by supporting and nurturing teacher development and providing feedback that helps them for further improvement.	4.39	VG	4.46	VG
14. provides professional assistance to teachers through organizing workshops and training programs at the school level.	4.38	VG	4.43	VG
15. promotes teachers’ professional engagement by assisting them to conduct action research and evaluating the existing teaching texts for further improvement.	4.36	VG	4.42	VG
Composite	4.38	VG	4.45	VG

The data in Table 4 show that the overall composite means of the respondents along developmental planning is . 6 for the school head and . 6 for the teachers which are described as “Ver Great” Extent. All items along this area are rated “Ver Great” extent obtaining weighted means that respectivel ranges from . 2 to . 6 and 4.41 and 4.51 for both each set of respondents out of the 15 items. This implies that school heads performed the tasks mandated by the Department of Education DepEd to have designed and implemented programs that evaluate teachers’ job performance and reward them for its positive outcomes.

As perceived by the teacher, the item which obtained the highest weighted mean is indicator number 1 which is “the school head links the teacher’s job performance rating to the Performance-Based Incentive System specifically to the Performance-Based Bonus and Step Increment” obtaining a weighted mean of . 1 which denotes a “Ver Great” extent of implementation in the area of performance goal setting in terms of rewards and developmental planning. This implies that through the school head, the teacher were made aware of the content of D.O. No. 33, s. 2014, as to which the agency has issued details in the establishment of set guidelines which aims to provide not only systematic but also evidence-based mechanisms as well as criteria and procedures for granting PBB in DepEd. Thus, the government's move of giving performance-based bonus to all public school teachers is anchored on the principle that incentives are linked to multiple measures of teaching performance.

Summary Table of the School Heads’ Extent of Implementation of Goal Setting, Monitoring, and Feedbacking Practices as Performance Management Mechanisms

Presented below is the summary of the extent of school heads’ implementation of goal setting, monitoring, and feedbacking practices as performance management mechanisms corresponding to the Results-Based Performance Management System in the four phases.

Table 5

Summary Table of the School Heads’ Extent of Implementation

Area	School Heads (n = 61)		Teachers (n = 271)	
		VD		VD
Planning and Commitment	4.49	VG	4.47	VG
Monitoring and Coaching	4.43	VG	4.44	VG
Review and Evaluation	4.43	VG	4.47	VG
Rewards & Developmental Planning	4.38	VG	4.45	VG

As shown in Table 5, it is revealed that among the four performance management mechanisms indicators: planning and commitment, monitoring and coaching, review and evaluation, and rewards and developmental planning, it turns out that planning and commitment as well as review and evaluation obtain the first two highest means as

perceived by both the school heads and teachers denoting “ver great” extent descriptive equivalent rating.

In affirmation, linking planning and commitment to review and evaluation, the study of Dizon et al. (2018) support these findings that planning and commitment as well as review and evaluation are the most implemented areas of RPMS Cycle among the four indicators. Foremost, planning and commitment has been the most highly practiced and given emphasis as it shall not only a determining factor in the success of the RPMS implementation but will also provide the Department of Education a strategic direction to achieve its vision, mission, goals and values as a learner-centered institution (Ballitoc, 2014).

In addition, planning and commitment has a strong link to review and evaluation phase as the objectives and competencies in goal setting are connected with reaching agreements (DO No2, s. 2015), share the common goal of increasing teachers’ motivation and performances (Low & Teo, 2016), and facilitate planning, progress, and development (Akin and Kazagozglu, 2017; Susa, 2018).

On the other hand, monitoring and coaching obtains the less weighted mean as perceived by the school heads and the least as assessed by the teachers. In view thereof, Pescuela (2015) indicated the need for school heads to monitor how the curriculum is taught and participate on how it is developed. Simply put, knowledge shared in this process ensures the teachers' understanding of the curriculum and facilitate the usage of necessary tools and resources for better results. This suggestion has been sustained by a number of literature that put emphasis on how monitoring should be done for instructional practices improvement (Grobler, 201 and learners' achievement Bhengu & M hize, 201 as

well as curriculum development (Hussen, 2015) and professional engagement (Bush & Kaparou, 2015). Hence, the role of school heads in monitoring cannot be crucial to the issue on instructional improvement leading to effective learning (Ethinola & Oyewole, 2014; Alameen et al., 2015).

Whereas rewards and developmental planning obtains less weighted mean as assessed by the teachers and least from the perspective of the school heads. In affirmation, there are suggestion that school heads should support and nurture teacher development by promoting instructional effectiveness (Hoffman & Tessfaw, 2012), motivating their teaching force towards creativity, initiatives and productivity (Male and Palaiologou, 2015) and providing feedback through change management (Pescuela, 2015; Arslan and Kalman, 2016; Babalola and Hafsatu; 2016).

The research adds to growing number of researches that affirms positive relationship between school heads' leadership and teacher professional learning and put emphasis on the importance of efficacy, efficiency and effectiveness in shaping educator's practice. Empirical evidence has increasingl suggests that the leadership that motivates, supports as well as sustains teachers' professional learning bears a knock-on effect on learners' improvement and school development (Hallinger & Liu, 2018). Further, school heads' goal setting, monitoring and feedbacking evidenced moderate direct and indirect effects on teacher professional learning.

Table 6

Job Performance of the Teachers based on RPMS-IPCRF

Rating	Verbal description	Frequency	Percent
4.500 – 5.000	Outstanding	60	22.14
3.500 – 4.499	Very Satisfactory	206	76.01
2.500 – 3.499	Satisfactory	5	1.85
Total		271	100.00

Table 6 presents the job performance of the teachers based on RPMS-IPCRF. It reveals that 60 or 22.14% of the teachers have a performance of 4.500 and above which have outstanding rating. Moreover, 206 or 76.01% of the teachers have ratings of 3.500-4.499 which have very satisfactory rating. In addition, 5 or 1.85% of the teachers obtained a satisfactory rating of 2.500-3.499 in their job performance evaluation results. This implies that job performance is of high importance for organizations and individuals ali e. Moreover, teachers' high job performance when accomplishing tasks results in job satisfaction, feelings of self-efficacy and mastery (Sonntag et al., 2010). Furthermore, Scott as cited in Ali et al. (2014) viewed job performance as the total output that employees give to the organization as the sum total of abilities, opportunities, and motivation. In the context of the Department of Education, having high performance yield into satisfactory up to outstanding rating which means that the teachers perform well their work and have displayed effectiveness, efficiency and timeliness in doing their teaching duties most especially relating to the different Key Result Areas: content

knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and plus factors. Therefore, job performance is determined by teachers' level of participation in the day-to-day running of the school organizations. Teachers' job performance is a central construct in the field of work psychology both industrial and organizational. It refers to the ways individuals perform their jobs (Soodmand & Doosti, 2016). Having a high job performance means that teachers have the ability to combine relevant inputs for the enhancement of the teaching and learning process (Werang, 2014) and improvement of student learning (Werang, Betaubun & Radja Leba, 2014). In the similar way, Selamat et al. 201 noted that teachers' job performance is a variable related to teachers' effectiveness.

Moreover, the finding is supported by Secong (2014), Pescuela (2015) and Torres (2015) which all revealed that almost all of the teachers have a "very satisfactory" rating as shown in their performance evaluation system.

Table 7

Relationship on the Extent of School Heads' Implementation of Goal Setting, Monitoring and Feedbacking Practices and Teachers' Job Performance

Variables Correlated to Teachers' Job Performance	r_s	p-value	Decision	Remark
School Heads' ...				
Planning and Commitment	0.728	0.000	Reject H_{03}	Significant
Monitoring and Coaching	0.692	0.000	Reject H_{03}	Significant
Review and Evaluation	0.700	0.000	Reject H_{03}	Significant
Rewards and Dev. Planning	0.719	0.000	Reject H_{03}	Significant
Overall	0.712	0.000	Reject H_{03}	Significant

Table 7 reveals that all values of r_s fall in the "strong relationship" category. In addition, all

computed p-values are less than the level of significance (0.05). These findings will allow rejection of the null hypothesis. This means that there is a strong and significant relationship between the school heads' implementation of goal setting, monitoring and feedbacking practices and the teachers' job performance. This implies that teachers tend to perform better if school heads implement the mentioned areas properly.

Summary of Findings, Conclusions and Recommendations

4.1. Summary of Findings

In view of the results of the study, the following findings are presented.

1. Extent of School Heads' Implementation of Goal Setting, Monitoring, and Feedbacking Practices in terms of the following Results-based Performance Management System (RPMS) Phases:

The data revealed the following results:

- 1.1 Planning and Commitment
 - 1.1.1 school heads: $\mu w = 4.49$ (very great)
 - 1.1.2 teachers: $\mu w = 4.47$ (very great)
- 1.2 Monitoring and Coaching
 - 1.2.1 school heads: $\mu w = 4.43$ (very great)
 - 1.2.2 teachers: $\mu w = 4.44$ (very great)
- 1.3 Review and Evaluation
 - 1.3.1 school heads: $\mu w = 4.43$ (very great)
 - 1.3.2 teachers: $\mu w = 4.47$ (very great)
- 1.4 Rewards and Developmental Planning
 - 1.3.1 school heads: $\mu w = 4.38$ (very great)
 - 1.3.2 teachers: $\mu w = 4.45$ (very great)

2. Job Performance of the Teachers

The job performance of the teachers for SY 2018-2019 is very satisfactory.

3. Relationship between the School Heads' Implementation of Goal Setting, Monitoring and Feedbacking Practices and Teachers' Job Performance

The data revealed the following results:

There is a strong and significant relationship between the school heads' implementation of goal setting, monitoring and feedbacking practices and teachers' job performance:

- 3.1 planning and commitment = $r = 0.728$, strong and significant and H_0 is rejected;
- 3.2 monitoring and coaching = $r = 0.692$, strong and significant and H_0 is rejected;
- 3.3 review and evaluation = $r = 0.700$, strong and significant and H_0 is rejected; and
- 3.4 rewards and developmental planning = $r = 0.719$, strong and significant and H_0 is rejected.

Conclusions

Below are the conclusions which have been based on the findings of the study:

1. The extent of school heads' implementation of goal setting, monitoring and feedbacking practices in terms of the Results-Based Performance Management (RPMS) Phases was "very great" as perceived by both the school heads and teachers in terms of the following aspects:

- (a) planning and commitment;
- (b) monitoring and coaching;
- (c) review and evaluation; and
- (d) rewards and developmental planning.

2. The job performance of the teachers based on the RPMS-IPCRF was in a "very satisfactory" level.

3. There is a significant difference between the extent of school heads' goal setting, monitoring, and feedbacking practices when they are grouped according to their respective profile items.

4. There is a significant difference between the teachers' job performance based on the RPMS-IPCRF when they are grouped according to the aforementioned profile items.

5. There is a strong and significant relationship between the extent of school heads' implementation of goal setting, monitoring, and feedbacking practices and teachers' job performance.

In general, the extent of school heads' implementation of goal setting, monitoring, and feedbacking practices is "ver great" and has a strong relationship to teachers' job performance.

Recommendations

In light of the findings and conclusions drawn, the researcher arrived to the following recommendations:

1. The school heads as RPMS-IRCRF raters should acquire adequate trainings in the conduct of goal setting, monitoring and feedbacking practices corresponding to the four phases of the Results-Based Performance Management System (RPMS) namely planning and commitment, monitoring and coaching, review and evaluation, and rewards and developmental planning to promote employee engagement, school improvement, and performance management.
2. The school heads as raters should involve themselves in the planning stage to draw commitment from the ratees or teachers for work engagement, conduct regular monitoring and coaching with the ratees to determine their progress in achieving strategically-aligned objectives, and provide feedbacking and necessary interventions to likewise achieve organizational effectiveness.
3. The school heads as raters should manifest a very great extent of implementation of the RPMS cycle and phases to likewise strengthen the role of Performance Management Team (PMT) to ensure that the job performance of the ratees or teachers is properly assessed in the same manner that the PMTs must validate their performance ratings which is in turn a manifestation of how well the teaching personnel perform their work corresponding to the effectiveness, efficiency, and timeliness in doing their duties and accomplishing tasks resulting to job satisfaction, self-efficacy and feeling of mastery.

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Professional identity of EFL teachers and the missing links in Kosovo schools

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Abstract. Understanding the process of identity construction, its dynamics, influencing factors, and the roles teachers adhere to while exercising their profession, has become a challenge many researchers are trying to overcome. In the Kosovo context this field of study result utterly unresearched. Therefore, this study aims to understand the identity perception of the novice and experienced EFL (English as Foreign Language) teachers involving the following features; gender, role, qualification, teaching experience, methodology, teaching curriculum. The study took place in public and private elementary schools in Pristina region, Kosovo. A group of 32 EFL teachers engaged in urban and rural areas and 400 students constituted the sample of the study. Multiple-choice questionnaires were used to test, measure teacher's perception about their-selves and students' perceptions about the professional side of their teachers. Classroom observation was used as supplementing element in this study. The study contributes to the understanding of EFL context in Kosovo and provides a starting point to focus on quality teaching and strengthen the professional identity in our country.

Keywords: teacher identity, professional identity, EFL teacher, Kosovo education system.

Introduction

Teachers' professional identity construction has been the focus of many researchers, each trying to un-puzzle this complex process each teacher undergoes from the very beginning of their career. The concept of teachers' professional identity in the Kosovo context remains merely explored as a result of the country's bitter past. The period of crisis between 1990-1999 produced a parallel education system which had a disastrous impact, especially on teacher's professional identity, which development lagged behind. The transitional post-war phase covered the restoring of dignity and proper working environment and conditions. However, the changes although necessary and needed, it did not take into account teachers' readiness for such a rapid shift, which has caused them to exhibit another professional identity crisis.

Until recently the educational institutions all over the world were focused primarily on achieving universal access on education, nowadays the objective has shifted putting all the forces on quality education as an element for sustainable development. (United Nations (UN), 2015). A report from Moon & Wolfenden (2012), emphasizes the needs for qualified teachers through an international collaboration of developed countries with less developed countries in the field of professional development, set as the UN target by 2030. Among others, this agreement document demands proper construction, reconstruction, and transformation of the teacher's professional identity in order to meet 21st-century demands, making all countries become part of the same struggle. Such demands have attracted the attention of many researchers. In one of her articles Trudie Steyn (2011) thinks that what is required from

teachers is to develop professionally, readjust their roles and responsibilities and transform their professional identity between the high standards and dynamic context in order to achieve the set objectives. Despite some progress made and many attempts to overcome the difficulties recent evidence from a study on constructivism indicates that EFL teachers still have a vague and incomplete professional identity even after the application of enormous reforms and changes in the system. (Rexhaj, 2016).

Yet, if we rely on the teacher practices observed in the classroom and feedback from teachers and specifically student questionnaire on professional identity of EFL teachers engaged in primary schools, we can by reason, predict that teachers have developed a rigid professional identity that occurs in an unconscious manner at most times, as the classroom observation confirms teacher-oriented classes with an evident lack of constructive approaches. Teachers place the central focus in their selves, leaving no or very little space for interaction for their students.

Statement of the problem

This study intends to provide a contribution that expands the discussion on how language teachers' selves are constructed and identify possible gaps and barriers within a teacher's identity.

Purpose of the study

The aim of this study is to contribute to the understanding of professional identity through its exploration.

Research objectives

This study aims to:

- Identify the way English teachers teaching primary school learners construct and feel about their professional identity.
- Explain identity formation in our country.
- Identify the elements and factors important for the development of teachers' professional identity.
- Explain professional recognition, status/autonomy
- Understand and analyze the occupation in terms of certain aspects such are; gender, role, qualification, teaching experience, methodology, teaching curriculum.
- Explain common interaction between teacher/learner and the teaching content.
- Explore learners' perceptions and feelings towards their teachers.
- Analyze in depth the importance of learners' feedback on teachers' professional growth.

Research Questions / Hypothesis

The H0 hypothesis states the following: English foreign language teachers in primary schools' construct and develop their professional identity. The process of professional identity is an ongoing process of interrogation of personal and professional sides of becoming and being a teacher.

The H1 hypothesis states the following: English foreign language teachers in primary schools do not construct and develop their identity.

In order to test H1 hypothesis the following research questions will be examined:

- (a) How do English teachers teaching primary school learners construct their professional identity?
- (b) What are possible elements and factors that influence the development of teachers' professional identity?
- (c) How does the teachers' experience contribute to the construction of their identity?
- (d) Is the qualification a key element in their occupation? Why?
- (e) Is it necessary to have a higher degree in order to teach primary school learners? Why?

Literature Review

Researchers are still struggling to provide a proper and applicable definition of what constitutes professional identity and indeed identity in general. It is not very clear yet what should be included or left out, but what is known is that there is no previous historical account on the evolvement of professional identity. Therefore, the purpose of this literature review is to gain a better understanding of teachers' professional identity and determine what is compulsory and noncompulsory for them to be able to teach 21st-century skills.

From the teachers' point of view, identity begins in the early stage of professional life. Initially, the concept of identity was frequently described in terms of the self' and one's self-concept. In his article 'Identity, youth and crisis' (1986) Eric Erikson provides us with an interesting viewpoint on identity. He refers to the theory of George Mead (1934), where identity is perceived as the "self" growing out of the mind as the latter interacts with its environment to solve the problem of sustaining the biological organism (person) that holds it. Erikson's concludes that the identity of the self is to be established and maintained through negotiations within social situations. Douwe Beijaard (2000) points out that the development is perceived as the process of integrating one's personal knowledge, beliefs, attitudes, norms, and values on the one hand, and professional demands from teacher education institutions and schools, including broadly accepted values and standards about teaching, on the other. Holly Nias (1989), emphasizes the importance of professional identity in the sense that it strongly determines how teachers teach, how they boost professionally, and how they approach educational changes.

More recent evidence Hargraves and co-workers (2012) highlight the significance of professional capital a newly introduced concept that provides us with an explanation of what should be done in order to have effective teachers. According to their theory, teachers need human capital (the talent of individuals), social capital (collaboration with co-workers) and decisional capital (the wisdom to make sound judgments for successful teaching. Basically, this formula asserts that teachers need to have proper knowledge and skills, but they get better within collaborative expertise while bringing together the evidence they get more focused,

build, strengthen and deepen their relations and show more care and solidarity against new demands and challenges.

Research methodology

The study was organized in two stages. A multiple-choice questionnaire was distributed to 400 students and 32 elementary school teachers: teachers were subject to several questions aiming to test, assess, measure and find out their perception of their identity. Another multiple-choice questionnaire was used to find out the students' perception and feelings about the professional side of their teachers. The second stage included classroom observation conducted in a number of public and private institutions in rural and urban areas of Pristina region. The administration and retrieval of questionnaires were done by the researcher within a period of six weeks. Thirty-two copies out of 400 student's questionnaires were invalidated, and eighteen failed to return the questionnaire. In total 350 students replied.

Findings and Discussion

The following paragraph presents the data obtained upon the successful administration of questionnaires. The first part of questionnaire covered multiple-choice questions, determining age group through the fulfillment of norms set by MEST (Ministry of Education, Science, and Technology, Republic of Kosovo).

According to the data obtained, the average group age of teachers is 30-39 years with 41:59 male to female ratio. One of the main reason females choose to be in this profession is due to the flexibility of the working hours. We further explored the qualification level of teachers, which resulted in 53% holding a BA degree while 47 % hold an MA degree, though not all of them have the degree equivalent to English teaching. Teaching experience is an important feature in developing a professional identity. Our results show that 1/3 of respondents have 1-5 years of professional expertise as an English teacher, whereas 1/4 between 6 to 10 years, 16 % of them are 11-15 years in service and the remaining 1/4 have more than 15 years in service. Teachers were also asked about the same school experience as an important determinant of teacher's professional identity. Changing schools often brings along the time to adopt for teachers that can directly affect teacher's performance. We found that 2/3 of the teachers have been engaged in the same school permanently. The majority of respondents, namely 81% are from public schools, with respect to 19% engaged in the private sector.

In addition, we tested the norm filling aspect as well as based on the core curriculum, teachers are obliged to complete 20 hours of teaching on a weekly basis. According to the data 24 teachers are fulfilling the norm of 20 hours per week. Out of 32 respondents, 5 of them correspond to 10-20 hours. In order to fulfill the norm, they are forced to teach another subject that is irrelevant to their subject. The most frequent subject they are asked to teach is social studies and ecology. The last 3 respondents admitted the problem with the norm; therefore, they are engaged in two working places.

The data obtained from the second part of the questionnaire show that there is a problem with teacher identity in our country. Data shows that teachers are not so prepared professionally and that causes them confusion in deciding upon their roles. 37% of respondents said that they see themselves more as assessors, 8% of them agreed to diagnostician, 16% thought of themselves as facilitators, 12% took the role of the monitor. Whilst all of them failed to answer the question about management, and 26% considered they carry the role of a planner. Homework

assignments appear to a nonstandard, 44% of teachers assign homework more than twice a week, 31% twice a week, while 25% every class.

Use of auxiliary media to enhance teaching plays an important role, especially in learning foreign languages. However, audio auxiliary media are poorly utilized. The majority of teachers said their access to the internet is limited. And for whatever initiatives they depend directly on their school principals leaving them with no autonomy at all. The data also shows that concerning the teaching mode approach EFL teachers are having problems to switch to a new modern approach. Majority of them declared to have problems with classroom size, family factors, student attitudes, etc. The next question shows that EFL teachers aren't so positive about the implementation of the new competence-based curriculum being implemented in the majority of public schools in our country. Further, the data shows a failure to stimulate creativity and innovative thinking in EFL classes with only 15% of them implying these two techniques important when teaching 21st-century skills.

The third part of the teacher questionnaire shows a failure to provide additional support for students with learning difficulties. Apparently, most of the respondents focus on the strengths and weakness of students. However, with overcrowded classes, despite goodwill, such an approach is not feasible. There appears to be little motivation for continuous learning and professional development. Only 21% of teachers admitted to having participated in a recent activity for continuous learning and professional development.

Teachers' perception of their professional identity is not at the satisfactorily level expected. Only 16 % have a positive opinion about their teaching skills, while 84 % do not consider themselves as ideal teachers. From a teacher's perspective, it appears teachers in our country aren't appreciated, with only 28% think the opposite. The teacher-student relation is an important factor in teaching. 2/3 of them thinks that teachers should have a formal approach to students, with a remainder who disagree or are not sure which approach they should maintain. The majority of teachers finds it imperative, if students like their personality, with only a few who disagree or find it not relevant. The majority of teachers consider they must have interpersonal skills as the new curriculum obliges them to possess these skills. They consider the current system old fashioned, subjective, and often influenced by parents. 350 students were subject to study, within the age group 8-14, with a 46:54 male to female ratio. Age groups 11-14 years were more responsive to participating in the study. The reason behind this is that they are more mature and more confident in their English. It is apparent from the results that the majority of students that responded to our questionnaire were sixth, seventh and eighth grade.

We further explored the number of students taking supplementary private courses in English. The results show that 2/3 of the students are taking private English courses. This reflects well that English classes they are taking in regular schools are not sufficient and therefore needs to be supplemented with private courses.

According to the data obtained about the teachers' qualification, the majority of them are qualified, holding MA, BA degree in English while the number of students attending private courses is significantly high.

Interestingly, 53% of students responded they do not like their school, though 2/3 of them consider they belong there. This paradoxical answer can be explained by the fact that traditional families in Kosovo are not mobile, and therefore most of the students do not change schools frequently. Therefore, although not satisfied with their school, they feel they belong there, as that's the only school they have attended.

Teachers should be motivating their students, encouraging and building a relationship that translates into effective learning and personality building of students. Apparently 50% of students do get such incentives from their teachers, such result is far from satisfactory. Teachers should not focus their energy on the best students only. Teachers should be helpful to students, especially with students that are struggling in classes.

Results from classroom observation

Teachers in the majority of classes do not conduct any prior preparation for the class, using the same old-fashion pattern, a teacher-oriented class with no space for interaction. A typical EFL class seems more of a controlled environment than a joyful learning class having the teacher at the center of attention all the time. In most of the classes the teachers' voice was very loud and dominating. Whilst the classroom observation conducted in private institutions present in our country shows a higher level of awareness of the construction of teachers' identity.

Conclusion

The construction of the professional identity of English teachers teaching primary school learners in Kosovo is embedded in the rules of a traditional teacher. As the findings of this study indicate that English teachers involved in teaching primary school learners fail to construct their professional identity in compliance with the standards set forth by MEST. The findings also confirm that the stagnation of the professional identity of EFL teachers is a result of inappropriate planning and lack of consciousness.

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Dr Faust, by Christopher Marlowe, an everlasting story of the greed of the human mind and spirit throughout history

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Abstract Dr. Faust was written during the period of Humanism and Renaissance, with an everlasting value throughout history. It describes the never ceasing desire of the human soul and mind to try to lurk for things beyond the grasp of the human ratio. The author, Christopher Marlowe gave the seal of eternity to this book, by characterizing his main character with all the possible wishes that one can dream of. That is why Faust has got the PhD on law, medicine, theology, logics... Further on he met Mephistopheles, the main devil that reminds him of the seven deadly sins trying to change his mind in order to make him aware of the consequences waiting for him. But our main character continuous to be even more stubborn in his requests, thus he makes the pact for 26 years with the devil being aware of the fact that he will never be brought back his own soul. Unfortunately, we meet these kinds of people every day, with enormous wishes, ideas, needs, style of life, and communication with others, with pathological needs to give the impression of being the best. Being categorical on their needs and requests, what is even worse moving and communicating within the circles full of people like themselves, makes them extremely dangerous. But the good has always fought the evil, and the good always prevails. Faust just before dying asks to see Helen of Troy, but it is too late!

Key words: *human soul, evil, lust, requests, danger*

This tragedy, without any doubt, is one of the most attractive ones, due to its dialectical way of rendering of events, at least so comprehended by the majority of the readers through time and place. This way of writing is extremely famous, throughout history, and it is going to remain like that due to description of the real way of the human mind and soul throughout ages, the way it has always been observed and continued to exist ceaselessly. In ancient tragedies, in front of the audience appears the chorus, telling in a very short way the main happenings of the drama, in order to prepare the audience what the topic is about. And as far as this tragedy is concerned, it deals with the main protagonist throughout all the play. Thus, the reader gets so well acquainted with the limitless desires of the mind of the human being, even though with this character he reaches the requests and their realization which are beyond the grasp of the human mind.

The main character is born in Germany, by parents of lower rank. He managed to finish the first period of his life in an excellent way, extremely successfully. So, he is sent to his cousins to continue his studies at the Wittenberg university, where he almost endeavours every new thing, thus very quickly finishes so many universities and furthermore granted PhD's on those scientific branches. So his learning and getting acquainted with so many new things make him bored and extremely dissatisfied with all this quantity of knowledge that he seemed to lose the real essence of their quality....Is this feeling being too tired of something that seemed normal to

him for a normal human being...Is this a dissatisfaction of his cousins that brought him up and maybe being unaware of the scientific heights that their nephew was achieving...Is Faust spiritually hurt or even destroyed as an epilogue of what he was doing, contemplating, lurking for something that even he himself could not define.

So many desires, so many unclear and unanswered things were going through his mind...But one thing should be taken for granted, he knew and had everything except being happy. Did he really felt the need of being a child of extremely rich and clever parents? Whom did he have to talk to about his extraordinary needs??? For the reader, the more one gets acquainted with the new things, which are as old as the existence of humanity, seem to be rather normal, because Faust is represented as a real God. So, this is also one of the reasons why he feels like a God, but unfortunately, a useless one. Can a lack of happiness, being raised by his cousins who were not even aware of what is going on with their nephew, knowing the core of everything keep a human mind sound, or it would be much natural to say – sound?

People have always striving for an abundance of things, no matter if these are of material or even spiritual nature. People have always wanted luxurious life, big houses, gardens, modern furniture, nice clothes with expensive labels on them, huge cars the airplanes. But not our character. The good old saying states very humanly that one extreme gives birth to another one. So, pact with Lucifer is the desperately wanted thing. The fact that this subject reminds us of so many similar characters that we remember since our early childhood. It has also to be stressed that immortality has always tried to weave the web of immortality into the mental, as well as the spiritual life of the people. What would have happened if people lived forever, that is why this story is so attractive, its didactic message is that generations die after generations and there should be a way to give space to the other people to live. But unfortunately, these processes fall into oblivion into the mind of the extremely clever person Faust.

Throughout history, in different myths of different nations, there are lots of people like Faust. One of the most enigmatic characters from my childhood is, without any doubt the figure of Atlas. He was very famous for his enormous strength because of the condemnation to hold the whole world on his shoulders. He was an extremely clever person and was supposed to have invented astronomy. He was also an extremely robust figure, a father of several daughters. According to Greek mythology, it was his name that was used from ancient times till nowadays o compilation of maps and land drawings. It also has to be mentioned that Atlas used to hold the celestial spheres, but as a matter of fact he was condemned to hold the celestial spheres. As a matter of fact, the famous condemnation of Atlas was ‘to carry the weight of the world on one’s shoulders’.

And what is the condemnation of our hero “Doctor Faustus”, nothing but to get rid of all the beauties that life could have offered him, he was extremely clever which means extremely mighty. Faust, the character created by Christopher Marlowe is a real modern man, whom everybody would have dreamt of having him a friend, to learn from him, or to boast with him. What is more, everybody would at least once in one’s life to be Faust. This reveals a new quality that must be stressed. Faust, apart from being brave, is very truthful. He speaks exactly what he thinks. His behaviour is an extremely realistic mirror of hi soul and mind. Unfortunately, in our times, this is a characteristic, we are all longing for, that is disappearing.

The other story, also a very famous one is the one about Daedalus and his son Icarus. It is interesting to mention the fact that this story has been used in Classical Literature, as a symbol of the fading of the ancient Greek poets and Ovid as well, in his famous Metamorphoses.

The more comparisons one tries to do with Dr. Faustus, sorrier one will feel about our main character.

Daedalus used to be a very famous craftsman on architectural pieces that he gave shape to, which were very beautiful and unique. He built a huge labyrinth to imprison the ancient Minotaur, half man half one-eyed bull monster, but he, Daedalus went inside himself to save the labyrinth and defeat the Minotaur. He created two enormous wings of feathers, joined by wax to the body to escape from the island, so he ordered his son not to fly near the sun or the

sea, because of the heat and the depth. So, there are people who go much further with their ideas, wishes and their realizations. But is there a man who would not like to fly???

Icarus put on the wings but went so close to the sun, that the wax melted, and he drowned into the sea.

Where and which are the criteria that the reader should use to analyse Faustus. From the beginning of the history of mankind, greed has existed and has manifested itself in so many known and unknown forms. Faust should be forgiven because he is just a human being, not being able to be satisfied by the other human being. Faust tried to find a way that would overpass the reality he was caught in. He offered his soul to Lucifer who is the master of the other devil Mephistopheles. But he made a bargain by offering his soul to exchange of twenty-four years to possess all the knowledge about black magic. The bargain is done. No space to change the mind.

But a lot of pace for the doctor to ask as many questions as he was interested in, such as what nature is, what created the Universe, what created nature, and so on and so forth. With the time passing by, the Doctor signed the contract in his own blood.

Mephistopheles takes Faustus to Rome where he meets the Pope than he visits Germany and meets the German Emperor, Charles V and a lot of other desires which are being fulfilled. After numerous adventures, when the end of the contract is just about to finish, we see the real intentions of Doctor Faustus. He wants to meet Helen of Troy. And this is one of the saddest parts in the whole book, which reveals the real heart of Faust

“Was this the face that launch'd a thousand ships, And burnt the topless towers of Ilium--

Sweet Helen, make me immortal with a kiss.--

"[kisses her]"

Her lips suck forth my soul: see, where it flies!--

Come, Helen, come, give me my soul again.

Here will I dwell, for heaven is in these lips,

And all is dross that is not Helena.

I will be Paris, and for love of thee,

Instead of Troy, shall Wertenberg be sack'd;

And I will combat with weak Menelaus,

And wear thy colours on my plumed crest;

Yea, I will wound Achilles in the heel,

And then return to Helen for a kiss.

O, thou art fairer than the evening air

Clad in the beauty of a thousand stars;

Brighter art thou than flaming Jupiter

When he appear'd to hapless Semele;

More lovely than the monarch of the sky

In wanton Arethusa's azur'd arms;

And none but thou shalt be my paramour!"

This is the moment when and where the reader feels sorry for Doctor Faustus. This is the moment that people love to see beautiful things, Helen was an extremely beautiful lady, but she caused the war of Troy. Who gives us the right to judge the others. Why do we never give the freedom of our souls to judge on the behalf of ourselves.... How much do we try to be good...Why is it so difficult...Why do we hurt the others in the majority of cases...Do we love our own selves really, or we only pretend to do so. It is very difficult to love and to respect the other, let us prove that we are human beings with big hearts and not hidden beasts. I love Dr. Faustus and the way the author achieved his goal in reflecting the world through the book...At least he manages to make us aware of the humans dressed in devil's clothes...

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- Computer Science and Communication Engineering
- Management, Business and Economics
- Mechatronics, System Engineering and Robotics
- Energy Efficiency Engineering
- Information Systems and Security
- Architecture – Spatial Planning
- Civil Engineering, Infrastructure and Environment
- Law
- Political Science
- Journalism, Media and Communication
- Food Science and Technology
- Pharmaceutical and Natural Sciences
- Design
- Psychology
- Education and Development
- Fashion
- Music
- Art and Digital Media
- Dentistry
- Medicine & Nursing

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