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Editor Speech of IC - BTI 2020

International Conference is the 9th 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 19th 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, Physcology, 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 2020

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A Passage to India, a novel about the two contrary ways of contemplation, between the Indians and the British throughout the

reign of the Raj in India

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Abstract. From the very creation of the human beings, history makes us, the human beings, almost never satisfied with each other, thus, instead leaving a 'wonderful' spiritual and physical inheritance to humanity, which like it or not, mainly can be defined as disastrous, due to the ancient desire to possess more than we deserve. In a magnificent way the author of this novel, Edward Morgen Forster, extremely realistically described the occupation of India by the British Raj-rule- dating from 1858 – 1947. The main idea prevailing throughout the whole book is the tendency of the Indians to show hospitality of their people and country. On the other hand, the British, rather meanly were extremely successful in showing themselves as the owners of everything in and about India. The novel tells the very interesting relations among the protagonists, furthermore the extremely beautiful landscapes of India, by giving the majority of them an appropriate meaning. As far as the main characters are concerned, they are divided, as with a knife in two extremes, the good ones and the bad ones. Consequently, this brilliant novel, achieves its aim by the extremely interesting dialogues among the characters through which the reader understands every single happening and message of the main idea. Having read the book the reader solves any kind of dilemma that might appear.
Keywords: spiritual inheritance, the occupation of India, British Raj-rule,- relations among the protagonists

The novel has been divided into three chapters:
Part I: Mosque
Part II: Caves
Part III: Temple

Part   I: Mosque

Every single part of the book, is a masterpiece of itself in combining the words, the monologues and especially the dialogues with the meanings hidden in the rich and enticing, not forgetting the landscape as well. The reader gets the impression of a magic stick touching softly all the things of the wonderful nature by joining them with the physical appearance of the characters who appear and follow one after the other in the novel. The whole story of the novel begins with the description of the city called Chandrapore and its ugliness, a view which used to be quite the opposite about two hundred years ago. Further on, surrounded by the river Ganges which divides the city into two different parts, obviously into the rich part which was usurped by the British and into the poor part, or, as it goes without saying , belonging to the poorest part of the population.

The whole novel is a wonderful palette of characters, who have their very diverse characters, thus creating a wonderful palette of conversation which actually play the most important way of understanding the real meaning of the novel.

Dr. Aziz, was a doctor graduated from Oxford, who excelled into his knowledge, thus returning back to India as a doctor. His ancestry was that of a Muslim Indian. His best friends were Hamidullah and Mahmoud Ali. They were too much preoccupied about the relations between the British and the Muslim Indians. Naturally they cared a lot about the position of inferiority which was a natural way of contemplation of the British, forgetting the fact that the majority of the mentioned Indians have graduated either from Cambridge or Oxford..In moments like this, when their heads were booming out of so many ideas coming to their minds about the above mentioned ideas, Dr. Aziz always used to find a way to mingle his unique sense of humor in his order to gain the realizing his sympathy by the British, who after a time realized that they were mocked at. They realized that, even though pretending quite the opposite that India was booming with clever, intelligent and witty people, but kept on pretending that this was not very important.

Without any doubt, the moment when Dr. Aziz goes to the Mosque to enjoy the atmosphere, the calm nature in the garden, when his contemplation brought him real peace and calmness, the thoughts of his dead wife and the children he had to look after, made him plunge into a deep depressive contemplation about his family and his own country as well.

The sneaking of Mrs. Moore quite out of blue, was the reason why he behaved so surprisingly, thus asking who was interrupting his rituals. Mrs. Moore began telling him shortly about her biography, that she is the

mother of the City Magistrate-Ronny Heaslop, and that she has been accompanied by Ronny`s future wife, Adela Quested. Quite out of blue Dr. Aziz made feel extremely uncomfortable when the list of Mrs. Moore was extended by the name of Ralph who was her son, by telling her, further on that his wife had died, so he was in charge of raising two boys–Ahmed, Karim and a daughter-Jamila. He had to work a lot, first to earn money as much as he could, on the other hand to raise his beloved children with an appropriate education.

Part II: Caves

Yet, having Prof. Fielding, as a good person, he invites Mrs. Moore and Adela Quested to visit the Marabar Caves, one of the most outstanding pieces of nature that leaves everybody breathless.

When he told his friends they accused him of losing his mind, becauuse first of all it would cost him an enormous sum of money, and they, the caves can be very dangerous. But the decision was made. Prof. Godbole tried to change his mind, but everything was helpless.

So the people prepared the date of their so much expected excursion, even though even the limitless sky, all his friends had the premonition that something bad is going to happen.

But, Dr. Aziz kept on cherishing his keeping to be more than stubborn and attracting the attention of everybody. He was accompanying a whole army of elephants, all the possible types of china and hundreds of servants in jumping restlessly from the place where Adela and Mrs. Moore was sitting. Deep inside himself he felt so dissatisfied for this occasion, which proved to be a real failure that would not definitely make anybody happy.

Ms. Moore felt a little bit dizzy and decided to withdraw. It was also the sun that bothered her even though so many servants were asking her numerous questions, whether she felt good or bad.

In the meantime, Adela quested step by step quite lightly and without telling anybody decided to enter the cave… There was nothing in it, a deep cold darkness that made her hair stand on end. There was something either attractive or repulsive about the place where she was. Quite out of blue, she ran into several small rocks and fell down. The most interesting thing was that she heard interesting noises and she didn't know where they were coming from. She was wondering where was she, was she in a dream or somewhere on the non-understandable situations caused by the deep darkness, unknown noises and the echo…

The eco actually was a real thing that was not understood. She began running and running and falling down and then getting on her feet in order to find light. Quite out of blue, the light appeared and she hurried outside and bumped into Mrs. Moore, who was sipping her cold martini looking for her. Then came Dr. Aziz who was also looking for Adela and felt extremely happy to have found her. There was a big enigma about what really happened inside or it was something that nobody could explain. So, they returned home, everybody with different ideas for what had happened, but one thing was sure, Ronny would have a lot of difficulties grasping the whole situation. Since Ronny was extremely angry with Adela's behavior and finally decides to sue Dr. Aziz. But, when the rest of the non-English population understands about what is going to happen, they all rise on the defense of Dr. Aziz.

In the meantime, Mrs. Moore decides to go back to London. She had the same feeling while she was enjoying the sounds of the river from the boat. But unexpectedly a huge crocodile made huge jumps and endeavored Mrs. Moore.

It was a big pity because she was one of the best symbols in the whole book of goodness, kindness, free spirit and real justice.

Without hesitation at all, Ronny decided to sue Dr. Aziz for raping Adela quested. But, Dr. Aziz was very well prepared for his defense because the truth was on his side. Then his colleagues from Oxford who were also lawyers prepared everything that was needed in a perfect manner.

This caused a huge animosity among the British and the natives, the Hindus. One of the best rules in the whole world says that the truth always prevails, no matter in the majority of cases one can win it.

In the end of all these situation being there and then throughout the book, the truth prevails. The quietness returns back in the small lake where Dr. Aziz decides to keep on leaving with his three motherless children, but the dark clouds will never leave his head.

One day, which was very calm and peaceful, he has two visitors, which he cannot recognize them from far. These were Dr. Fielding who had married Mrs. Moore's daughter Stela.

No matter what happens in everybody's life, you should never lose hope, be extremely positive, love and help the people, because we are all children of the universe.

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Intertextuality and the Twin Phenomenon between The Thirteenth Tale and The Turn of the Screw

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Abstract. *The Thirteenth Tale* is a contemporary Gothic novel written by Diane Setterfield, in which the author included various elements of the original 18th century genre, building up her plot and basing her characters on different classic works that are scattered throughout the storyline. This essay deals with the intertextuality between the book and one of the classic narratives it references, *The Turn of the Screw* by Henry James. The main focus of the paper is on the phenomenon of twins that characterizes both fictions. For attentive readers both the analogy and dichotomy between the two novels are evident, though Setterfield's story introduces a new third sibling, giving to her own chain of events a fresh, eerie extension and a complexity to the plot.
Keywords: Setterfield,   Thirteenth   Tale,   Intertextuality,   James

Introduction: authorship   and   toil   within   the   Gothic   genre

Throughout *The Thirteenth Tale*, readers realize that the Gothic novel is still very much alive in the 21 century. The genre, considered to have been born with the publication of Horace Walpole's *The Castle of Otranto* in 1764, has since then had a long string of authors and works embracing that particular way of writing. Diane Setterfield is yet another link in the chain of gothic novels, among which, to name only a few, are also found great English works such as *Frankenstein*, *A Christmas Carol*, and *The Picture of Dorian Gray*. The Gothic genre developed some of its main features since the very beginning: a gloomy setting, a solitary place, where terrible secrets are jealously kept, and where the characters are haunted by their past. Usually, unresolved conflicts and crimes resurface by a circumstance that sets in motion their long awaited freedom.

In her book, Setterfield embraced these characteristics, developing them according to modern times, though keeping its basic elements easily recognizable. The plot delves into the past of its two main characters, Vida Winter an acclaimed English novelist, and Margaret Lea, her young biographer. The device used, a story within a story, and all the literary references that are many times reported in her novel, create a convincing web that unravels itself through new Gothic features masked into fresh, and chilling details. Published for the first time in 2006, it was Setterfield's debut novel, the first literary work of a former academic, who has afterwards published two more works, *Bellman & Black* in 2013, and *Once Upon a River* in 2018.

After deceiving the public for over six decades, giving to various journalists, who were hunting for details about her life, intricate tales that invariably turned out to be false, in *The Thirteenth Tale* Winter hires Lea, and while they are secluded in her house in the English moors with just a housekeeper and a gardener, Vida tells Margaret what has been haunting her for an entire lifetime. The house and the family of Angelfield, and their faithful servants, who kept their masters' secrets far away from the society, lived their lives hand in hand with insanity and crime, leaving behind them the seeds for three new tragic destinies, the twins Adeline and Emmeline, and their little, unnamed sister, who grew up into Vida Winter.

The novel is not just a Gothic work which borrowed from its predecessors elements of plot, setting, and characterization. Its appallingly clear references, and the more subtle intertextuality with some of the major novels of the English literature, such as *Jane Eyre* (1847), *Wuthering Heights* (1847), *Woman in White* (1859-60), and *The Turn of the Screw* (1898) provide to the reading experience a profounder and richer insight in what are the themes of the past, and how they changed, at least on the surface, in the present. James's *The Turn of the Screw* is the work analyzed in this paper, as a basis to Setterfiled's *The Thirteenth Tale*, and the intertextual elements between the two novels are thick. The plot of James's novel is short, though dense. On a Christmas Eve the guests of an old house tell to each other ghost stories, and one of the guests, a character named Douglas, reads to his little audience a manuscript about a governess that he used to know, and her experience with the Bly Twins, Flora and Miles, and their maid, Mrs. Grose. The house is haunted by two ghosts, Peter Quint a former valet, and Miss Jessel, the ex-governess of the twins, and these two characters have been in a relationship, and apparently were a very bad influence on the children. It seems that only the

new governess sees the ghosts, and she tries to protect the children from them. Her efforts lead to the removal of Flora and Mrs. Grose from Bly, and the death of Miles.

Both works have a lot in common: isolation, identity, loss and death. A secluded, big house, two children basically left to themselves, a governess who tries to educate and protect them, and old and good-natured maid. Both works share the main concepts of the bravery of a young woman and her trying to protect children left in her care. In fact, both governesses deal with troubled children, where in James the unnamed young lady is inexperienced, while in Setterfield. Hester has a solid background from previous employments abroad. Both ladies undertake the burden of carrying for a large house and all of its inhabitants, and none has external support. When it comes to loss, in Setterfield's story this concept is seen since the title of the book, which derived from the first published book by Vida Winter: "Thirteen Tales of Change and Desperation". The collection of short stories contained only twelve of them, and was subsequently republished omitting the number "thirteen". The title itself gives the first hint of absence, and it is absence and lack of things, circumstances, and people the thread that connects all the elements of the plot. In James's novelette, loss is underlined by the twin's lost innocence, and imaginary or real hints of misbehavior, the lack of presence by their tutor, who has not to be disturbed under any circumstances, and Flora and Miles' total exclusion of trust in the new governess. They pretend to like her, their behavior with the young lady is exceptional, but they never permit her presence in their own little, protected world.

Though, as Henry James's *The Turn of the Screw*, *The Thirteenth Tale* is mainly a novel about siblings that are almost twins, at least their behavior resembles the one of twins, while in Setterfield's case this device turns out to stretch to a third, younger child which is Vida Winter, and the lack of the twin in Margaret's case. This paper deals this difference, the sibilings in James's case, and the introduction of a third daughter, and the death of yet another twin daughter in *The Thirteenth Tale*.

Intertextuality: the twin phenomenon and its changes in Setterfield's modern Gothic fiction

2.1 The Gothic Twins: yesterday - Flora and Miles, today - Adeline and Emmeline

The double has been represented many times in the gothic fiction:

> The terms "double" and "doppelgänger" are often used interchangeably in gothic scholarship, as there is no formal definition for the gothic double; though it can be generally understood as a physical representation of the division of the self, with two figures representing opposing sides of a good-evil dichotomy. (https://editions.covecollective.org/edition/were-wolf/double-gothic-fiction)

The device of the double (as in the case or Robert Louis Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde*, 1839) or the twins' \ siblings have been used several times in literature, and not just in the Gothic genre. This paper deals specifically with the one of the twins, through the selected works by Henry James and Diane Setterfield. De facto, this stratagem exists in literature and mythology since ancient times (the Roman god Janus), and has always been used to depict the duplicity of human nature. The unwritten rule wants the children to be physically very much alike, though one is good-natured and one is wicked, which completes and compensates them in the eyes of the other characters and circumstances. In *The Turn of the Screw*, Flora and Miles are not twins, but they are near in age, and they have been represented as being very beautiful, and at the same time very smart and sly children:

> "To gaze into the depths of blue of the child's eyes and pronounce their loveliness a trick of premature cunning was to be guilty of a cynicism in preference to which I naturally preferred to abjure my judgement and, so far as might be, my agitation. (…) – that with their little voices in the air, their pressure on one's heart and their fragrant faces against one's cheek, everything fell to the ground but their incapacity and their beauty. It was a pity that, somehow, to settle this once and for all, I had equally to re-enumerate the signs of subtlety that, in the afternoon, by the lake, had made a miracle of my show of self-possession." (James, 1994 : 50-51)

The young governess is tremendously fond of the children, yet, at the same time, she is aware of their bad nature. In the scene above, Flora has just seen the ghost of the former Miss Jessel, and yet, even if only a child, she is perfectly capable to disguise her surprise, and even to hide with ease her knowledge of the ghost's presence. Her wickedness resembles more a grown up person, than a little girl. By now, the governess knows that the children are haunted and governed by their ex friends, but she cannot resist Flora and Miles's charm, and wants to save their lives at any cost. In fact, the price will turn out, at the end, to be unbearably high, as in the exact moment in which the governess succeeds to extrapolate the child from the clutches of Peter Quint's evil ghost, Miles dies.

In *The Thirteenth Tale* the twins Adeline and Emmeline are depicted differently, even though their connection and relationship mirrors a coin with two different sides, which can never be separated. Adeline is the aggressive one, Emmeline, on the contrary is very placid, and more malleable, and will endure whatever comes from Adeline:

> "For a start there was the fighting. Adeline would fly at her sister, fists and feet flailing, yanking at hair and landing blows wherever she could. She chased her sister wielding red-hot colas in the fire tongs. The missus hardly knew what worried her more: Adeline's persistent and merciless aggression, or Emmeline's constant, ungrudging acceptance of it. (…) The Missus had never once known Emmeline to raise a hand against Adeline. She had the goodness of two children in her, and Adeline the wickedness of two. In a way, the Missus thought, it made sense." (Setterfield 2006: 81)

Another characteristic of the Angelfield twins is about their language, which is different, as the girls do not speak properly, especially not to each other:

> "Their voices rose in squeals and swooped down in whispers. From any distance you'd have thought in the lively, free-flowing chatter of ordinary children. But her heart sank. It was no language she had ever heard. Not English, and not the French that she had got used to when George's Mathilde was alive and that Charlie still used with Isabelle. John was right. They didn't speak properly." (Setterfield 2006 : 82-83)

Adeline and Emmeline represent a whole person divided in two halves, and that is why they cannot live without each other. The difference between them and Flora and Miles are many. James's children share the same nuances of character, while Adeline and Emmeline are very different. The two children of *The Turn of the Screw* keep themselves together against the world, where in *The Thirteenth Tale* Emmeline is the one who offers a breach to the governess and to the Missus, and later to Ambrose, the young gardener. In James's case, the children are divided only in the last chapter, and this leads to Miles's death. In Setterfield's case, when Hester and Dr. Maudsley decide to experiment with the twins, in order to improve their upbringing, the division causes big trauma, and a light deterioration of Adeline and Emmeline's relationship.

> "The separation of the twins was no ordinary separation. Imagine surviving an earthquake. When you come to, you find the world unrecognizable. The horizon is in a different place. The sun has changed color. Nothing remains of the terrain you know. As for you, you are alive. But it's not the same as living. It's no wonder the survivors of such disasters so often wish they had perished with others." (Setterfield 2006 : 183)

After the twins are reunited, the separation has changed their relationship, even if at the beginning they are not aware of it. The reader does not know it still, but Emmeline has bonded with her younger sister, the unnamed daughter of the rape of some peasant girl and Charlie Angelfield, the lord of the house and the estate. This introduction of a new character who is closely bonding with Emmeline, and comforting her while Adeline is secluded in the doctor's house, gives to the plot and to the twin phenomenon a whole new twist. It is the beginning of a light separation that will continue throughout the novel, until Emmeline's pregnancy, the birth of Aurelius, and Adeline's death in the fire.

2.2 The Contemporary development of the Twin device in *The Thirteenth Tale*

One of the most important features of the Gothic genre is that it holds ghosts. *The Turn of the Screw* has two, Peter Quint and Miss Jessel, so while unraveling his story, James introduced what is considered to be one of the pillars of this specific literary category. Unlike its predecessors, *The Thirteenth Tale* deals with a

ghost that actually turns out to be a little girl in flesh and blood, a child that has never been given a chance to hold an identity, or to grow like other children do. Through this little girl-ghost Setterfield introduced a new device, twisting and pushing the boundaries of the plot further than her predecessors. On the other hand, the author deals with the twin phenomenon in a slightly different manner, than other writers did before her: Margaret, one of the two main characters of her story is an "amputee", i.e. she has lost her twin sister Moira at birth, because the two babies had only one heart. In Vida Winter's case, the clues of a ghost-extra character are scattered all over the story, which is untangled only by its end, when Margaret understands the existence of a third daughter:

> ""I am going to tell you a story about twins", Miss Winter had called after me that first evening in the library, when I was on the verge of leaving. Words that with their unexpected echo of my own story attached me irresistibly to hers. *Once upon a time there were two baby girls…* Except trhat now I knew better. She had pointed me in the right direction that very first night, if I only had known how to listen. "Do you believe in ghosts Miss Lea?" she asked me. "I am going to tell you a ghost story." And I had told her, "Some other time". But she *had* told me a ghost story. Once upon a time there were two baby girls…Or alternatively: Once upon a time there were *three*." (Setterfield 2006 : 349)

After these lines, the author points out to the readers some parts of the story that can now be understood in a new light. Where there seemed to have been a ghost, now is clear that actually there was a new little character. After this revelation, all the purposeful shadows traced over the plot are clear. The Gothic elements still persist, and impregnate the text, though the ghost is not so scary anymore, even if the story of the unnamed girl is terrible, and her life has been saved by the good-hearted Missus and John-the-Dig, the Angelfield's gardener. This little creature will take Adeline's place, name, and life after the last one dies in the fire that destroys their house, and soon afterwards she will change her name in Vida Winter, the narrator of the story. It is, most of all, this lack of identity of the little girl, that will determine the future life of the acclaimed author Vida Winter, and it is also the introduction by Setterfield of this little character that changes the twin phenomenon in her own Gothic story, giving it a whole new dimension and possibilities, that otherwise would have stayed confined in a world of two.

2.3 Twin or "Amputee"?

The third "twin" is not the only novelty Setterfiled introduced in her work. Margaret, the biographer also has a story that hunts her from the past. During her infancy, she discovers, by pure chance, a little tin box under her parents' bed, and inside there is the information about another baby born the same day she was, named Moira. This other twin died, as the two were connected by one single heart. A doctor's decision on the spot decides that Margaret is the one to stay alive. Since Margaret discovers this secret, she understands the feeling of something missing that has always been part of her. In time, this presence starts to haunt her:

> "I turned the handle and let the door swing open. There was movement! My sister! Almost I took a step toward her. Almost. Then I realized. A mirror. Shadowy with dirt and tarnished with dark spots that looked like ink. I looked down to the floor I had been about to step onto. There were no boards, only a drop of twenty feet onto hard stone flags. I knew now what I had seen, yet still my heart continued its frenzy." (Setterfield 2006 : 130-131)

Margaret was at Angelfield, she wanted to take some picture of the old house before it got destroyed (at its place a hotel was to be built), and she saw her own image in an old mirror, though this passage depicts her deep longing for Moira. The duplicated figure in the mirror shakes the young lady's feelings, as one more time it reminds her of her incompleteness. In the twin's way, the single divided into two selves is severed from the beginning, and Margaret cannot accept it. Furthermore, her feelings are described:

> "I needed a lost language. One in which I could communicate with the lost. I used to write one special word over and over again. My sister's name. A talisman. I folded the word into elaborate miniature origami, kept my pleat of paper always close to me." (Setterfield 2006 : 252)

Margaret, whose life revolved around books and the written word, tried different ways to make a connection, to bond with, and to keep her dead's sister's presence alive. This persistence in searching for something that

has been gone for a long time provides a clear image of the girl's feelings, longings, and solitude. In the book there is no evidence of Margaret's social life, or special bonding with anyone outside her father. Even her relationship with the mother was very difficult, and in time the two women got very distant from each other.

Conclusion

The Thirteenth Tale, is a contemporary Gothic novel where the main victim is not a ghost, or a long dead twin, but a third, unnamed daughter. The novel deals with twins, and siblings, but the most important part of the books is the development of the twin device in the 21st century: Setterfield presented a novel where the twins are actually not the main characters, but an important subplot. The story is about an extra layer, provided by the introduction of another daughter, Vida Winter, and by the lost Margaret's twin Moira. The addition and loss are playing a double role in the whole work: can we live if not part of a twin? Can we survive as single entities? Can we reach a complete, entire happiness if half of us does not exist, or has been long dead? The answers to all these questions are yes, as both Margaret and Vida accept their destiny, and try to get the best out of it. Vida takes Adeline's personality, and takes care for Emmeline for the rest of their lives, while Margaret, once the biography is completed, and Vida and Emmeline are dead, decides to continue with her life, leaving Moira, finally, in the past.

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Gender Stereotypes Portrayed through Colours in Magazines– Corpus-Based Study

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Abstract. The purpose of this paper is to analyze the corpus of two magazines (*Cosmopolitan and Men's Health*) and whether they sub-consciously portray gender stereotypes. This study focuses on the usage of the seven basic colors (Primary (N=3), secondary (N=3), and black) in the magazines, their frequency in articles, and the purpose of usage. A mixed method was used in order to retrieve the results of this research. The quantitative method was utilized to extract the frequency of a color in both magazines, whereas the qualitative method explored the usage of colors in context, so within the articles. The findings of the study may suggest a tendency toward gender stereotypes and advertising stereotypes through the usage of colors in combination with clothes or body parts which were found during the qualitative method.

Keywords: Stereotype, Gender, Corpus, Cosmopolitan, Men's Health

Introduction and Theoretical Background

Discussing about stereotypes often generates a fiery debate amongst people, a topic which according to Brems and Timmer (2016) has also been considered as a human right law that one should protect. Based on Merriam-Webster's Learner Dictionary, stereotypes are defined as "an often unfair and untrue belief that many people have about all people or things with a particular characteristic". Considering this, stereotypes have been the focus of numerous studies as they tend to generalise a group or a community with particular characteristics. These research studies examine the discrimination done to a group of people based on their ethnicity, race, culture, or gender and so forth.

Nevertheless, this particular paper focuses on gender stereotypes, stereotypes that are particularly ascribed to women and men. More specifically, the impact of colours used in two magazines (*Cosmopolitan* and *Men's Health*) will be analysed, in order to examine whether their usage in articles displays gender stereotypes or not.

Cosmopolitan is an international, monthly women magazine published and translated in 25 countries worldwide. It is both a mix of global and local cultures as it can borrow articles from other *Cosmopolitan* articles published, but it can also comprise of the country's own original articles. The magazine as such includes various sections, related to womanhood specifically, where numerous topics, issues and concerns are addressed.

On the other hand, *Men's Health* is a monthly magazine the readers of which are mostly men, more precisely 85.05% (Mediamark Research, 2002). Similar to the aforementioned magazine, *Men's Health* also focuses on a variety of matters discussed into different sections of the magazine such as weight loss, fitness, style, health, and so on.

In addition, what both magazines share in common besides some of the similar standard categories (style, entertainment, health, fitness, etc) is that the targeted readership is mainly young women and men, approximately 25-35 years old (Motschenbacher, 2009). Apart from this, the magazines also promote femininity and masculinity through the articles published (Alexander, 2003; Chang, 2004).

Nonetheless, the usage of colours according to Karniol (2011) demonstrates stereotypes. In her study, colours display gender stereotypes as she examines how children differentiate amongst pink vs. blue and Batman vs. Bratz illustrations. The results showed that when faced with the opportunity of choosing between colours, boys tend to avoid the ones that are stereotypically referred to women (red, pink, purple), whereas girls used colours more "realistically" as they used fewer colours to portray boys' illustrations (grey, black, green), and a number of colours to colour girls' drawings.

In contrast to the previous study, a paper by Bonnardel et al. (2017) published slightly different results where both sexes, who were British, showed preferences for green and blue, and female participants sometimes, aimed for pink and purple colours as well. The same study was also developed with Indian participants too, extracting almost the same results, besides the fact that Indian males are comfortable with the colour preference pattern. In contrast, Indian females displayed a pliable colour preference according to the questionnaires which was interpreted as a norm of oppression which needs to be re-examined.

A study conducted in Switzerland revealed how the media impacts gender stereotyping, especially at young ages. The study conducted involved parents and their opinions and perceptions of children advertisements and whether they display gender stereotypes or not. In general, parents shared their concerns

with how media advertises certain products and toys, hence proclaiming that advertisements are menacing, chiefly towards children (Sanchez and Masip, 2014).

All in all, a correlation between gender stereotypes and biological sex is exhibited through abundant research which claims that there is a difference between male and female and ever so often exposed through colours.

Research Design

The aim of this research was to investigate whether the basic colours used by the editors in the articles of *Men's Health* and *Cosmopolitan* reflect gender stereotype or not, and in order to analyse this a Do-It-Yourself (DIY) corpus was created and used. In order to have a representative corpus from both magazines, the DIY corpus contained online articles with approximately 700 words retrieved from the *Style* section from two monthly US magazines, *Men's Health and Cosmopolitan*. This particular section has been selected since both magazines share the same content of discussion (appearance, fashion trends, clothes, etc) and because according to my opinion it utilizes colours in the articles. These articles were extracted from 2007-2017, every two months, so within a year there were a random selection of 12 articles (February, April, June, August, October, and December). This period of time has been chosen taking under consideration the fact that the articles are available online only until December 2007 and no older articles can be accessed. After collecting all the articles, they were converted into text files of a txt. format and analysed through the AntConc Software. Because of the lack of such a corpus, this concordancer has been selected since it is a freeware program, a KWIC (key word in context) generator, easy to operate with it, and credible (Anthony, 2004).

Through AntConc, a mixed method (qualitative and quantitative) was used which helped extract the number of frequencies that a colour was utilized (quantitative), and after that, each instance was analysed qualitatively, so the colours were taken and examined in context. The first methodology was followed so that the research becomes more structured and neat, whereas the second one provides a broader cognisance of the matter (Sanchez and Masip, 2014).

Results

Through the methodology aforementioned and from the random articles extracted from the magazines, it can be concluded that the seven basic colours in both magazines have been used 480 times. The frequency of the colours (See Figure 1) was retrieved from both magazines within a time frame, from 2007 to 2017.

Therefore in *Men's Health*, the number of instances of the basic colours was:
- ➢ Red – 52 times
- ➢ Yellow – 8 times
- ➢ Blue – 61 times
- ➢ Green – 40 times
- ➢ Orange – 16 times
- ➢ Purple – 4 times; and
- ➢ Black – 108 times

Whereas in *Cosmopolitan*, the number of instances of the basic colours was:
- ➢ Red – 49 times
- ➢ Yellow – 12 times
- ➢ Blue – 15 times
- ➢ Green – 7 times
- ➢ Orange – 5 times
- ➢ Purple – 3 times
- ➢ Black – 100

Fig. 1: The frequencies of the seven basic colours from 2007-2017
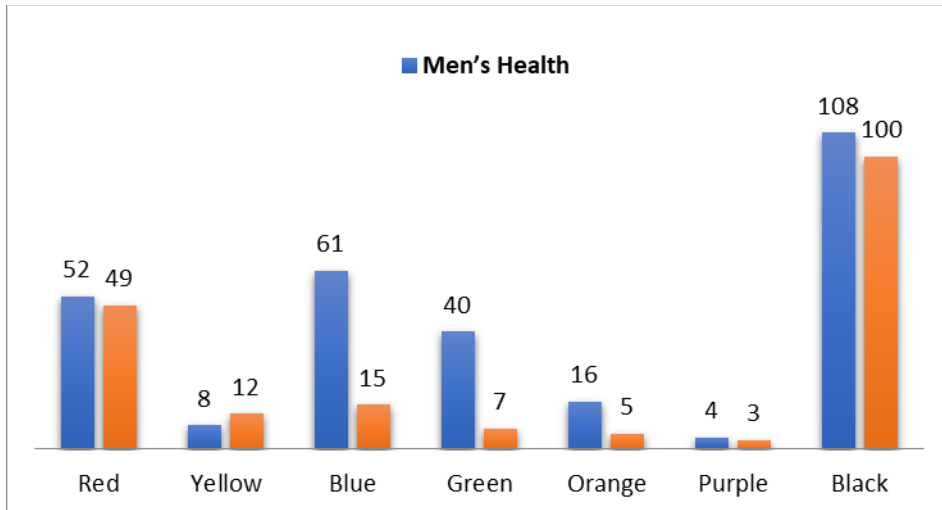
According to the usage of colours and the context in which they are utilized, it may be deduced that the majority of colours is used to describe clothes and fashion accessories, whereas there have been cases where they were used to depict: drinks (red wine), furniture (red carpet), and animals (yellow-throated lizard, blue-footed booby).

Discussion of Findings

Even though randomly selected, the number of colour frequencies in the articles tends to show gender stereotyping. Starting from the red colour, in *Men's Health* there is a dominance of avoiding the usage of red to describe clothes, however there is a tendency of discussing about red carpets, a red face, and red wine. The most peculiar instance of the colour red related to clothes was collocated with 'tango', which according to Google Images, resembles a shade of dark pink (See Picture 1).

Picture 1: Tango Red

Reinforcement of gendered colouring can be identified through this example as the editors of the magazine applied a pink hue while still retaining the term red. This may be concluded as an avoidance of using terms such as pink, which may be stereotyped as feminine, and therefore aiming for a neutral gendered colour such as red.

Nevertheless, almost the same results appear in *Cosmopolitan* as well when referring to red. The dominant collocation of red is 'Red Carpet' whereas the rest of the articles have used red to address different attire (skirts, dress, pumps, gown, and gloves). In contrast to *Men's Health* which discusses a red, irritated face; *Cosmopolitan* refers to another body part, lips. According to Motschenbacher (2009), lips are central when it comes to portraying femininity as seductive, thus *Cosmopolitan* uses the lexeme lip in combination with red to endorse 'aestheticization' of the female body.

Other colours, such as yellow, green, and orange have been mainly used to describe clothes in both magazines, with an exception with *Men's Health*. However, the colour yellow was associated with rugby

sweaters, implying that men should show their masculinity through pieces of clothing that have to do with sport and physique, but also maintain their neutrality by choosing this colour over other ones.

In addition, even though in both magazines the usage of the blue colour is mostly about fashion trends and garments, the number of frequency differs immensely (*Men's Health* – 61, *Cosmopolitan* – 15). The dominance of blue in *Men's Health* indicates a colour-gender association, where blue is seen as a colour for boys. This sort of stereotype begins since the early ages, sometimes even before the baby is born by setting norms to the newborn by differentiating items and belongings into blue (Cunningham and Macrae, 2011).

The articles that contained the colour purple in *Men's Health* displayed another example where colour gender stereotyping may occur. Purple was used to advertise chinos, a particular pair of pants, nevertheless the word as such had 'even' in front. This imposes a 'feminine' fashion trend to men, where besides red and green chinos; they get even purple ones, implying that it is unusual for a man to appear in such a colour.

Last but not least, black is the most ubiquitous, as is it the most frequently used colour in both magazines and their articles. In concordance with other colours, black is also used in respect to clothes and accessories. Nonetheless, even though *Men's Health* is categorized as a men's magazine, there have been three instances where the collocation 'black dress' has occurred, twice referring to women and their dresses, while once referring to men, maybe subconsciously. This instance advertised a pair of sneakers, which according to the author may replace 'your go-to black dress shoes'. Subconsciously or not, the magazine in a 2016 article has left space for criticism as it went against its own rules and norms of promoting masculinity through it. Whereas, *Cosmopolitan*'s most frequent black collocation was little black dress (LBD), which inflicts women into thinking that you are not ladylike enough if you do not own an LBD, and that this may impact their feminine touch as well.

Conclusion and Implications

This research paper aimed at examining whether colours in magazines reflect gender stereotype through the articles written by the author or the editors. The study revealed that to a certain degree these magazines reproduce gender stereotypes and impose their readers into these conventions as well. Even though some of the most noticeable colour-gendered associations were projected through red, black, and blue; the other colours used by authors tried to maintain a neutral position in the majority of articles. In line with this, gender stereotypes are exposed through implying that according to *Men's Health*, men need to take care of their physique through sport, which will also impact the way the clothes fit on them. While *Cosmopolitan* uses its articles to advertise beauty, femininity and the seductive aspect of a woman.

This investigation may hypothesize that magazines follow a gender-stereotypical perspective of writing, and that such a discussion, which focuses on colours, is of importance and may add to the collection of gender stereotypes in the media, precisely in magazines. Nevertheless, the research has been conducted under a limited amount of time with a limited number of articles. Thus, it is recommended that for further research, the paper includes a larger sample of text, which may assure more credibility to the findings.

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Teaching English for Specific Purposes – Understanding the Teacher's role in ESP Teaching

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Abstract. English Language has become more than a necessity for different backgrounds; nevertheless, the need for ESP (English for Specific Purposes) became an interest of certain business people in order to improve their communications skills, focusing in vocabulary enrichment. The following paper will discuss the ESP phenomenon, examining the role of teachers based on a case study developed at a public company "Training and Development Center "of Kosovo Telecom. There has been an assessment of the modules of ESP, teacher's role and methodology. The research was based upon a questionnaire that helped the author in measuring the impact ESP had on the candidates. The questions were carefully analyzed and delivered to 250 people, out of which 200 responses were collected. The respondents were 60% above 35 years old, 59% were male respondents, 88% of the respondents were positively affected by the training courses, 58% strongly improved their communication skills and 75% of the respondents highly evaluated the skills of the ESP teacher.

Keywords: ESP Teacher, EFL Teacher, Employees, Public Company

Introduction

I would like to open this paragraph with the following proverb: "Because of language, man has access to the past and the future. He can express the true and the untrue. Language helps him understand both what is and what could be. ~Wesley Douglass Camp (1915–1991), Preface to What a Piece of Work Is Man: Camp's Unfamiliar Quotations from 2000 B.C. to the Present, 1989".

Acquiring a new language opens different doors in our lives, enables us to see beyond our borders, beyond our culture, beyond our tradition, to understand different dimensions of life and cultures. In our country, Kosovo, English language has become more than a necessity, which being a newborn country is still longing for recognition and support from all parts of the world. Our country also is longing for investments in different industries and areas of development, therefore being involved in [1]Telecommunication Industry for a while the author has chosen to focus her paper on the key issues and challenges faced by teaching English to the employees belonging to this industry (telecommunication), which is very important for the development of our country.

The first part of this research focused on the history of ESP, basic concepts and teaching issues, it covers the effectiveness of ESP jointly with teaching strategies, the teacher's role the students role as well as the types of the ESP. It also includes the study purpose and research questions.

The second part covers the literature review and the third part covers the research methodology and its development, the challenges faced by the author herself while conducting the research via questionnaires, as well as the teacher's role in organizing, curriculum development and literature selection in terms of teaching ESP modules.

In addition, the final part summarizes the findings and the whole paper with the conclusions drawn.

Statement of the problem

While being exposed to English language for a while, people of different areas of expertise have started to ask for a specific skills training in English, this happened as a result of different equipment and tools used in their everyday work. In their training course [2]requests, English language for specific skills led the list of training courses to be attended. Working on these requirements that were quite a few and trying to design the

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[1] The author represents the Training and Development Center of Kosovo Telecom Company J.S.C, which has been operating for over 15 years in the area of training and education, and she has been leading the section of Language training for a couple of years and decided to bring her experience with ESP teaching to the employees of the following company.

[2] The training and Development Center of Kosovo Telecom has designed a form that is called "training request" it is filled by the employees where they as for king for different training courses.

curriculum upon the need of the candidates, came up the idea of the following research paper, to focus on the key issues of Teaching Specific Skills in English to the above-mentioned employees, in terms of course design and delivery, as well as the challenges faced by the teacher herself.

It results as a research project inspired by the critical consideration of the teaching process and practice of English for Specific Purpose for Telecommunication Industry, in the light of the complex requirements of the 21st century globalized educational and workplace environment. It is based on the Needs Assessment of the above-mentioned employees after being exposed to the newest technology and its updates through time. Considering these issues English language acquisition became one of their main objectives.

(Chamberlain and Baumgardner) An ESP practitioner similar to an EGP teacher must understand and respect the cultural sensitivities of his/her students especially while teaching in a non-native setting. Moreover, an ESP teacher should also be aware of the differences between various academic or professional cultures where he/she works (ibid). He/she must keep in mind this kind of cultural awareness while designing courses, preparing materials and instructing the class.

William (1981) suggests that an ESP teacher should have the 'knowledge of students' world'. Robinson (1991) finds the term 'knowledge of students' world' vague and specifies it. He argues that it may include 'culture and personal concerns as well as their specialism'. It will be interesting to note that the specific culture of ESP classrooms stipulates students' respect, as they might know more about subject content than their language teachers (Smith, 1983).

Regarding Students' evaluation the teacher is a resource person who helps students identify their language-learning problems and find solutions to them encouraging them to identify the skills that they need to focus on, and take responsibility for making choices, which determine what and how they learn. The teacher will also serve as a source of information to the students about how they are progressing in their language learning process.

Research Objectives

This study aims to:
- Explain the ESP concept and its evolution through years.
- Measure the level of difficulty that teachers face in delivering ESP courses.
- Analyze the case study of Kosovo Telecom Employees, in terms of their training needs in acquiring a second language.

Research Questions / Hypothesis

- Candidates' needs bring the idea of ESP training courses.
- The impact of ESP training courses in improving the language skills in the workplace

Literature Review

This section shall cover the literature review by discussing what other sources have said on English for Specific purposes as well as how these sources dealt with this specific field of English. While searching for several literature sources the author came across different case studies of different companies or institutions that dealt with ESP Courses. According to Harvard Business Review, these companies and institutions are finding that the General English may not be sufficient to perform a job-related communicative function at a satisfactory level. As a result, the demand for training courses, materials and assessments systems tailored to their specific English language needs is growing in several countries.

Ready or not, English is now the global language of business (Neeley). More and more multinational companies are mandating English as the common corporate language Aribus, Daimler, Chrysler, Fast

Retailing, Nokia, Renault, Samsung, SAP, Technicolor, and Microsoft in Beijing, to name a few in an attempt to facilitate communications and performance across geographically diverse functions and business endeavours (Neeley). Adopting a global language policy is not easy, and companies invariably stumble along the way. Many may feel at a disadvantage if their English is not as good as others is, team dynamics and performance can suffer, and national pride can get in the way. However to survive and thrive in a global economy, companies must overcome language barriers and English will almost be the common ground at least for now, being the main communicative language. (Neeley)[3] A well-known researcher and professor on his article at Harvard Business Review mentioned that there are several reasons that are driving the move toward English as a corporate standard. The author focuses at the one that involves the "Competitive pressure" in that if one wants to buy or sell, he/she has to be able to communicate with a diverse range of customers, suppliers, and other business partners. This is the same with the Kosovo Telecom, its employees undergo the same processes, and therefore English is becoming a necessity. However if some people are lucky the other parties doing business with might share their native language but no one can count on it.

Thus companies that fail to devise a language strategy are essentially limiting their growth opportunities to the markets where their language is spoken, clearly putting themselves at a disadvantage to competitors that have adopted English-only policies. This might be difficult to achieve also in the case of Kosovo Telecom, because the management belongs to natives, even though there is a need for Foreign Investments, which puts English language into an advantage especially when having to deal with business issues. Many FrenchCo employees said that when they felt that their relatively poor language skills could become conspicuous and have career-related consequences, they simply stopped contributing to common discourse. "They're afraid to make mistakes," an HR manager at the firm explains, "so they will just not speak at all." in other cases, documents that are supposed to be composed in English may be written in the mother tongue as experienced by Hans at GlobalTech, or not written at all. "It's too hard to write in English, so I don't do it!" one GlobalTech employee notes. "And then there's no documentation at all."

All in all the need for specific skills in English is growing day by day and as results companies began to think of it more seriously and they have even designed some placements tests for the employees in order to measure their Communication skills in English. Some of these tests are [4]TOEIC provided by the ETS platform. Thus acquiring grammar not the only part to improve the English language skills but the candidates also need to consider the four skills that are reading, listening, speaking, and writing.

Research   Methodology

The research methodology that the present paper chose is the quantitative methodology, via questionnaires that have been distributed online to the stakeholders involved in this project. A questionnaire has been developed based on the research question, it consisted of 15 questions spread thoroughly and analyzed carefully before being distributed. It is believed that respondents should have clear and concise questions so that they do not hesitate to answer.

The questionnaire was designed in order to measure and assess the impact that the English Language Courses as well as English for Specific Purpose Courses had on those employees that have been part of them. The questions were formulated using Microsoft Office, Excel Sheet; it was an online survey that was send to 250 employees and 200 of them responded to it.

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[3] Tsedal Neeley (@tsedal) is an associate professor at Harvard Business School and the founder of the consulting firm Global Matters.

[4] Test of English for International Communication - The TOEIC ® Listening and Reading test is used by a variety of organizations to measure how well candidates might do in workplace and real-life situations where they are required to listen and read in English.

All these results were collected via the [5]SPSS program, which enabled the author to collect the exact figures and percentages of each question. The results were later converted into MS excel in order to have a clearer view of the results presented in charts and tables, in Power Point as well as Windows in case they might   be   of   use.

Findings and Discussion

The author has tried to provide a brief explanation of her perspective regarding ESP, breaking it down in some steps.

The employees/candidates first were introduced to the Basic Language Skills in English, preparing them with the basic skills in Reading, Listening, Speaking and Writing, following specific Language Skills in English. The first ESP training that has been introduced to these employees was Business English; this was due to the improvement of Business Correspondence skills, such as email and memo writing, meeting management, report writing, presentation skills and other training modules part of ESP were Legal English involving the lawyers, and other interesting parties that their jobs were related to legal issues, English in Telecoms, that includes the engineers and other technical staff, English for Marketing and Sales that targets marketing and sales staff, English at the Workplace which covers mainly communication skills at work, English for Customer Care tailored for the counter staff. All these modules were tailored for their needs; the curriculum was based on literature of selected authors some of them also modified based on candidates language level.

Moreover, the employees after presenting their needs, the Training and Development Centre tests them and according to the results of the placement tests, they attend the respective training course. Most of the employees when expressing their interest in attending English Language courses, they usually ask for specific skills in English, improving their communication skills, improving their understanding of literature used in their job.

After attending specific courses they take the final writing and speaking tests, which are assessed by their Trainer/Teacher and in case that they have achieved positive results they are equipped with a Certificate issued by the Training Centre and recognized by the [6]National Qualification Authority.

Regarding the teacher's role, ESP is a practical discipline with the most important objective of helping students to learn. Nevertheless, the teacher is not the primary knower of the carrier content of the material. The students, especially where the course is specifically oriented towards the subject content or work they are engaged in, may know more about the content than the teacher may.

The teacher has the opportunity to draw on students' knowledge of the content in order to generate communication in the classroom. While teaching a specific course on, for example how to write a business report, it is vital that the teacher adopts the position of the consultant who has the knowledge of communication practices but needs to negotiate with the students on how best to explore these practices to meet the objective they have. English teachers need to have considerable flexibility, be willing to listen to learners, take interest in the disciplines or professional activities the students are involved in and to take some risks in their teaching and maybe even change the lesson plan.

Nevertheless, there are cases when due to the lack of materials for ESP courses, the ESP teachers are expected to plan the course well and accordingly provide materials to the candidates. The teacher's task also includes adapting materials when published materials are unsuitable or lack the proper authenticity. A well-known researcher Bojovic (2206) reminds us that the ESP teachers are not specialists in the field, but in teaching English, their subject is English for the profession but not the profession in English. They help students, who know their subject better than the teachers do, develop the essential skills in understanding, using and/or presenting the authentic information in their profession in English. Teachers should also be able to switch from one professional field to another without being obliged to spend months on getting started.

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[5] SPSS is short for Statistical Package for the Social Sciences, and it is used by various kinds of researchers for complex statistical data analysis.

[6] National Qualifications Authority is an independent public body, in accordance with National Qualifications Law in Kosovo. NQA was established by the Ministry of Education, Science and Technology (MEST), and will act in agreement with the Office of the Prime Minister and other relevant ministries.

Table 1. Candidate characteristics distributed in percentage

Candidate Characteristics	*Respondents*				
Age	35 years				
Gender	81 females: 119 males				
Percentage	40.5 % / 59.5%				
Job title	81 / 40.5% Officers				
Section	Vala 159 / 79.5%				
Department	Technical 53 / 26.5%				
Experience	*1 to 3 years*	*3 to 5 years*	*More than 5 years*		
	1 %	24.5 %	74.5 %		
Region	189 / 94.5 %				
Education	*Secondary School,*	*Bachelor Degree*	*Master Degree*	*PhD*	
	16.5%	52. %	28.5%	3 %	
Training courses	*Business English*	*English in Marketing and Sales*	*English in Telecoms*	*English in the Workplace*	*General English*	*Legal English*
	19.5%	7%	9%	12.5%	44.5 %	7.5%

Table 2. Training and Performance Evaluation

How did the training effect your performance	Neutral	To a great extent	Very Little	
	10.5 %	88 %	1.5%	
Relevance of training and needs	Strongly agree	Agree	Neutral	Disagree
	54 %	42.5 %	3 %	0.5%
The impact in communication skills	Strongly agree	Agree	Neutral	Disagree
	58%	39%	2.5%	0.5%
Training expectations	Neutral	Satisfied	Very satisfied	
	1%	31%	68%	
Trainer effectively present the tools	Strongly agree	Agree	Disagree	
	75 %	24.5 %	0.5%	
Training Course content	Excellent	Good	Neutral	
	89.5 %	10.5 %	0 %	

Considering the responses divided by gender the author explains that the majority of the respondents were men being 119 out of 200 respondents or in percentage 59.5% out of 100 %, whereas 81 out of the 200 respondents or in percentage 40.5 % being women. Gender balance is still an issue however, the author stresses out that men were those who most needed these courses, women being more prepared and acquainted with language and communications skills, even though this is another issue that needs to be researched on.

The results of the question are spread in frequency and percentage, and according to them, the majority of the respondents 104 out of 200 have a bachelor degree, followed by 57 out of 200 respondents with Master degree.

From these responses the majority of the respondents 89 out of 200 attended English Language Courses as a basis for ESP courses, followed by Business English Training attended by 39 respondents out of 200, as well as the English in the Workplace Module attended by 25 respondents out of 200.

Conclusion

Taking into account the importance of ESP and the involvements of teacher and other stakeholders, we must emphasize that there is still work to be done in order to encourage teachers to be part of ESP. From the authors perspective the teacher can cooperate with other peers of other fields in order to get familiar the subject matter, bearing in mind the high requests of people who want to acquire a new language and still insist on improving their communication and technical skills in English. EL Teachers not only deal with young learners or adults that seek for General English, they also come across experts from different areas of expertise that need English in their life and work.

The author strongly believes that the following paper will serve as a guide to other teachers, to encourage them in teaching English for Specific Purposes, even when they do not feel confident enough. We learn through experience and it is exactly the experience that teaches us how to improve ourselves, how to improve our methodology and approach to the ESP and language in general.

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Study on Gender Biased Language usage in Spanish Secondary Learning Regulations

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Abstract. Currently, Society past mistakes about gender discrimination are being recognized. Social and civic strife are achieving to take out barriers, pre-established by means of hard pressure and control from male chauvinism. One of these barriers it's that which is set through non-inclusive and sexist language, frequently biasing the message to the masculine sector, neglecting or keeping women down or on invisibility. This language is widely used and we can see it nowadays in official administrative documents. In spite of to-the-change tendency which is important and realizable, and the hard efforts which are being carried out, incompleted attempts to carry out this processing-oriented-to-inclusive-language introduction have been found, as can be viewed in official documents about Education terms & regulations. In this paper gender biased language into the R.D. 1631/2006 was studied, setting out the specific expressions along with the prompting, attending the own qualified administrations' wisdom and at their, decisions and implementations disposal.

Keywords: Human Rights, non-sexist language, Gender, Equity; Gender equality legislation, Linguistics, Integration, Education.

Introduction

The impact that sexist behaviours may have on and over the Society are currently well known, as it can affect each and every situation and exerts impact to a some extent (both positive and/or negative, according to the application and depending on the orientation, when it involves the language [1], [2], [3], [4], [5], [6], [7], [8], [9], [10], [11], [12], [13], [14] even more into the regulations, administrative documents and laws, especially within the related to public jobs applications and selective processes, and on Education. [1], [15], [16], [17]. According to Maturana (1978), [2] the language, as itself, can be considered as just a mean to communicate, but, depending on its content and a possible bias, it can also generate different behaviours and elicit emotions and diverse reactions, not being necessarily representative of the true thinking or ideas on the topic of the person who uttered or wrote them, due to, sometimes, the language can be a hierarchical element, or an inherently acquired element, learnt from and by means of customs and traditions, which inherently sometimes "trundles" biased, outdated and negative elements from male chauvinist and patriarchal previous societies. [2], [16], [17], [18], [19], [20].

Thus, when a person utters a biased expression on a lecture or wrote some biased words and sexist content into a paper or a book, anyone can manifest his/her dissatisfaction and declare his/her discontent. However, if the biased language or the sexist and biased content was poured out, written into a document, setting a regulation over a particular educative circumstance or a specific school/college everyday-life act, or on a document which declares and regulates an application to a public job, setting, for instance, the features and specifications of the person to be eligible and the candidate's academic & experience thresholds, if the administrative document introduced biased content and/or sexist/biased language, it would be setting not only the requirement, but also the nature of the candidate, and it would be conditioning the mind and the motivation of the reader, so that a woman who could be possibly the best candidate, may also be unaware to be eligible (or just, by rejecting it on the sexist and biased language terms used, may be depriving herself from that job, and to the society of a great amount of professional outstanding services). It may be also yielding legal gaps, especially when another regulation, at the same, inferior or superior level, setting inclusive laws and gender equality and equity dispositions, does already exist and it is already in force [1], [21], [22], and even can be considered a kind of sexist violence [16], [17].

It was before that realization, that the research on biased and sexist language usage was started, finding some contradictions and contradictories sets on diverse regulations at a national (spanish) and local/autonomic (Andalusia) level. Specifically, it was observed a complete regulation (the 1631/2006 Royal Legislative Decree by which the curricula and minimum learnings to the Secondary education it's established at a national spanish level) on those terms, and studied the possible implications it may be setting, either on the national educative and job applications at a national level or on at a Communitary (autonomic) level, taking into account the existence of a Gender-equalities and unbiased-language law at a national level, and that a more updated on that basis autonomic regulations in Andalusia were
extant.

As it appears in the prompting article: "additionally to this situation, within the legislation framework at a national level regarding to gender equality and unbiased regulations, any document articulated on biased terms or using sexist language, by and under whichever the reasonings, arguments or pretext, and independently of that, would be breaching the prescriptions and the regulated by the Organic Law 3/2007, of March, 22nd, to the effective gender equality among women and men, which put forward, into its Title II, Chapter 1, article 14, point 11, the following:"

"La implantación de un lenguaje no sexista en el ámbito administrativo y su fomento en la totalidad de las relaciones sociales, culturales y artísticas." «The establishment of a non sexist and unbiased language into the administrative scope and the promotion to and into the totality of the social, cultural and artistic relationships and realms.»

And, in its article 28 it already appeared, in addition, the following on such matter (in its point 4):
"En los proyectos del ámbito de las tecnologías de la información y la comunicación sufragados total o parcialmente con dinero público, se garantizará que su lenguaje y contenidos sean no sexistas." «Into the projects within the IT & Communication scope, defrayed by the Public budget, the usage of a non sexist nor biased either language would be avouched»

1.1 Ethical Considerations

Due to the main goal of the Research: to create social awareness and raise educative and social impacts performed by just a teacher and concerned citizen on the society improvement and the development of his own educative and life context; the work was carried out and offered to the Public Administration to carry out what was deemed and appraised as appropriate by the qualified Administration in such matters.
The interest was, thereby, double: on the one hand, to publish the work as a paper, which the Public Administration was committed and didn't fulfill; and, in the other hand, to create a streamline, a streamwork, to communicate and develop the trend set, both, by the Spanish Government and by the Academy, into a double slope [1], [23], [24] on the basis to create dissonance between two in force and simultaneously extant laws, which not being (not only) that one was contradictory to the other, but the one (the hereby studied) actually was breaching the national decree on Gender Equality and unbiased language, and the contradiction and rebuttal within different hierarchical order laws and regulations (the one at a national level overriding the communitary which was better and upgraded to the gender's and unbiased language terms set by the OL 3/2007 of March 22nd); and, in the other hand, to bloom up a temporal window which could be taken in advantage of, while updating the Royal Decree and other regulations, in the hiring of the personnel from the less (underrepresented) presented sex to the Public Administration and Head-Managing jobs, in that case the female gender, in the aim to balance the proportion between both genders, as the Laws & regulations were proffering and concurring; allowing, thereby, under that pretext, an accelerated updating rate in that aim, and on that purpose.

Methodology

The present research was founded on two basic keypoints: quest and literature research followed by the documents analysis and comparative literature process; and the second one consisting of action research and becomings-lookout.

The literature, linguistic and wording study, from a reviewer point of view was targeted to the Law & Regulation update, and to the juxtaposed goal of promoting and allowing that social change and proposals (on equity and gender equality) acceleration, writing therefore, a prompting article to be published (with the adjoined goal to "subsequently" raise the awareness on that matters and law's gaps) being therein yielded to the authority (in gender and equity matters). According to that and thenceforth, the methodology drew upon was a reflecting research (reflexive over the documents, the linguistic, the society trends and proposals to the change and also about the forthcoming consequences-foretelling and -planning) and that kind of research we can place between expositive and declarative pedagogy and education from, and by-research with the arising for dissonance generation). [25], [26], [27].

The stages proposed (and forwarded) were:
a) Question: What can be done to stimulate political authorities into the educative communities and, specifically, into the development to a wider awareness to the equity attention, gender equality, and the importance and key role that the language and wording has in its input and contribution onto the problematic of on sex considerations and gender discrimination to selective processes (employment), care and regards (regulated education, social education and learning-teaching process individualization) as well as to the update of an obsolete law and regulation and therefore archaic (at the relation to a equal level regulation)?
b) Data collection: in this case, the sample would be the set of laws and also qualitative documents that shape in the legislative body (the defined sample was the spanish legislation and the sample delimitation, to the "Secondary education regulations" and the "On gender education and gender matters" regulations, both, at a national level and at a autonomic (localized to Andalusia) level, from 2007-2010, and yet still in force in 2013.
c1) Contextualization: as previously advanced, the spanish legislation was delimitated to the specific matters at first instance, and a second sublevel delimitation was set to circumscribe it territorially, thence contextualized to the place the researcher was located (Andalusia) founding hence the contradiction between two coeval regulations, and at the same time an interdiction between two laws at a national level.
c2) Data analysis: with focus on the language usage and special attention to the sexual/biased wording and non-inclusive gender/generic linguistic use, not subjective and not connotative, into the legislative documents to the Secondary Education regulation at the national level and also to the local level (Andalusia) a word-by-word, exhaustive analysis was carried out.
d) Conclusion/s: integrated proposals, final reflection, with terms prompting and updating proposals linked to a future research, and action-research in this way, were offered.
e) Outcomes presentation to the authorities and becomings-lookout on such laws and regulations updating and social changes on this way, and results showing, which is herein finally presented.

2.1 Approach, Scope and Range

The approach it's epistemological, non-hermeneutical, as the structural viewpoint of reality (social reality) as far as it's understood, it doesn't rely only on the physical disposal of its elements but on the relationship between those elements (laws-society-education) and the interaction between the implied factors (Public Administration, Political Parties, Professorate, Professorate on training, Student-body and Associations, within legislated and regulated acts, figurative events and school doings). From a qualitative research to an ethnographic character inasmuch as it's assigned a definite situation from a definite society within a particularly rooted circumstance, loomed up from a traditional (conventional male chauvinist) socio-cultural construct,   located   in   a   specific   and   defined   place   and   historical   context. The range is local, ontological, and reflexive (reflexive-ethnography), inasmuch as the quality of the act can be bestowed as and with intentional social action/s and psychological experimentation [28], [29], [30] being, the aforementioned and the subsequent, known at that moment as "eco-reflexive" [31] at wherein the research itself can affect the approach and the researcher/s' point of view, recently termed as "Emic-Etic" Research, characterized by a trait of subjectivity [32], and being part of the researcher training as itself to a some extent. -Participating-Action-Research- [28], [33], [34], [35]. The scope can be set between 2012-2019.

Development, Action Research

As it wasn't the main goal of that project (not the aim of this document either) to set out and develop the complete articulation of each and every example found into the document at its complete extension, but to support the main topic and basis of the study, a few examples would be transcripted to bring out that streamline that, when wording and writing, the Public Administration can be offering (as, as an official and performative text, has and carries the power of the Government, i.e., in this case, stewardship, and also as an unbeknownst educative document).
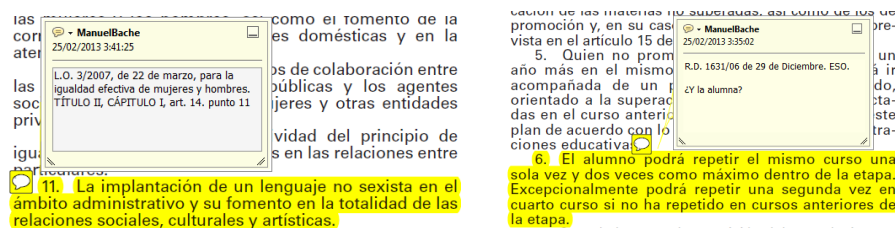
Literally extracted from R.D. 1631/2006:

Fig.1). It would have been written *(in spanish)* as: "Cada alumno/a"; so that it is not due to the "language economy" or writing efficiency, as sometimes it is frequently said and with ease offered as (*and among other kind of*) excuse.

Outcomes

The usage of a sexist language and biased to only one gender (male) excluding the other as a result of the wording and writing was found (up to 110 times into a document of 97 pages) which were alluding exclusively to the (male) student (schoolboy), teacher (schoolmaster), to the father (only and solely one of the parents) and tutor (male tutor solely, or foreman) both, plural and singular.

On this way, it can be usually confused, but on this occasion, there were even a few which may be qualified as perplexing, ambiguous and disorienting. Incomprehensible and perplexingly to a text of that nature, on that matters, and of such importance (Educative, curricula and assessment criteria at a Secondary level regulation).

Conclusions

At a light sight of the outcomes it could be easily, to say that this document with the goal to set the regulation on educative matters, it was not just the kind of example to a legislation, nor to a coeducation/inclusive language educative example either, however, a few points to bolster up the previous consideration would be summed up next, to close:
- Androcentrism kind as a neutral/generic usage of the male morpheme [1], [20], maybe on the "language economy" or the ignorance and writing hastening of the clerk, was found.
- Binary terms, and inclusive unbiased forms were also found into the same document, originating more confusion, and raising even more perplexity to the researcher and possibly to the people who had already the unbiased nature or the integrated inclusive awareness, especially on this matters. The possibility to raise also uncertainty over the norm and rules prescription and application was also extant [1].
- The research was successful, as it can be observed from the fruitful becomings, and quick law updating, and raise of the awareness on that matters. The main Law on Education (from 2006) was immediately updated at 2013, and those designative to the Secondary and High Level Education were both finally updated onto a very summarized and as an embodiment of the unbiased and/or inclusive -non-sexist- language.
- Inclusive language it's defined as: "the usage of a language which doesn't allow or recognise, the male morpheme as a generic to the humanity, looking for the stereotypes reduction and removing discrimination from the language used" [36].

- That is particularly considerable to the legislative documents and to the Public Administration concernings and/or attached responsibilities, as the targeted public it is not considered as a simple audience or sphere, but as the receiver of that communication code used and spread in its own relationship with citizens, and its legislation, consequently, generates paradigm [14].

- The language, especially on gender matters, it seems to arise and define itself as a "motor" or a "engine" to advance or to detain a social progress, a "social construct" and/or a new paradigm adjoined to those attitudes, habits and behaviours/customs that it thereby involves.

- Action research, "Participating-Action-Research [28], [33], [34], [35], is offered as a reflexive practice and also an action-research method which has shown to be useful and effective in order to bring about and also to accelerate social changes.

- This extract represents the last step of the proposed phases in the Schön diagram [25], [37] after 7 years of observation and 5-6 years of updating period (in 2016 and 2019 new regulations were published at the national and local level on the matter of inclusion, attention to diversity and gender equality, including the proposals made by this research and in December of the same year 2013,when 6 months after the presentation of the work to the administration, the revised Education Law was proposed for its improvement and updating, giving rise to a new Education Law for Educational Improvement).

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Translations Into Albanian Of The Novel "Don Quixote Of La Mancha" And His Reception By The Albanian Reader

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Abstract. The object of this work will be the two parts novel by the writer Migel de Cervantes, translated into Albanian by two different authors. Through the analysis of the text, but also through the criticisms that have been made for these translations, we will highlight its values and the great importance it had for the Albania of that time. How it was received by the reader and how much it was appreciated by the critics. This is where the originality and value of our work lies, as no scientific research has been done about this topic before. The methods used will be mainly textual and comparative analysis methods, combined with each other. The literature to be used will be theoretical literature related to translation and reception as a communication process. But there will also be critical literature, which includes articles and writings that have been made on the translation of this work into Albanian.

Keywords: translation, adaptation, reception, originality, reading, interpretation, etc.

Introduction

The translation in Albanian of some of the world masterpieces has been taken long ago and their impact in Albanian culture and literature has been huge. In this group of writings, who has bigger impact and importance for the reader of Albanian literature, not only at the time they were translated,it is and was "Don Quixote" of the author Miguel de Cervantes. The difference between this novel and other books that have come by different world masterpieces, is that it is translated in Albanian from two different translators in different times. From that fact we should stop and see the process of translation and the perception of both of the translations by having as an objective their values and importance for the Albanian culture and literature.

1.1 The translators of "Don Quixote of Mancha" in Albanian and the ways of translation

The first volume in Albanian was brought in the years 1932 - 1933, by Fan Noli[7] the famous Albanian poet, politician and translator. He is one of the most outstanding figures of Albanian culture and literature, but he has shown his values and his most brilliant skills more as a translator[8] than as an original author[9]. This is evidenced by the time and the extraordinary works that he has managed to bring in Albanian. As the researcher Kristo puts it: *"Judging by the time he has devoted to translations, and the amount of work he has done, Noli is more specialized in this field than in all the others. The volume of translation work that he has done, reaches a total of 7,800 pages, of which 6,000 pages were religious and 1860 pages artistic translations."[10]* This translator in his work has also done his best to maintain a kind of rhythm of the work that he has translated, as Wallek and Warren put it:*"Every prose has its own kind of rhythm"*.[11]And the preservation of this rhythm, but also the attempt to bring to the whole the elements of a work with their

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[7] Note: Fan S. Noli, was born on January 6, 1882 in İbriktepe, Eastern Thrace. He studied at Harvard, Boston. Very well known and appreciated for his literary and artistic activity, but also for his activity as a good politician and orator, where only thanks to his ability Albania of the 1920s managed to become part of the United Nations. His activity took place mostly outside Albania, but he was always at its service. He died in Florida, USA, on March 13, 1965.

[8] Note: As a translator he has translated into Albanian the most important works of William Shakespeare, where we can mention; Hamlet, Macbeth, Romeo and Juliet, Othello, Julius Caesar, etc. Also other figures such as; Omer Kahjam with his Rubairat, Viktor Hygo, Sharl Bodler, William Knox, Henrik Ibsen, Molier, Stendal etc

[9] As an author, his creations are: "Album" volume of poems - 1948, "Skanderbeg's History" - 1921, "Autobiography" - 1960, "Israelis and Palestine" - drama, Beethoven and the French Revolution - study.

[10] Kristo, Diana.: Noli si përkthyes. (2/04/2016). Available at: https://ww w.fotjonart. com/noli-si-perkthyes/

[11] Wellek, R., Warren, A.: Theory of literature. Harcourt, Brace and Company, New York (1949) f. 163.

naturalness is an accomplished realization of the translation, this because these elements are part "*of the whole of a work of art, not detached from its meaning*".[12]As for the translation of "Don Quixote of Mancha", Noli acts, as in most of his translations, he activates all the linguistic wealth he possesses. But he also managed to adapt the names and surnames of the characters with those of the popular Albanian language, to make the novel as similar and understandable as possible for the Albanian context.[13] His translation is rich in words and expressions that make it easier to understand and enjoy the work in Albanian. The lexicon often used is also combined with dialectics and old words, foreign words and new words, all of which fit very well with the characters and their character. Some of them are presented below: *honey flow[14], bloodshed,[15] always possibility[16].* In this translation we have the re-creation of a masterpiece of world literature, which does not depart from the nature, ideas and values it has. Before, Noli adapted this work in Albanian. Thus Noli's translation can be included in those works which, according to Ecos, "*enrich the language in which it is translated wonderfully and that, in cases where many of them see them as lucky, manage to say more (or bring more effects) than the original.*"[17] This choice has made the work of this author very readable and appreciated from time to time. The second volume of this novel was translated into Albanian 50 years after the first, by Petro Zheji,[18] who is a translator[19] and scholar known and appreciated in Albanian culture. Zheji managed to fill the gap left halfway through the translation of the first part by Noli. His translation is extremely rich with words and phraseological expressions, for which, as the critics say, *"Petroja also undertook trips outside Tirana, as he had happened to go to Kruja or elsewhere, to get acquainted even more closely with popular phraseology."*[20] So, he has gathered from different parts of Albania so that he could afford with the Albanian language all that wealth and that colossal work of Spanish literature. As these two examples prove: "Better poorly married than mammals and ashamed " "Better a poor horse than no horse at all."[21] "Better an egg today than a chicken in a year"[22] The value of this translation lies in the fact that this translator continued the naturalness and tried to preserve the style of the first translator of this novel. Cases that can prove this realization are some typical words of Noli's time and that Zheji has preserved. Here are some examples: (Adventure, Humiliator, Reader, Governor)- etc. Therefore, Zheji as Noli, has recreated Don Quixote in Albanian, making him speak a rich and original, simple and attractive Albanian. Because even in Zheji we find, not only phraseological expression adapted to those used in the original, but also new words, creations that belong to different parts of the discourse, as in the following examples**:** ("Forgiving , loving", well-intentioned, saving spirit)Eybrowhairng. The examples given illustrate the extraordinary creative work of both translators, but also that this case of translation of this work emphasizes the indisputable

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[12] Wellek, R., Warren, A.: Theory of literature. Harcourt, Brace and Company, New York (1949) f. 176.

[13] Noli, Fan.: Don Kihoti apo Don Kishoti? Republika, Tiranë (1930), f. 1

[14] Cervantes, de Miguel.: Sojliu mendjemprehtë Don Kishoti i Mançës. pjesa e parë, përkth. F. Noli. Naim Frashëri, Tiranë (1977), f. 15

[15] Cervantes, de Miguel.: Sojliu mendjemprehtë Don Kishoti i Mançës. pjesa e parë, përkth. F. Noli. Naim Frashëri, Tiranë (1977), f. 133

[16] Cervantes, de Miguel.: Sojliu mendjemprehtë Don Kishoti i Mançës. pjesa e parë, përkth. F. Noli. Naim Frashëri, Tiranë (1977), f. 163

[17] Eco, Umberto.: Decir casi lo mismo. La traducción como experiencia. Lumen, España (2008), f. 82.

[18] Note: He was born in 1903 in Gjirokastra. He graduated in Albanian language at the University of Tirana. He worked as a translator at the publishing house "Naim Frashëri" for several years. He then emigrated to America and upon his return retired. He passed away on March 14, 2015.

[19] Note: Zheji is known for translating the names of world literature such as; Goethe, Breht, Didero, Tolsto, Herbert Wales etc

[20] Këllici, Skifter.: DON KISHOTI i Petro Zhejit – pasurim i mëtejshëm i gjuhës shqipe. (17/08/2012). Available at: https://www.idituri.com/don-kishoti-i-petro-zhejit-pasurim-i-metejshem-i-gjuhes-shqipe/

[21] Cervantes, de Miguel.: Sojliu mendjemprehtë Don Kishoti i Mançës. pjesa e dytë, përkth. P. Zheji. Onufri. Tiranë (2014), f. 60.

[22] Cervantes, de Miguel.: Sojliu mendjemprehtë Don Kishoti i Mançës. pjesa e dytë, përkth. P. Zheji. Onufri. Tiranë (2014), f. 619.

fact that "*the language of the novel is a reciprocal dialogue system that illuminates all other languages. It cannot be described and analyzed as a single unique language.*"[23]

1.2 Reception by the reader

Reception stories of works are different, as one work may wait for one time, and may reject another time. All this is a matter of socio-cultural conditions where the text is published, but also directly related to what Eco has called the model reader.[24] How capable and cultured is he to build the path that the author has built before him? But in the reception of a work also play a big role what Gadamer calls horizons, where according to him understanding is nothing but interpretation from personal and historical horizon.[25] By making important the distance of time that is created between the object that is interpreted and the interpretation itself, and no longer considering this fact as a barrier, but as a productive feature of their relationship. But how did the personal horizon of the Albanian reader receive the first volume of Don Quixote? To understand this we need to list some historical facts. Because, as the researcher Nushi says: "*Quixote has lived these three times in Albania and the characteristics of the time that ideologically our country lived have been worn at all times.*"[26] This work was translated in 1932 - 1933 in Boston and a year later was published in Albania. This period has led Noli in his introduction to draw parallels between those who had lost the power they had in the Ottoman Empire and since they were servants of that time demanded its return as Quixote.[27]

This is not because of the reality that existed, but also because he decided to translate this work ostensibly to strike at his political opponents "*after the June Revolution had failed*"[28] precisely because of this layer of beys, who ironically and mockingly in the preface of his translation, deliberately stating that "*Don Quixote will be understood in Albania better than in any other country.*"[29] This statement is understandable if we recall that in this period Albania had only two decades independent of the Ottoman Empire, which left Albania for 500 years illiterate and poor. Even those who were educated had studied abroad. So we have very few readers, but there were readers and people who loved literature, so it was well received by readers. Whereas in the communist period there was a distortion of the figure of Don Quixote in the interpretation according to Kadare: "*For seventy years, the communists have accused Western leaders of being such*"[30] As for the second volume, it did not have the fate of the first, as in the period when it was published there was no basis with few readers. Already in Albania were created whole generations of readers cultivated with world literature. The only problem was the predominance of an ideological literature and related to the politics of the time, which had directly influenced the tastes of that reader. We can say that we have a problematic expectation, as this horizon does not properly receive work. However, we must underline the

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[23]Bakhtin, Mikhail.: Discourse in the Novel. The Dialogic Imagination: Four Essays. University of Texas Pres, Texas (1981), p.329.

[24] Eco, Umberto.: Lector in fabula. Bompiani, Milano (2001), p. 72.

[25] Gadamer, Hans – Georg.: Philosophical Hermeneutics. tr. and ed. by David E. Linge. Los Angeles and Berkeley, London (1977), p. 209.

[26] Nushi, Admira.: Don Kishoti vepra më përfaqësuese e letërsisë spanjolle të përkthyer në shqip. Revistë Shkencore e Institutit Alb-Shkenca.(online) Aktet. Vol VI. Nr 3. (2013), f. 330.

[27] Cervantes, de Miguel.: Sojliu mendjemprehtë Don Kishoti i Mançës. pjesa e parë, përkth. F. Noli. Naim Frashëri, Tiranë (1977), f. 7.

[28] Kadare, Ismail.: Don Quijote en los Balcanes. Publicado en: Don Quijote alrededor del mundo. Instituto Cervantes, Madrid (2005), f. 73.

[29]Cervantes, de Miguel.: Sojliu mendjemprehtë Don Kishoti i Mançës. pjesa e parë, përkth. F. Noli. Naim Frashëri, Tiranë (1977), f. 7.

[30] Kadare, Ismail.: Don Quijote en los Balcanes. Publicado en: Don Quijote alrededor del mundo. Instituto Cervantes, Madrid (2005), f. 73.

fact that with the publication of the two volumes together, Cervantes' work is in great demand from the reader, as Varfi states in one of his writings, saying that the work was published in *20 thousand copies*.[31]

1.3 The reception from the critics

Regarding critics, time after time, they have achieved the goal of judging (criticizing) this piece the right way. A first critic about this piece, could be "Introdukta"[32] achieved from the translator of the first volume. Meanwhile, since its publication, until today, the evaluations have been distinct. These evaluations have been made for the language and the enrichment that it brings to the literature as a translation,[33] as well as for the ideas,[34] novelties, and the values, comparing it also to other masterpieces, ceasing at universal[35] phenomena. At the same time, the piece has also been appraised for the interpretations of the symbolic, and the values of the translation[36] that the piece presents, but even for the interpretations of the characters[37] and the point of view they bring forward. For example, the scholar Uçi, appreciates the fact that after a long period of time, the translation of this piece has made possible the recognition with Cervantes"[38] masterpiece. According to the facts and the context, this is where the value of this adaptation lies, because it has come in a necessary period of time for the Albanian literature and culture. This is because in the years 1920-1930, the outer states imposed a monarchy in Albania, and if seen in the context of those years, this act was very Don Quixotesque for the advancement and the development of the Albanian society. This fact is affirmed by the scholars when they refer this translation in Albanian:"*The most explicit display of Noli's ideological reading is in the introduction to Don Quixote by Cervantes. In Noli's reading, Don Quixote is the product of social circumstance. The text is read projecting the similarities of the circumstance of the work with the socio-political circumstance in Albania"*[39] Besides this aspect, this translation has received positive valuations from every scholar that has written for it and for the quality of the translation, as Uçi claims again:*" For the Albanian culture, the translation of "Don Quixote" has not only the merit of translating a masterpiece into Albanian, which was translated into all the languages of the world, but has also been a remarkable contribution to the prosperity of our language, which proves prosperous, as well as Spanish of Cervantes."*[40] Meanwhile, regarding the kind of its translation and evaluation, one of the Albanian scholars and translators says: *"Remember that there are two types of translations: We have literal translation and literary-artistic translation where the essence of thought is taken and not mechanical translation. Noli, has applied the second principle, being himself a very talented creator."* [41] The fact that Noli has been a talented

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[31] Varfi, Andrea.: Servantesi: Ylli, 11 nëntor, Tiranë (1987).

[32] Cervantes, de Miguel.: Sojliu mendjemprehtë Don Kishoti i Mançës. pjesa e parë, përkth. F. Noli. Naim Frashëri, Tiranë (1977), f. 3-7.

[33] Uçi, Alfred.: Shtegtimi i Don Kishotit në Shqipëri. Akademia e Shkencave, Tiranë (2005).

[34] Shpallo, Dalan.: Kalorësi i vrerosur nëpër botë. Gazeta Drita. 11 Korrik. Tiranë (2004), f.14

[35] Aliu, Ali.: Don Kishoti shqiptar, Një histori ndryshe e letrsisë shqipe. Toena, Tiranë (2010)

[36] Plasari, Aurel.: Don Kishoti zbret në Shqipëri dhe ese të tjera të letërsisë së krahasuar. Naim Frashëri, Tiranë (1990), f. 167- 169- 200.

[37] Jorgoni, Perikli.: Një monument i letërsisë botërore. Nëntori XI. Tiranë (1997), f. 157.

[38] Uçi, Alfred.: Versioni modern i Don Kishotit, a mund të rishkruhet Servantes?. (22/08/15) Available at: https://gazetamapo.al/versioni-modern-i-don-kishotit-a-mund-te-rishkruhe servantes/

[39] Shala, Kujtim.: Fan S. Noli: Introduktat. (13/ 04/ 2011). Available at: http://www.fjala.info/arkiv/fjala1/kujtim-m-shala-studimet-letrare-shqipe/

[40] Uçi, Alfred.: Takimi i Nolit me Don Kishotin. 29.09. 2018) Available at: https://telegraf.al/suplement/suplementi-pena-shqiptare-prof-alfred-uci-takimi-i-nolit-medon-kishotin/

[41] Nasho, Jorgaqi.: Difektet e Nolit nuk e zbehin madhështinë e tij. (**09/12/2011). Available at:** https://sot.com.al/node/12811

creator, but also a translator with great experience in translating, has helped him a lot to bring in Albanian a piece that is artistically fulfilled. This affirmation reiterates also the point of view of one of the greatest Albanian translators, who expresses: **"***Specifically, Noli's translations do not stand out simply for certain findings in the field of vocabulary or syntactic structure, for the emotional strength of expression or the mastery of verse. They are first and foremost distinguished for their clarity of meaning, for the fact that even today - after almost a hundred years{............{– Noli's literary Albanian remains for the reader fundamentally understandable, clear, aesthetically pleasing.}***"**[42] These positive evaluations are not only for the esthetic characters for which Çuçka expressed, but also for the linguistic ones, for which Këllici explains by saying: *"Noli's translation, intertwined with such a natural dialogue and, above all, the phraseology based on the rich vocabulary, served as an example for all Albanian prose writers who wrote after the publication of this masterpiece in the Albanian language."*[43] There are also evaluations regarding the second volume, but less[44], comparing to the first one. The second volume has always been criticized whether it is as good as the first volume, or as fulfilled, making it hide under the first volume's shadow. Although the quantity of the writings for this translation is smaller, its value is great, not only because of the extraordinary work that has been done, but also because of the time it has been made. Zheji has had the commodity to have a more developed language than the one Noli had, and a "cultural subsoil" more completed than Noli had, only two decades after the independence of Albania. Thus, the artistic and esthetic realization of this piece, as seen also from the continuous evaluation of the critics.

Critics regarding the translation

The critical reception regarding the second volume, has not had reactions or negative remarks concerning the level of translation, or the need to be re-translated. Whereas the first volume, has had only feedbacks and has caused controversy. One of them, which refers more to Noli's "Introdukta," is the one by the professor, writer, and translator A. Tufa, who explains: "*Noli's products for Shakespeare or Cervantes are a continuation of the projection of his political ideas as a Republican. .... Not a word about the symbolism of the inflexible dreamer, the incorrigible idealist, who even alone continues to believe, to dream as a knight of the right. The strong pejorative of Don Quixote's symbolism does not coincide at all with the symbolism of pure, dreamy and naive idealism in European cultures. We share different donquixotes with Europe. For all these reasonable, conditional or voluntary shortcomings, new translations of the classics are needed as a necessity and re-experiencing an acute need to enter into an adequate dialogue not only with classical authors, but also with today's expressive energy of contemporary albanian.*[45] This author does not only refer to the translation, which is why according to this scholar and translator, the time has come to re-translate the piece. Regarding this issue, in an interview, the writer and scholar Jorgaqi has also expressed a few words, where asked if there have been any redundancies and add-ons in Noli's translation of Don Quixote, Shakespeare, or Khayyam? He says: *"There are some problems here. In Don Quixote, Noli alternated his interest in the political war and the adaptation of the book to the conditions of Albania. For this reason he has mentioned areas of Albania, such as Domosdova, Rrogozhina, etc., ironically "bejlurçinat". He also mentioned the names of Albanians. But this deviation from the original, Noli has done with full conscience and he was fully aware of the things he was doing. This book, too, has been published with abbreviations."*[46] Other critics and scholars, have criticized the most the redundant adaptation of this piece in Albanian by Noli, as well as the exploitation of the piece for his political beliefs and orientations, concluding as Plasari

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[42]Shpëtim, Çuçka.: Noli, simbol i përkthimit shqiptar. (26/12/2015). Available at:
  https://balkanweb.com/noli-simbol-i-perkthimit-shqiptar/

[43] **Këllici, Skifter.:** DON KISHOTI i Petro Zhejit – pasurim i mëtejshëm i gjuhës shqipe (17/08/2012). Available at:
https://www.idituri.com/don-kishoti-i-petro-zhejit-pasurim-i-metejshem-i-gjuhes-shqipe/

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https://www.idituri.com/don-kishoti-i-petro-zhejit-pasurim-i-metejshem-i-gjuhes-shqipe/

[45]Tufa, Agron.: Nevoja e domosdoshme e ripërkthimeve. (2/12/ 2011). Available at:
http://www.panorama.com.al/nevoja-e-domosdoshme-e-riperkthimeve/

[46] Jorgaqi, Nasho.: Difektet e Nolit nuk e zbehin madhështinë e tij. (**09/12/2011).   Available at:**
https://sot.com.al/node/12811

expresses, that we have *different Don Quixotes.* [47] Or bringing possibilities, which argue that Don Quixote has come differently to us, as Ali Aliu says: *Don Quixote to Albanians.*[48] The critics, which do not diminish the value of the translation, but, on the contrary they emphasize the values of the piece and its role to our culture, but also bring light on details which maybe in the future, can be fixed and be brought in Albanian, while respecting the originality of Cervantes' piece.

Conclusion

After reviewing and analyzing we came in some conclusions:
Translation of the first volume by F.S.Noli was an important event for that time and Albanian culture.This volume was appreciated not only by the readers, but also from the critics for naturalness, conveying and beautiful adaptation. Translation of the second volume was released late but in the right moment. It was highly appreciated by artistic realization.Both of the translators haven't use the word by word translation, appropriate technique for this kind of writing. Both of the translations are being positively judged and reviewed from different writers.Besides the artistic level and quality, some writers had critics about these translations especially for the first one. The shortcomings that these writers mentioned were because of the excessive adaption with the Albanian reality from F.S.Noli. As a result of all these factors treated in the paper,we are of the opinion that the translations of this work are among the best that have been done in the albanian language. By two different translators, but by a single one for several reasons: 1.To make it more understandable for today's albanian reader,as the Albanian language has changed. 2.Toimprove the supplement the shortcomings, changes and cuts that exist in this version that we have had so far. Not to be adapted and interpretend on the basis of the personal interests or political tastes of the translator,but to behave with the whole and it's universal symbolic values. Not because these two translations have not managed to convey   its   importance,but   that   the   translation   is   the   solution   that   time   demands.

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[47] Aurel Plasari, Don Kishoti zbret në Shqipëri dhe ese të tjera të letërsisë së krahasuar, Naim Frashëri, 1990, f. 167.

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Concerns and outcomes of teaching English as a Foreign Language online during the Covid 19 pandemic

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Abstract. From the perspective of teachers in general, teaching in-person to online teaching was concerning and quite challenging. In the middle of March, Kosovo faced the same challenge as other countries in the world. English language teachers began immediate preparations to implement the curriculum by changing their strategic approach to teaching. In addition to the concerns they had about the progress and implementation of the lesson, they also faced the concerns of students to be part of online classes. The study is conducted through semi structured interviews with English foreign language teachers in schools of the municipality of Gjakova. Descriptive research method is used in the present study in order to understand as concretely as possible the challenges and problems faced by teachers during online learning. but eventually, the study shows that despite the difficulties, English language teachers have positively evaluated the realization of online teaching and learning and have also stressed that such a 'sudden experience' has affected their professional development. The present study is focused in two main research questions: What are the difficulties you experienced while teaching in online classes? and... How effective was English language learning during online teaching? Some of the challenges mentioned by English language teachers were the problems with the internet network that continues to be a concern in our country, motivation to learn due to students' poor emotional condition afraid of the virus, lack of activities used to be done in-person while being in school, etc. As a result, it seems that all this challenge has given a good message to teachers to become strategic teachers.
Keywords: online teaching, EFL teaching strategies, effective learning, difficulties and results.

Introduction

In mid-March 2020, there was a major turnaround or if we can call it a drastic change in the field of education. But not only, the way of living have been changed over the world. Our country also faced the same problem, so the ministry of education was now obliged to take the necessary measures to continue learning online, on the recommendation of the world health organization.This initiative had to be taken also by the Ministry of Education in the Republic of Kosovo, given that measures should be taken to prevent infection with the virus Covid 19. According to Rieley (2020), these circumstances make us realize that scenario planning is an urgent need for academic institutions (cited in Dhawan, 2020).The pandemic caused these preparations to be made in record time and all primary and secondary schools, as well as universities had to start teaching online in a week. Normally, this was a big challenge for all the students but also a concern for the teachers who could not predict the learning outcomes in the beginning. Consequently, online

learning and teaching became one of the most important discussions in the field of education among students, teachers and parents as well. The importance of learning English as a first foreign language in Kosovo continues to be of a great value. According to Atmojo,AEP. Nugroho, A. (2020), English is believed to function in (1) accelerating national development since a great deal of modern science resources are only available in English; (2) creating relationships with other nations; and (3) implementing national foreign policy (p.53). Like all courses, also course of English went through its difficulties while teaching and learning online. Educators are expected to prepare their students so that they can accommodate any challenges when they face unexpected circumstances (Kim,J. 2017). In order to fulfill their plan according to the syllabus provided, teachers made efforts to find methods and to use techniques which were not used during the teaching in the classrooms. It would motivate students to attend online lectures as actively as possible.

Concerns and problems of teaching EFL classes online

Online learning is defined as learning carried out from a distance assisted by electronic devices, for instance tablets, smartphones, laptops, and computers which require internet connection(Gonzalez & Louis, 2018). And these were exactly the first concerns that brought us problems in online classrooms.Albanian families in Kosovo, as well as in the city of Gjakova and the surrounding area are known as larger families, where they still live in large number of family members. There were students who complained that someone else in the family needed the computer and could not log in on time.others had no privacy, especially at the time of quarantine, because the whole family was now isolated and had to stay at home, so they had no free room. Even if they joined the online classroom, they often had to turn off the microphone and camera, which was a problem for communication among teacher and students and students among themselves. Based on the fact that online learning was required to be held through the university management system, students went through difficulties in joining the virtual classroom. Hara and Kling (1999) claimed that successful skills and strategies for face-to-face learning will not suffice for online learning because learners need a basic-medium level of ICT competence.

Online English language learning and teaching outcomes

Despite the difficulties faced by teachers during online learning, it seems that this experience also had its advantages. Teachers were forced to make greater use of information technology and also to search for new teaching strategies. Lin (2006) suggested, e-learning is becoming more and more popular with learners as they can combine their learning experience together with the advancement of information technology. Online education began to be applied even more when distance learning and non-work-based learning began. Online learning enabled studies of this kind. E-learning has been particularly attractive for educational purposes in recent years because of its world wide accessibility, multimedia capabilities, and interactive function (Li & Hart, 1996; Lin, 2006). Experts in the field opine that new technologies should not be imposed without enabling lecturers and students to understand these fundamental shift (Odero, 2017). Another outcome that is worth mentioning is the learning from home, which gives the opportunity to learn from home, without the pressure of travel or time to go to the learning facilities. Of the same opinion is also (Fedynich, 2014) who claims that one of the benefits of distance education is that it's not limited by the learner's location, so, students can be anywhere (independent) to learn and interact with instructors and other students" (Singh & Thurman, 2019). Therefore, it can be cost-effective because online learning reduces travel and other costs required to attend in-person classes and also may provide learning opportunities for adult students while also engaged in full-time or part-time jobs (Fedynich 2014; Yilmaz 2019).

Research methodology

Descriptive research method is used in the present study in order to understand as concretely as possible the challenges and problems faced by teachers during online learning. The study is conducted through semi structured interviews with English foreign language teachers in three secondary schools in the municipality

of Gjakova. All English teachers have more than ten years experience in teaching.

Findings

Based on the data extracted from the interview that are conducted of three teachers in three high schools in the municipality of Gjakova, the study gives the following results. Initially, the respondents/EFL teachers have given a brief background to the topic of the study. They expressed the stress they had in the beginning being worried about how they would manage to keep learning online, being as a new experience for them. I am sharing some of the thoughts of the teachers, as cited below.

T1 (Teacher 1)– The low point was when we found out that we were not returning to school, at least at the school buildings because we had a lot of great momentums in the classroom. I had to throw out those days plans and change the curriculum and lessons to suit the situation.

Technical difficulties were a challenge we had to overcome, because at first there was panic about how they would fit into the virtual classroom. I kept telling my students that we need to try to be normal as much as we can, and it meant to study English as a second language as much as we had chance.

T2 - one of my concerns at first was to convince students that the virus would pass, despite many horrific events being reported on social media around the world. The discussions between all of us had to do with our safety, whether if we will survive or not.I had to find the strength to give studntes, without even having it for myself and my family. We were all confused and in panic. The other worry was that many of students did not have a device at home that is their own. In most cases, I had complaints from student that the family has only one computer, and that entire family should use it for daytime lessons. A family with several children/learners were sharing the same device.

T3 - the difficulty I encountered at the beginning was connecting students to the online platform. Since I am very precise in the schedule to start the class, I had difficulty with the time since I had to give few minutes to students who were having trouble logging in. We realized that nothing replaces being in classalthough the intervention not to miss learning process was very quick by the ministry of education.

The issues that were mostly discussed from the answers of the interviews given by the teachers are presented in the figure 1.
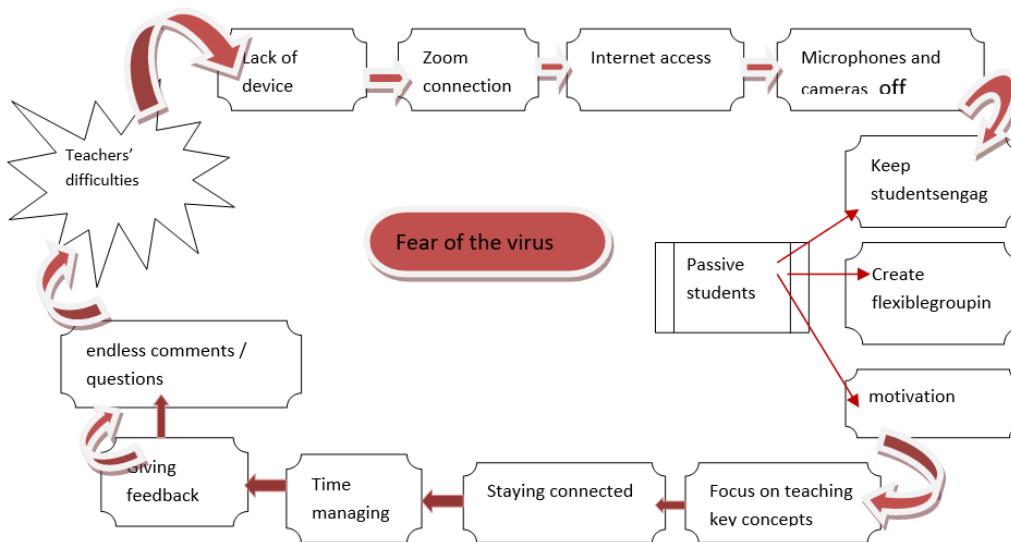
Figure 1. Teachers' difficulties during teaching EFL in pandemic's time

Lack of device for each individual in a family was one of many problems that students had to attend classes regularly. We are all aware that families in our country are larger in number of members, having more children or living brothers together with their families. On the other hand the standard of living compared to other countries is lower, which makes it impossible for each member to possess a modern technology device

as personal equipment.Also, zoom connection, created confusion among students. Problems getting into the zoom in time caused difficulties and delays in getting to class, all students at the same time. For getting involved in online learning requires a level of technology proficiency as well. Access becomes even more difficult when the internet network crashes from time to time. The interruption of the internet network sometimes made the students offline during the lesson. As a consequence, we were forced to teach the same lesson again in an extra hour or during the next class. in many cases, students turned off microphones as well as cameras. They reasoned as they did not have cameras or the microphones are not working, even though we were aware that this was not entirely true. It may be prejudice, but,students preferred to be comfortable in their private spaces and also to be without pressure to access classroom activities.Therefore, our effort as teachers was inevitable to find ways to keep our studnets engaged. Therefore, the preparation of activities of interest to students showed efficiency. Tasks that were appropriate for different levels of students language proficiency, as well as of interest to them, make students be active in the classroom.The engagement of students in small or large groups and in some cases even in individual work motivated them to learn. Thus, in order not to leave students passive, English language teachers can do different activities in different ways and motivate students. This effort requires preparatory work and professional skills, because the task of each teacher is to teach students according to the defined syllabus where we must adapt to the concepts of teaching at the certain level.

Moreover, teachers at the same time have to be connected with students, literature and methodology of teaching and also achieve improvement in learning. All these processes and skills must be managed within the foreseen schedule. Possible obstacles that occur during the lesson are often unpredictable. Therefore, another skill that a teacher should possess is to be a good time manager, giving space to each individual and each activity. In order to see the product, or better to say to evaluate our work in teaching and the achievements of students in learning, we have to make an assessment in order to understand the changes and improvements we need to make next in our teaching. Assessment was considered as one of the biggest difficulties during online teaching and learning. By not being face to face with students and unable to be as transparent as possible in assessment, teachers often encountered difficulties and were not confident and persuasive in the given evaluation. To properly assess students in the course of English foreign language, teachers have to provide assignments in all English skills as writing, speaking and grammar patterns are. And this requires time for consultation and transparency with every student, so they would know about the mistakes they need to improve further. Fortunately, since online learning allowed extra time for certain individuals, in case of need, we often set schedules for extra hours to evaluate them as transparently as possible. Working from home and having the opportunity to join the class even after scheduled hours was very facilitating for both the teacher and students. In conclusion, this whole process had to take place in the presence of an unprecedented fear that had gripped the students from the virus.Phipps and Merisotis (1999) state that though the E-learning had many advantages, the dropout rates have been very high when compared with traditional class-room.

Discussions

Noting the reaction of teachers to the discussions that took place based on their answers on the questions designed for the interview, we can give a general definition that online learning has its advantages but also its difficulties.Although at first glance it seemed that online teaching and learning will happen with many shortcomings and a failure, teachers proved otherwise, claiming that the challenge they overcame was an experience which developed them professionally by making them strategic teachers in search of different teaching methods.However, whether it is online or in person, teacher educators are required to find appropriate and efficient ways to help develop the skills of their students for problem-solving (Kim,J.2020).Among other things, communication through the internet made everyone get additional knowledge in the field of informational technology. Therefore, teachers have to be ready in such situations, because as Dhawan (2020) emphasizes, there is an urgent need to protect and save our students, faculty, academic staff, communities, societies, and the nation as a whole. One thing is for sure, the experience that all learners and teachers have gone through during the pandemic will be an additional skill that everyone will possess, and why not, continue to apply it even after the pandemic is over.

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The metaphorization of 'Vegeta' in the Albanian political discourse

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Abstract. Metaphor, as a stylistic figure, finds use in both professional and everyday discourses. It serves as a weapon of expression, as a means of expressing the ninth, figurative and ornate meaning. In our communication space, recently, metaphor finds a dense use even in political discourse. In the current circumstances of Albanian policy-making, it often happens that we have conceptual ambiguities in the expression of what is said, scandals and even linguistic distortions, which cause a visible confusion of the entire public opinion. The most recent example to illustrate this is the metaphor of the vegeta in front of the media, by an Albanian party leader in the Republic of Northern Macedonia. Consequently, due to the thematic specificity, this case will be the object of study of this paper. The purpose of this paper is to highlight the special discursive implications, which are becoming more unconventional and more present in Albanian policy-making.
Keywords: metaphor, metaphors with vegeta, conceptual metaphorization in Albanian political discourse

Introduction

The aim of this paper is to address the conceptual metaphors in Albanian political discourse.

Metaphors have been a means of poetic expression since ancient Greece, and the first to use the notion of 'metaphor' was Aristotle in his work Poetics. Thus, for two thousand years the notion of 'metaphor' stands for the ninth, conveyed, and figurative meaning and is taken as a main tool of one of the basic criteria of textuality according to Dressler (1981), coherence. According to Çeliku (2009: 19) "Coherence guarantees the semantic-logical relations of the text" and he (ibid., P. 24) divides it into: Coherence A (explicit) and Coherence B (implicit). Achieving Coherence A or explicitly occurs naturally, only linguistic knowledge and normal perception of objective reality are sufficient. While to achieve Coherence B or implicit, it is necessary to know the extralinguistic context, specific knowledge on a certain field, deciphering ironic speech and diplomatic, etc.

Metaphors, especially conceptual ones, belong to the coherence group B and often their decipherment is difficult, ambiguous, but also misleading, as we will see in the empirical research of this paper. However, let us first elaborate on the notion of conceptual metaphor, in order to have a clearer view of the study problem.

The notion of 'conceptual metaphor'

In this case it is not intended to become a theoretical treatment of metaphors because they are already embedded in the scientific literature. For the research in question, it is important that a word or linguistic expression represents a metaphor, when the transfer of one or more features of an element A occurs over an element B. For the transfer of an element to work, a relation needs to be realized similarity, a *tertium*

comparationis as a unit of comparison. In political discourses, the elements of animals, body parts, which in the scientific literature are known by the term 'somatism' and are carried as characteristics of politicians, are mostly compared. For example, the lion as an implication has: power and bravery and thus result the metaphors 'brave as a lion', 'powerful as a lion', 'heart of a lion', etc. Thus, large parts of phraseological composition are based on a metaphorical creation, especially in the case of conceptual metaphors (for a study of conceptual metaphors see A. Çeliku 2009 and 2013).

Such metaphors in political discourse have recently gained momentum and reveal various models of politicians' communication with the public, seeking to testify to their high intellectual level and policy-making ability. Conceptual metaphors by this group of individuals are also used as weapons to defeat their political rivals, but also to amortize the frequent criticism from public opinion.

During the conceptual metaphors, the authors Lakoff and Johnson (1980:6) claim that metaphorical fields direct the process of cognition, ie. cognition over the world, based on the English language as in the case of their example *Argument is war*. However, the Albanian language can develop different metaphorical fields, which means that it also develops different cognitive structures. Thus, cognition or cognition process does not always guide language, as the above-mentioned authors claim, but language in certain cases can guide the cognitive process, given the cultural implications, traditions, customs and habits, but also the specific development of everyday language by speakers of a certain region, which result in metaphors of different types, specific to that language.

In this context, Çeliku (2009 and 2013) has put his research in the field of conceptual metaphors in relation to German and English and it turns out that each of these languages testifies to a specificity of conceptual metaphors, moreover, Albanian creates metaphorical fields, which are non-transferable in German and English. The examples given best prove this: Alb. Ai *është një kopil djalë,* where the word 'kopil' in Albanian has a negative meaning, ie. a child from an extramarital affair, but in this particular context the positive features are highlighted, of an agile person, and a conceptual metaphor is born with a positive meaning, which when transferred to English is a simple linguistic syntagma, so it does not create a metaphorical field at all: *He is an illegitimate child*.

There are many such metaphors in the Albanian language, which in the translation in English, but also in other languages of the world result only in simple linguistic syntagma. In our case, we will address such conceptual metaphors as the metaphor with 'Vegeta,' specifically we will deal with its construction and function in the Albanian political discourse, which, like the conceptual metaphors, significantly differs from other societies, given the implications our linguistic and cultural ones, which create specific areas in the use of conceptual metaphors in political discourse.

Methodology of the work

The methods that will serve us for the drafting of this paper are:
Method of description and method of analysis.

The main empirical axis of this paper is the statement of the chairman of an Albanian political party in the Republic of North Macedonia (A.A.).

We have also consulted the dictionary of today's Albanian language (1996), and we have taken into account the opinions of publicists and opinion makers regarding this case in social platforms and online media.

Presentation of research results

As the title suggests, metaphors play a key role in political discourse. The case, which we will deal with, serves as the most relevant illustration for this, because the text producer, in this case, the politician A.A., is using a conceptual metaphor unheard to date not only in the political discourse, but also in the public discourse. In the following, we will try to decipher the metaphor in question, however, comparing it with other similar discursive cases.

During the pandemic crisis (April 2020), people returning from abroad to North Macedonia, according to the decision of the government of this country, had to undergo a 14-day quarantine, in shelters designated by the government. In these circumstances, it has happened that government instructions are given to the quarantined only in Macedonian. However, 6 Albanians who returned from Europe were fined because they demanded that the instructions be given to them in Albanian, which was not done by the law enforcement

agencies. Considering the continuous statements of the ruling Albanian party, the Democratic Union for Integration (DUI), for 18 years now, that this party has managed to make the Albanian language official in the Republic of North Macedonia, the journalist Albrim Hoxha uses the moment that at the press conference of the chairman of DUI, Mr. Ali Ahmeti, to ask him for an explanation that, despite this fact, why 6 Albanians were fined, after they asked the government for quarantine instructions in their mother tongue.

Embarrassed by the journalist's question, the DUI leader, instead of answering, addresses him with the metaphor: qenke i vegetosur, shumë i vegetosur, i lyer me shumë vegetë (Eng. You are dyed with 'Vegeta', with so much 'Vegeta').

To make the semantic connection of this specific metaphor in political discourse, the notion of 'Vegeta' needs to be clarified first. The lexeme 'Vegeta', despite not being found in the Albanian Dictionary, it finds a dense use in everyday language, especially in the culinary dictionary, taking into account the fact that this product, of Croatian origin, already over half a century old, is an integral part of our daily lives. Vegeta is known as a spice of dried and salted vegetable mixtures, making foods more delicious. Consequently, given the widespread implications of the lexicon 'Vegeta', especially in Kosovo and Northern Macedonia, such a metaphor, at first glance, confuses public perception.

During the pandemic, we had the opportunity to notice that the language is undergoing major changes in the lexical field, so as a result new words are being born, or they take on a different meaning during the discourse (moreover Çeliku A./Aliu J. 2020). These new feeds come mainly from the media and politicians, as we can see in our research case. The metaphor of "being dyed with Vegeta" can be interpreted from many points of view. In fact, there have been different political approaches to this case by many local analysts and columnists, but in our case, they are not the subject of research.

Important in this case, is the metaphor itself, which is constructed from the lexeme 'Vegeta' and its perception in the public.

As mentioned above, this type of metaphorization finds use for the first time in political discourse and therefore arouses the curiosity of an interpretation with a communicative effect: politician - media - public opinion.

The illocutive act of the politician A.A. was in Albanian, with simultaneous translation in Macedonian, however the translator encountered difficulties in retrieving in Macedonian. This happened for the fact that this kind of metaphor was unknown to him. However, this event did not go unnoticed by the media and public opinion, so much so that it quickly went viral on the social network Facebook.

For us, the metaphor of 'being dyed with Vegeta' is a special case in mass communication for the following reasons:
- It is a new language feed,
- Promotes numerous media, political and social debates,
  - Raises issues of multidimensional discursive character such as: rejection, insult, contempt to intimidation,
- Shows in itself irony, sarcasm, camouflage and conclusion of the discourse.

In terms of linguistic construction, the metaphor in question is a syntagm, constructed with the auxiliary verb 'to be' in Albanian 'jam' (in the present tense of Admirativ), accompanied by the adverb of quantity 'shumë' (Engl. much) and the adjective 'vegetosur' from the original noun 'Vegeta': qenke shumë i vegetosur (Engl. It seems that you have been dyed with so much Vegeta). Interesting from a linguistic perspective is also the creation of the adjective from a foreign lexeme (in the form of the noun as part of the discourse), which is not encountered even in the original language. Thus, in Croatian exists only the name 'Vegeta', but not the adjective. The politician in question testifies to a dexterity in the linguistic use of metaphor, however, from the reaction of the media and public opinion, it turns out that it is conceptually inappropriate.

The metaphor 'qenke i vegetosur' (Eng. being dyed with Vegeta) provoked numerous debates in the media and social opinion, especially among the Albanians in North Macedonia. Journalist Albrim Hoxha himself, right after the statement of Mr. Ali Ahmeti, described it as: "insult and blackmail" with the aim of "violation of free speech." In support of the journalist in question, the Association of Journalists of Macedonia (SHGM) also came out with the same statement. It should be said that the metaphor of 'Vegeta' by the DUI leader, Mr. A.A., caused a lot of negative reactions in the media opinion in North Macedonia, almost all well-known media in this country, paid attention to this case. There were many reactions in the public opinion, especially in the social network Facebook, also in a negative connotation.

Sarcasm and irony invaded the social platform Facebook in our public space even through images. Here one examples to illustrate this:

According to the original image:

Conclusions

This paper addressed the notion of conceptual metaphor and its use in political discourse. The Albanian language, being an ancient language rich in phraseological expressions, creates a wide corpus of conceptual metaphors and consequently, a rich typology of these forms of expression both in everyday communication and in political discourse.

The good thing is that through conceptual metaphors, especially in political discourse, it contributes to new formal and semantic linguistic feeds, which at the same time enrich the Albanian language.

The treatment in question should be taken as an initial contribution in the field of conceptual metaphors in the political discourse, but that research can be extended to other areas and a wide corpus of conceptual metaphors in the Albanian language should be created, which will serve the new generations of linguists, political scientists, lawyers, etc. for further deepening in this area.

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A typology of semantic change of words and the raise of new linguistic frames during COVID 19 pandemic

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Abstract. The pandemic, which suddenly gripped the globe in its clutches, in addition to changing our way of life, also affected our way of speaking, communicating and behaving, and affected our entire cultural segment. The situation has accelerated research in many areas, primarily in the field of medicine, where maximum efforts are made to find an adequate cure, but there is no research left in the field of psychology and sociology, because the situation of pandemics significantly affects in human psychology and in the overall social course. The Coronavirus lightly invaded media discourse and public discourse, giving us linguists ground for research in many areas: the meaningful change of words, the introduction of new words, the construction of specific metaphors, the widespread use of sarcasm, irony, and so on. The aim of this paper is to address these areas of public discourse and to create the typological linguistic framework at the time of the Corona crisis.
Keywords: Typology of semantic change, new linguistik frame, language in pandemic time, Albanian language, English language

Language dynamism

As Humboldt says, language is not an ergon, but an energeia, a very dynamic, changeable, and flexible entity. Languages are in constant contact with each other, giving and taking from each other. In this process, they are constantly changing. They are like flowing water or a volcano that never melts.
In the linguistic terminology we also find the notions: 'linguistic transformation,' 'changes of linguistic meaning,' 'linguistic economy,' and up to 'language impairment' or 'language disruption.'
We will stick to the notion of 'linguistic dynamism' for the following reasons:
- It is a natural process for languages to give and take from each other,
- The vocabulary of a language undergoes a continuous process of dynamization as a result of technological development, global political and public discourse,
  - Lifestyle in the global world conditions new language implications, especially in the field of lexicon and public discourse,
Especially after the pragmatic-communicative turn of the 1970s, we should not see language as a closed system, but, above all, as a pure means of communication.

In this context, J. Habermas, in his work: *Between Naturalism and Religion* (2008:28), lists the three formal-pragmatic premises of the communicative activity: the common conjecture of an objective world, the rationality, which the acting subjects attribute to each other, and the unconditional validity, which they use during the acts of speaking for their sayings, refer to each other and create aspects of a sublimated reason, interpreted in a common communicative practice, alluding to a linguistic-philosophical interpretation that the tension between the ideal and the real hardly determines the adequate form of public discourse, that is, that linguistic implications penetrate to the capillaries of the discourses of everyday discourse activity.

Thus, the semantics of truth has realized an internal relationship between the meaning and the conditions of validity of the sayings and with this it has opened the way to the conceptions of a linguistic, even communicative rationality, which according to Habermas (ibid., p. 32) means that "a natural language can be replaced by another language. However, for language proportionally differentiated as such (for "the richness of the literary genre") there is no conceivable reserve, which could fulfill the same function."

However, in our context, of the semantic change of certain lexemes or new linguistic feeds during the pandemic, especially in media, political discourse and public discourse, it is superfluous to address the issues

of a systematic task of instilling a notion or concept with the purpose of judging whether it is done well or badly, but to bring evidence of a pragmatic use of new lexemes and linguistic feeds, mainly with a communication effect.

Methodology of the work

2.1 Data corpus construction

In order to have a clearer picture of the use of language in public discourse during the Covid-19 pandemic, we have collected newspaper and online media sources, speeches of politicians, TV debates, columns of different opinionists from the Albanian-speaking world and everyday speeches.

Another source of data is the Dictionary of the Albanian Language (2006) from which certain lexemes have been exhaustively examined, which in the given case undergo a semantic change during use in public discourse.

The material utilized from the above-mentioned sources enabled us to construct a linguistic typology of use, meaning and perception.

Presentation of research results

From the corpus analysis of the collected data, it results that during the current global situation, as is the case with the Coronavirus, our public discourse changes significantly, always revolving around it with the creation of new words and locutions, their semantic change, to inappropriate borrowings from foreign languages, especially English into political and media discourse.

Initially, on this occasion, we will address some words, which have existed in the Albanian lexicon, but with the situation created, are being perceived more seriously in public communication. Thus, the word 'epidemic' did not have that expressive power until before the explosion of Coronavirus and we have known it more from history books, fiction, or it had a faded meaning in our collective conception. Now it takes on the dimensions of seriousness, fear, anxiety, and even apocalyptic horror. Unlike the word 'epidemic', the word 'pandemic' has been almost unknown to the public opinion, except in cases where it has been encountered in a Hollywood movie. Even in the Albanian Dictionary (2006) it is not identified as such, but since the situation started, it is gaining wide use in public discourse. Also, as long as the crisis of the Coronavirus continues, the word 'infodemic' has started to find a dense application in the media discourse, in the sense of misinformation related to the Coronavirus. Likewise, the word 'quarantine' has previously been used more as a synonym for dieting, and with the outbreak of the virus crisis, it is taking on other semantic implications: being locked up in a shelter or at home for a few weeks, set in accordance with government guidelines.

Among the most used words in public discourse is the phrase 'restriction of movement.' Until the outbreak of the Virus, restriction was perceived as something abstract, when freedom of movement is also guaranteed by the constitution. As one Albanian student said during the lectures, "the restriction has been wider than now." In this context, in the sense of a general awareness, the slogan 'Stay at home' was created, which is rebroadcast every day through television programs, print media and online. Staying at home is a warning from infection, illness, and death.

Even the words 'isolation' and 'self-isolation' find dense use in public discourse and regain a pronounced semantic force. Until recently, in our social dynamics it was almost a desemanticized lexeme, while self-isolation was non-existent, or closed in unique cases.Also, the phrase 'curfew', previously unknown, is gaining special importance in public discourse, but also in the very way of life of citizens.

Another phenomenon that is being observed in political and media discourse is the influence of foreign languages, especially English, on the creation of new words. One of the most widely used lexicons, translated from English, is the lexeme 'piku' (Engl. 'peak'). For example:

1) Shefja e Epidemiologjisë në Institutin e Shëndetit Publik, Eugena Tomini thotë se **piku** i situatës me koronavirusin në Shqipëri mund të jetë java e tretë e prillit, sipas të gjitha pritshmërive, megjithatë gjithçka mbetet për t'u parë.

("Gazeta Express", versioni online, 2 prill 2020)

1') The Head of Epidemiology at the Institute of Public Health, Eugena Tomini says that the **peak** of the situation with the coronavirus in Albania may be the third week of April, according to all expectations, however everything remains to be seen.

("Gazeta Express", online version, April 2, 2020)

Initially, the use of the lexeme 'piku' in media discourse caused great confusion in public discourse, but over time, it almost replaced the Albanian word 'kulmi', 'kulminimi' or 'pika kulminante' and is becoming more and more familiar with its everyday use.

Even the derived word 'coronavirus' is influenced by the English language because Albanian does not recognize such linguistic constructions. In Albanian it should be said 'Virusi Korona,' but this derivation becomes already familiar in our everyday use.

A novelty in the field of education since the outbreak of the coronavirus is on-line teaching, for which some primary and secondary schools in the Republic of Albania have organized trainings with teachers for the acquisition of this new teaching method, for which they have issued certificates. In one of them, posted on social media, it writes: "Certificate for digital teachers," which was never used before this time in the public discourse and in official documents.

The phrase 'social distance' has also been borrowed from English, which is increasingly used in public discourse during the coronavirus crisis. The word 'distance' and the syntagmatic plane it creates such as 'keeps distance,' 'stays at a distance' or 'is distanced' have been used more in the sense of spiritual or social attraction, but now another other meaning is beginning to take its place, that of physical distance, determined up to 2 meters in accordance with the rules set by the Ministry of Health. However, that in Albanian the phrase could be used: 'to maintain physical distance' and not 'social distance,' it is understood that the discursive coherence should not be violated.

From English we also have some new feeds in the media discourse such as: Korona-Update, Korona-Hotspot, Korona-App, Korona-Shock, etc.

It is interesting that mainly in political discourse, but sometimes also in public communication, the Coronavirus is recovered through the lexemes 'war,' 'world war,' 'invisible enemy,' 'bomb,' etc., that in the conceptual plane create metaphors *per se*. The following examples will illustrate this:

2) Manastirliu: Jemi në mes të luftës
"**Lufta** nuk ka mbaruar, jemi në mesin e saj", kështu u shpreh këtë të hënë ministrja e shëndetësisë Orgeta Manastirliu.

2') Manastrirliu: We are in the middle of the **war.**
"The **war** is not over, we are in the middle of it", said this Monday the Minister of Health Orgeta Manastirliu.

("Agency Ina", online version, April 21, 2020)

3) Bill Gates on coronavirus: "The coronavirus pandemic pits all of humanity against the virus. The damage to health, wealth, and well-being has already been onormous. This is like a **world war**, except in this case, we're all on the same side".

(LiveMint, online version, 24 prill 2020)

4) Koronavirusi, Edi Rama: Jemi në luftë me **armikun e padukshëm,** godet pa pyetur!

4') Coronavirus, Edi Rama: We are at war with the **invisible enemy**, strikes without asking!

(Ora News, online version, March 10, 2020)

5) Një lajm i keq nga testimet e djeshme, që duhet të vlejë si mësim për të gjithë
Djali me Covid 19, pa simptoma, thyen rregullin e del nga Tirana drejt një zone tjetër të vendit, ku jetojnë dy prindërit e tij të moshuar. U shkon prindërve në shtëpi dhe u transmeton **bombat** në trup! [...]

5') Bad news from yesterday's tests, which should serve as a lesson for everyone
The boy with Covid 19, without symptoms, breaks the rule and leaves Tirana for another area of the country, where his two elderly parents live. He goes to his parents' house and transmits bombs to their bodies! [...]

(Edi Rama on his official Facebook profile, April 24, 2020)

In addition to metaphors, in public communication, but also in political discourse, we encounter expressions that in themselves contain sarcasm and irony. For example:

4) Pandemi apo plan-demi?
6') Pandemic or plan-demic?

(Facebook status of a friend)

4)Për të gjithë ata, të cilët e kanë kaluar karantinën pa ndëshkim, fitojnë edhe një muaj falas!
7') For all those who have passed the quarantine without penalty, get another month free!

(a joke on social media)

4)Edi Rama një komentuesi në Facebook, pasi ai i ankohet për mosmundjen e organizimit të dasmës:
Martohuni on-line... rëndësi ka dashuria
8')Edi Rama to a commentator on Facebook, as he complains about not being able to organize a wedding:
Get   married   online   ...   love   matters!

Conclusion

The pandemic, which swept across the globe, not only changed our way of life, but it also changed the way we speak. Ordinary words and phrases began to gain weight in public discourse. Also, the vocabulary of medicine was enriched with neologisms, especially from the English language, given its status globally.

Consequently, we tried to characterize all these linguistic innovations in some of the most important typologies of use, in order to better understand the process of linguistic dynamism and public discourse.

The treatment in question should be taken as an initial contribution in the field of linguistic dynamism, which will serve the new generations of linguists and communication science scholars, with the aim of further deepening in this field.

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American Road Movies: Bony Clyde and Easy Rider
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Abstract. With the advancements in science and technology in 1930s and the great developments in industrial revolution, road narratives have flourished due to a reflection of the American society towards the dynamic and upheaval changes that have happened by the recovery from the war. These multifaceted approaches to the road narratives differ, but in most cases it remains within one flow, from journey to their daily routines, traveling, means of transportations by car or motorcycles, decisions taken, and everything until the story, that is narrating the whole picture of the adventure. Therefore, the paper will study the comparison of American road movies Bony Clyde and Easy Rider.
Keywords: road movies, American society, advancements, recovery.

Introduction

With the advancements in science and technology in 1930s and the great developments in industrial revolution, road narratives have flourished due to a reflection of the American society towards a dynamic and upheaval changes that have happened by the recovery from the war. These multifaceted approaches to the road narratives differs, but in most cases it remains within one flow, from journey to their daily routines, travelling, means of transportations- by car or motorcycles, decisions taken, and everything until the story, that is narrating the whole picture of the adventure.

Road narratives consists of a fictional and non-fictional narration by hippies that travelled around the country by a car or motorcycle for two main reasons: to find a new life style in a search of something unusual, or simply for fun, as adventurous bikers travelling around the country, involving in thief, drug use, and prostitution that becomes the image of the road movies aiming to reveal the social coexistence.

According to Atkinson, road narratives and movies are exactly what is required to address the serious social and political issues as they express the furry and suffering of the extremities of the civilized life, and gives their restless protagonists the false hope of a one way ticket to nowhere. Roads symbolizes the distance of what is perceived in narratives as keeping the people apart from themselves, distracted and separated, just like songs of the doom (Cohan and Hark). Even though, the topic of road narratives have been long discussed and analyzed by many critics, consisting of the symbolic incarnation, in most cases it will primarily affect the subject. Even though, in both cases I would stand with those who hold the side, just like Sherrill, which considers it as a tendency to locate personal freedom, or as Ms. Mills would define the concept of liberty as a freedom of movement (Worldcat.org, 2020).

However, through the years such narrative emphasizes has laid more in action than performance. Action remained of utmost importance, as there were a set of patterns that they should behave within a movie; the action which is abundantly expressed in the adventurous movie of *Easy Driver*, Thelma *and Louise* and extravagant Bonnie and Clyde. Both movies are very well cinematically realized.
2.0 Prevalence of the female characters in Bonnie and Clyde

In most Hollywood films, women are portrayed as images of beauty, charm and tender whose role is irreplaceable. Women are seen as the motive of the ideals, quietness and productivity. A thoughtful, seductive and passionate character wherever set to make decisions. American street movies, meanwhile, are gangster movies, motivated by actions that accompany all the worst human experiences, thieves, drugs and prostitution. Love is seized by intuition as courage triumphs in every case. More surprising is the fact that female characters are put to the test, often tactless, without thinking, but drawn by someone else, who in this case is the male, as in Bonnie and Clyde, Easy Rider, and Thelma and Louise.

First, road movies are considered to break down the gender hierarchy, enabling those female characters prevail in most situations. The movies are full of actions, exceeding any boundaries settled to the portrayal of gender differences, as men and women. Bonnie and Clyde, a violent gangster film which was produced in 1930 as a romantic version with the modern filming techniques. Arthur Penn portrayed some of the violent

scenes with a comic tone, sometimes reminiscent of Keystone Kops-style slapstick films, and then shifted disconcertingly into horrific and graphic violence. The film showed strong influence by the French New Wave directors, both in its rapid shifts of tone, and in its choppy editing, which is particularly noticeable in the film's closing sequence. The first handling of the script was in the early 1960s. As in the beginning, the couple becomes part of bank robberies and crime. Harsh decisions and actions will be taken since the beginning by the couple who will later dive themselves deeper and deeper. (Bonnie and Clyde (film), 2020)

Second, in the road movies events acts upon the characters: the movie is more focused on the characters styles and personalities than in any other historical perspective. The whole portrayal of Bonnie and Clyde is set to be "judged", in individual characterization between male and female. Male characters who are the forerunners of most situations where drug and crime prevails. However, despite the fact that the movie is full of crime and violence, there are romantic sequences in describing Bonnie`s eloquence and eagerness to write poetry. The sequence was quite normal for an action movie to elaborate the road of excess more than a road of travel, what in fact becomes an immanent part of the reflection.

Clyde Barrow: What're you writing?
Bonnie Parker: I'm writing a poem about us.
Clyde Barrow: Let me hear it.
Bonnie Parker: It's called The story of Bonnie and Clyde. You've heard of the story of Jesse James, of how he lived and died. If you're still in need of something to read... here's the story of Bonnie and Clyde.

Third, the movies tend to go through a mechanized perspective with the center in road motorcycles and automobiles. The developments in all aspects of life, especially technology has enabled the use of vehicles in their movies, through which, as we can see the life perspective becomes more mechanical one. The emotional approach among the characters is not as present as in the previous movies. The dialogue between Bonnie Parker and C.W. Moss best demonstrates that the technology has become the main concern of the young generation.

Bonnie Parker: You're a smart fella. You sure do know a lot about automobiles, don't you?
C.W. Moss: Yes, I guess I do.
Bonnie Parker: Well, um, would you know what kind of car this is?
C.W. Moss: This is a 4-Cyllinder Ford Coupe.
Bonnie Parker: No.
C.W. Moss: Sure it is.
Bonnie Parker: No, this is a stolen 4-Cyllinder Ford Coupe.

The conflict in the movie is pervasive, as the movie reveals characters of Bonnie and Clyde. They became allies to bands, while in prison, where they even committed crimes. The sequence of crimes and ambush is seen where Bonnie and Clyde avoid the ambush that killed Buck and Barrow, but she was targeted by a deputy chief, that later would be killed by Clyde. The rowdy behaviors among the couple bring them to a conflictual   situation.

2.1 Counter culturalism in Easy Rider

Easy Rider was the most famous adventure drama of the time, for more than 50 years since its first inception on 14 July 1969, under the direction of Peter Fonda and Dennis Hopper, as Wyatt and Billy. The movie was appraised with the first film award in the International Cannes Festival in 1969 and both Hopper and Fonda became famous as the main icons of counterculture, which were in search of an American land that they couldn't find. The movie explores social issues and tensions in United States that were great concerns among the society of the time: robbery, uncontrolled alcohol, drug and prostitution. In fact in the Easy Rider, one can really find these topics. Such topics that made the American communal lifestyles. However, despite the fact that the movie retrieves all the countercultural elements, *Easy Rider* also transcends its cultural moment, because it's about more than bikers and hippies or the tension between libertines and reactionaries.

It's about the difficulty of escaping social conditioning and economic imperatives and sustaining a truly free life. (The Criterion Collection, 2020) The road movies are just like music and other genres that catch

peculiarly the American dreams, tensions, and anxieties, when even it is motioned by movie industry (Cohan and Hark, 2002). Carrigan goes further by naming that road movies are very much a postwar phenomenon. However for most of the critics road movies are not usually very clear in defining the role and mission If we see from the perspective an outsider, but for American dream is exactly an after war idea that brings too much to the public.

Furthermore, what is highly appreciated in the movie by other critics, it is the raw realism, the representation of sexual situation and violence, two important things that might be potential for questioning the society rules, when considering that by the time it is produced there weren't any liberalistic view from the perspectives of collective norm in perceiving the situation, just like we saw in the movie, when two men sleep with each other (Klinger, 1997). However, the reason can sometimes be found in the fact that in the 70s and 80s, it wasn't quite natural to find a woman protagonist who rides the motorcycle and takes active part in violence and crime. The two female protagonists are merely portrayed humbly by playing their part in victimizing themselves.

Moreover the movie starts with the main characters Wyatt and Billy, two freewheeling hippies, who are searching the American land. Their names represent the Wyatt Earp and Billy the Kid. The hippies are dressed with the American symbols, like flagged weather, pants and shirts and a bush hat. Their intuitive menace is by smuggling drugs from Mexico to Los Angeles, with the aim to create connections with important persons, especially with a man named Phil Spector in the Rolls Royce. Once earning enough money to start their adventurous trip, they head eastwards in the search of an American land, all the way around in a star and stripped fuel tank chopper. Their trip to New Orleans brings them the most of the fate they will face afterwards. Here they start to befriend another important person, who would later become a symbol of drug, alcohol and prostitution, a hitch hiker. Here they will, under his guidance, participate in a commune gathering that would bring to them enough fun and pleasure to continue the laugh.

Another important moment in life of both protagonists, Wyatt and Billy, would be the imprisonment after an illegal parade, what in their personal life, and attitudes, is considered with utmost interest, when considering that they get to know the most influential person on life, a lawyer George Hanson (Jack Nicholson), the one that helps them to get out of the prison and decides to go with the two hippies in New Orleans for the Marti Gras. George is the one that makes them slip to prostitution, as he has a card on a whorehouse that he didn't use in the past. The hippies introduced him for the first time to the marijuana. While doing this long trip they experience an attack where George is killed. Upon the visit to New Orleans, Wyatt and Billy find the Brothel that George had intended to visit, and together with the prostitutes Karen and Mary go outdoors and march through the parade through the streets of Mardi Gras. This time they couldn't avoid the time with prostitutes and the best place they will choose is the cemetery, where both couples ingest LSD.

It's only the next morning that they continue on their trip to Florida, thinking of becoming rich on a quiet local road in Alabama, two rednecks in a pickup spot them and want to scare them with their shotgun. After a short quarrel the band becomes harsher and they start to race with each other, where later the situation becomes quite fussy and the band shoots at the guys by killing them. Finally the movie ends cinematically by stopping the dreamy search for a new America that is a kind of a new search for identity. (Cohan and Hark, 2002).

2.2 The apathy of Thelma and Louise

Thelma and Louise is considered as the first female buddy road film under the direction of Ridley Scott and his author Callie Khouri, with two strong female actors Geena Davis in the role of Thelma and Susan Sarandon as Louise. Despite that in cinematography the film was received with a lot of controversy, however

it brought a lot of success by having been awarded with six Academy Award nominations and winning the Best Original Screenplay (Thelma and Louise, 2020).

The movie starts with a weekend trip by two friends who want to break away from daily routine in Arkansas, but will soon turn to a fatal journey for them. Consequently, one may declare that their action is very much linked to their destiny, as there is not any settled plan. Things happen as they are, real, actual and original. On their way, as they stop for a drink at a bar, after meeting and dancing with the flirtatious stranger, Harlan, they were trapped to committing a crime, not because they want it, but because they are left the only way to do it, as the situation becomes tense and it requires an immediate and spontaneous act, even though in this case it is the most fatal act of the movie.

The authenticity prevails when women are treated differently. Both of them are escapist due to the transgression of a series of law. Man`s doing will serve to power a bad energy for murder and theft. The murder caused by Thelma, was triggered upon the Harlan`s initiation of conflict at the attempt to rape her, on her night out. The conflict becomes evident, when he takes her out for some fresh air, and after he kisses he tries to rape her. She resists and doesn't allow him to go further. Soon after, Louise comes after Thelma, trying to check if everything is okay, but when she sees such a tense situation as both of them are quarreling, and watching Harlan`s insistence to commit a sexual act, against Thelma consent brings Louise to decide instinctively to protect her by using an old gun, which triggers into a fatal act of murder.

Characters more or less replicate confidence and defiance in most of the actions taken in the movie. The non-compliance and abuse of the law, through breaching it every time, whether in the road or home, proves them to resist an unconsolidated environment, which makes them hard, and inadequate characters. Their confidence to fight for themselves, since the beginning, makes the women of the 90s, full of courage and authentic, such women in road that require freedom among the society in which they are living. The image becomes more vivid, when the authenticity coordinates their pragmatism and confidence among women characters. It is seen in all reformatory acts in the movie, as both Thelma and Louise are left to fight to a "world of wonders", with full injustices. This is made evident in the movie during the act of rape and murder, where their courage is revealed intensively.

In her review to the movie "*Thelma and Louise*", Prairie Miller estimates as "An enduring classic radically redefining women in movies - or at least some of them. And should finally put to rest the intended ending as not self-obliteration, but a burst of magical realism in flight out of this world and into the mass unconscious". While Jamie Graham, calls it: "*female empowerment and gorgeous vistas from Ridley Scott*". However, many mention in their reviews a lack of desire or capacity to return to her old style of life, to live a simply domestic life: "Something's crossed over in me and I can't go back," explains Thelma, "I mean, I just couldn't live." She has lost the desire and even the capacity to return to her old life of downtrodden domesticity and her brutish, domineering husband. Earlier in the film Louise tells her, "You get what you settle for," and, by the movie's end, both women are through with settling. "I don't remember ever feelin' this awake," says Thelma as they drive through the desert in the middle of the night, leaving their old lives behind, (Lipsitz, 2020).

As a 90 classic the main challenge was on framing such female characters. However many critics have criticized it for a strong feminist tone. This is evident from beginning to the end. Both characters are extremely committed to present their values and dismantle the male characters. We see this approach at home, treating their most beloved Daryl and Jimmy. Both women are very upset and bored with them, and decide to get away from them, in long trip, that may cause them many problems. The road males they encounter during the trip, all of them are burglars, cheaters or idiots. i.e. the met Harlan which later becomes a victim by his trivial act of raping, or another characters like J.D. and Hal, who are weak and try to profit from every situation. So, the female character is seen to be blessed for their sense and creativity with two ladies fugitives on the run. Even when Thelma and Louise are dived into any wrong doing, it is a way how they have learned it through experience with men. Thelma proves to be very sophisticated in stealing, a craft that was brought to her by J.D., a male character that she has just experienced a night with him, without knowing him well, what in fact it turns to be a thief. And it steals the girls at the hotel, leaving Louise without any life savings.

Thelma and Louise don't resist a change in her personality, a transformation in their personality that makes them free from the restrictions of an isolated society. That is clearly seen on her comments: "*Something has*

changed inside me, and I couldn't go back, I couldn't. I feel awake, wide awake. I don't remember ever feeling this awake. Everything looks different. Do you feel like that too? Like you've got something to look forward?". In fact, the ending of the movie doesn't represent simply an ending of plot, but a symbol of the social synergy, of an after war society, which embraces a new female challenge. While Thelma and Louise make the ultimate decision to "keep goin'," the road narratives of this chapter complicate that trajectory, undertaking mobility as a historical project, a way to go back—and come again. Introducing Native American viewpoints, these texts represent mobility as a mode of incorporating personal, communal, and historical pasts into the present.

The texts, then, insist that the process of incorporation enacted by mobility is never just spatial; it is also temporal (2020). The act of both women flying away from this world, aiming to meeting completely the freedom, remains an act of escape from an isolated, humiliated and discriminated world. A search for something else, something more attractive, open -minded and stylish world.

2.2.1 Female perspective in the movie Thelma and Louise

The movie was considered for a long time one of the best movies to express the current attitude in 90s. Thelma and Louise, two female protagonists, that are portrayed to protest against an antagonist and patriarchal society, as the movie has the topic of two women and their fight to get them independent. IN his evaluation Primeau, was right when he said that considering from sociological, political and psychological perspectives, travelling is seen as a discovery or achievement of identity through interaction with others, and a way to make real, one`s visions for the world. (Primeau, 1996).

Thelma: You awake?
Louise: Guess you could call it that, my eyes are open.
Thelma: I'm awake too. I feel awake.
Louise: Good.
Thelma: I feel really awake. I don't recall ever feeling this awake. You know? Everything looks different now. You feel like that? You feel like you got something to live for now?

Consequently, it starts with disputes of an unhappy marriage, between Thelma and her husband, Darryl, a disrespected and selfish man, who doesn't show a lot of interests on her. So, Thelma wants to go out and change a bit from the daily routine in Arkansas. The fact that she chooses one of the best friend, Louise, to set a weekend with, indicates the reality which was created in her society, the weariness and the unbearable situation among the family. She wants to go beyond the limits, to find her identity, and achieve her vision of being independent.

Thelma: You said you 'n' me was gonna get out of town and for once just really let our hair down. Well darlin', look out 'cause my hair is comin' down!"

However, the movie hits a turning point when both girls become prey to men, and in other words they become important for disobedience. The film has an extraordinary intuition where the concept of subjective living becomes an element of discussion and the realization of objective ambitions, as with the two ladies, as the main protagonist. So we can say that living becomes a film survivor, and the two ladies put on the guard, dealing with the deeds of some masters.

Initially, Harlan, who caused an accident, because of his insistence on rape, and unwilling sex. Critics have often sought to shed light on such an event, careful not to destroy the whole concept. And as such, dealing with the consequence, there are many rumors that go more towards Mr. Harlan's guilt as an instigator than the author Mrs. Louise, who is directly responsible for a macabre act, such as that of striking with weapons and murder. What makes it even more telling is that both ladies choose to flee the blame.

Thelma: Louise, shoot the radio
Louise: [she fires at the radio]

Thelma: The POLICE radio, Louise!

Moreover, female characters win the audience sympathy. They are not just accidentally given the role of such disobedience, but they are really armed with all artistic values even when they refuse, or behave badly, it can be very kindly expressed, letting them become real heroines that fight for their goals. In a sequence, Thelma behaves a burglar role, but due to her professional and elegance, she seems that she didn`t have it as her specialty, but she has learned it very recently from a gentleman she lately was associated with. And the audience are very keen to see that she isn`t a born thief but she was constrained to the moment.

The broken society in which both women live is a society where women roles were usually hard. Letting them in humble positions, doing their hard work for a bit freedom, exactly describing the hardship of women in 90s, where they were mainly seen as housemaid. The conversation between Thelma and Louise for future plans gives them a career perspective in designing their whole life, for what in fact they think they have changed and are ready to hit the end to meet the pleasure they fight for.

Thelma: [stopping suddenly at the edge of a cliff] What is this?
Louise: I don't know, I think... I think it's the vast Grand Canyon!
Thelma: Isn't it beautiful?
Louise: Yeah, it's something.
Thelma Dickinson: Something's, like, crossed over in me and I can't go back. I mean I just couldn't live.
Finally the female perspective in the movie is destined to such a heroic acts that they will never come back, but are ready to fight till they get what they want. It can also be taken as a strong message towards a reality which is being created, where the fight for identity becomes relevant.

Conclusion

To conclude with, road movies are genres that put the characters on the road by leaving their homes to explore themes such as identity and freedom. In the three movies analyzed, the characters are mainly female. They tend to focus more in the internal conflict and personal transformation due to their road experience they face with and new reality they encounter in the trip. Hence, road movies have largely incurred the social impact of the American highways by increasing the awareness among women living in a patriarchal society. Therefore, considering the fact that Bonnie and Clyde, Easy Rider and Thelma and Louise, are movies with a central message that women should raise their voice and look at the possibilities of making themselves independent invokes the topics of equality and freedom. Hence, women in all three movies are portrayed to be more credible than men; they are ready to fight for themselves until they reach their visions. It is a kind of revolt against the patriarchal society, through the female characters which are very expressive, powerful and   strong.

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Why are certain students further from achieving their desired level of English proficiency?

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Abstract. This study deals with proficiency of students towards English Language Learning. It includes ELT strategies that can properly motivate students to learn the language without betraying where they come from. Although many of them are afraid that learning English might assimilate them, therefore, they hesitate

to learn English due to their Educational system which makes them fearful of losing their identity.

Keywords: teaching strategies, English language learning, ELT, Proficiency, Motivation and Age.

Introduction

One of my concerns regarding certain students relates to their lack of success attaining proficiency of the English language in terms of comprehension, productive skills, or both. Although most students begin their study of the English language in High School, others as early as primary, or even pre-school, the majority still fall short of attaining acceptable levels of fluency. In the context of my pedagogical experience, I found that some students, in a general sense, do not possess a positive attitude towards the English language, often times as a result of the Education System in their countries. This perception and attitude towards the language does not transcend the culture among traditionally English speaking nations, an affect directly related to the globalization of their society. Educators of the English language have discovered that individual motivation of students results in their attainment of higher proficiency levels. This discovery leads us to explore and question whether there are any circumstances which can be introduced into their methodology of teaching that can properly motivate the students to master the English language and truly inspire a desire to learn it.

Statement of Purpose

Even though certain students agree that command of the English language is helpful and important to properly understand and interact with expatriates and their cultures, they do not support English as a language of instruction in their schools. Why? Why aren't they motivated to effectively learn and master the English language? What circumstances may contribute to the motivation of these students to support English as a language of instruction in their schools? What makes these students reluctant to achieve their desired level of English proficiency? Could the Educational System be the central hindrance in the encouragement of students   towards   learning   English?

Importance   of   Study

Examining the relationship between certain students' attitudes towards the English language and its acceptance and the extent of its use in their countries forms the position of the importance of this research. Mastery of the English language assists people of the world in effectively communicating with each other. It is the language of global economy and commerce, of the internet and modern technology. This coincidental fact has inspired citizens of the world to learn English. However, the appreciation for the importance of English as a foreign language in many countries may be deficient in motivating students to take active steps through the learning process and result in their ultimate proficiency in the language. The main incentive that is lacking for these students towards learning English is the infrequency of use and its minimal impact on their daily lives. In fact, learning English is often delayed to adulthood when it becomes a necessity for them to learn in order to successfully function and fulfil their professional needs.

Review of Literature

There are different aspects of the attitude towards language that have been studied: the relationship between attitudes and motivation (Donitsa-Schmidt et al. 2004, Bernaus et al. 2004, Williams et al. 2002), the relationship between attitudes and learning strategies (Gan2004), the relationship between attitudes and levels of achievement (Graham 2004), beliefs and attitudes about targeted language use, first language use and anxiety (Levine 2003) and also, attitudes towards English language usage among peers (White 2002). According to Gardern (1985: 10), attitudes are a part of motivation in language learning and he defines motivation as the summation of effort plus the desire to achieve the goal of learning language. He declares in 1985, "Learning a foreign language is determined by personality characteristics such as the

motivation of knowing foreign people in general and also the motivation to adopt particular factors such as, cultural, contextual, affective and cognitive, among which attitudes have an important place". Based on the above review, it may be determined that attitude is extremely important for certain learners of English to achieve their purpose. The possession of the right attitude may be found in a person, which can be aided in further development by his parents, friends, family, social pressures and perhaps most importantly, by their teachers.

The Aims of this Research are:
1. To perform an investigation of the relationship of attitude to learning a language
2. To determine the optimal age for beginning to learn a foreign language
3. To analyze the effects of the place where the individual started to learn the language within the context of EFL Students in Turkey

Research   Methods

Data was collected through a questionnaire. The first part of the questionnaire requests personal information: gender, their approximate age when they started to learn English and the place where they started to learn English. The second part of the questionnaire asks the students about their attitude towards the use of English in their countries.

Participants:
The subjects of the questionnaire were students of primary school where English is taught up to 15 hours per week. 48.5% of the group were female students whereas 51.5% of the group were male students. It was revealed that approximately 40.5 % of participants started learning English when they were between the ages of zero and six, whereas 59.5% began at the age of seven and above.

Findings

Attitudes towards English in general	Gender		The age of starting to learn English		The place of starting to learn English	
	Female	Male	0-6	7+	In school	In preschool
Beautiful	4.25 %	3.22%	4.34%	2.45 %	2.55%	2.58%
Musical	5.72%	4.12%	5.52%	3.35 %	3.23%	4.5%
Important	6.15%	5.72%	5.9%	4.71%	4.76%	4.83%
Rich	8.44%	6.43%	8.25%	10.54%	10.61%	10.47%
Interesting	9.72%	8.33%	9.31%	13.45 %	13.53%	13.67%

 Regarding gender differences female students were found to have a more positive attitude toward English than male students. The students who started learning English between the ages of zero and six in pre-school possess an attitude towards English as a beautiful, more musical language and important as a language of culture, but students who started to learn English from the age of seven and above found it more interesting and rich. Both groups were shown to have more supportive attitudes towards the general value of English, however, they did have a more negative attitude toward having course books written in English.

Discussion

Regarding the observed negative results found in some students' attitude towards the English Language in their countries, EFL teachers must come up with new ideas to inspire these students to be more accepting

towards English as a language of instruction in their schools. This can be achieved by implementing appropriate methods and activities of teaching English effectively.

Certain students wish to have more fluent and accurate English speaking skills in order to help them to understand other cultures. This is also a good indication for EFL Teachers to use the communicative approach in their classrooms to encourage students to collaborate and discuss their experiences regarding language learning. It will also improve their attitude, passion and enthusiasm to properly acquire their desired fluency in the English language. Furthermore, Educators should meet the needs and consider the interests of their students so as to adapt to their different perceptions about learning second languages. Differences in gender, age of exposure to the English language, etc. Additionally, motivations should be encouraged based on the students' needs, or reasons for learning a language. Following the pragmatic values of learning a new language can be conducive to formulating a genuine and special interest among students for a targeted language   and   the   culture   of   those   who   speak   it.

Conclusion

The results of this study show that although the students have a slightly positive attitude towards the English language, they do not have a positive attitude towards speaking English to one another. An example of one of their greater oppositions is, "If I use English, it means that I am not patriotic". It is very strange that students are not tolerant of each other speaking English.

The role of the educator must be that of establishing an environment where students are encouraged to practice speaking English with each other. It becomes noticeable that in different EFL contexts, certain students want to learn English to find a well-paying job and earn more money, have a higher social status and be well connected to the global community, but they do not accept practicing English with one another. As the Internet is increasingly diffusing the boundaries on maps, even the smaller businesses in different places are selecting more bilingual employees. If students want to attract attention in today's job market, if they want to be significant, an International perspective is critical. When students speak two languages fluently it opens immensely more doors to opportunities for jobs domestically and abroad. Regarding their attitude towards Western cultures, the findings indicated that more than half of them displayed an interest in the culture of the English speaking world as represented through film. These results might be further characterized by the students' desires to experience and understand the culture of the West, but not to fully integrate into that culture. Analysis of the data collected shows the majority of students did not feel that learning the language was submitting to biculturalism, or an acceptance of the cultural practices of the English speaking world.

A significant amount further articulated their wish to learn about Western culture and broaden their horizons through familiarizing themselves with that culture. Positive attitude and motivation share a connected role in the acquisition of a second language. Despite the fact that there was no direct influence found that attitude contributed to the learning process, it does occupy an important role in the development of motivation. So, a positive attitude should be viewed more as a catalyst to language learning. When a student possess an enthusiastic attitude towards learning a language, their motivation for learning that language tends to increase and simultaneously decrease when the attitude towards learning that language is more negative thus making the process of learning more demanding for them. All EFL teachers should take into consideration their students' perceptions, beliefs and behaviour prior to assessing their cognitive abilities. The English syllabus and classroom activities should be formed upon effective purposes according to their students' needs and their individual differences in order to strengthen, among some, and create, among others, a positive attitude towards English. It is crucial to study and account for learners' personalities. Increased performance and proficiency will be accomplished if these students maintain a positive attitude and appreciation for mastery of a targeted language. This is the basis for reaching the conclusion that proper perspective and inspiring a positive outlook towards language learning should be considered when implementing curriculums among educators.

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Interference mistakes and learning difficulties during the teaching of German language to students with Albanian mother tongue at UBT College

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Abstract.. The focus of this research paper is in the analysis, description and the explanation of the interference-related mistakes in the field of morphosyntax of students with Albanian as mother language and the difficulties of learning the German language as a foreign language. The research paper describes the theoretical and practical aspect of the interference-related mistakes in the paper-written exams and in the oral articulation of the students learning German. In the field of morphosyntax, it is important to determine the structural differences and the similarities between two languages in order to, on one hand, to determine the difficulties of acquiring and learning the German language as a foreign language, and on the other, to determine didactical conclusions based on the similarities based on the similarities of the two languages.
Keywords: interference, interfernce mistakes, morphosyntax.

Introduction

The purpose of this paper is to identify and localize discrepancies, to analyze and determine interference errors in the morphosyntactic field of the German and Albanian language. Interference errors caused by the influence of Albanian as a mother language in learning German as a foreign language in this paper were researched in the context of contrastive analysis.

Detected interference barriers are classified according to language criteria and suggestions are made to avoid them. The identified errors are subject to further classifications according to the degree of communication interruption and other causes of errors.

The purpose of the research is not the study of transference/positive impact. The focus is on the negative interference/negative intervention, i.e. the negative impact of the mother tongue on learning German language. Furthermore, interlinguistic interference derived from English as the first foreign language is not subject of research in this paper.

Scientific theoretical-terminological concepts in the definition of the term interference and transfer

This part aims at an attempt to shed light on the linguistic discrepancies that exist in the definition of the term interference and transfer. Terminological ambiguity prevails in many definitions, which makes it much more difficult to compare individual explanations of terms, because, not only are different terms used for the same phenomenon, but also, conversely, the same term is used for the same phenomena. The term interference first appeared at the Prague School where great attention was paid to the language system and their mutual influence and the discovery of common and different elements of language systems. It is considered that the process of learning a foreign language is the result of the inheritance of the system and elements of the mother tongue, where these languages have elements of the mother tongue and the target language (and possibly components of previously learned languages), as well as independent language characteristics.

According to Xhemaili (2018: 25) in the dictionary Bussmann (1990) the term interference and transference of linguistic is defined as a borrowing concept:

Auch: Interferenz, Transferenz. Vorgang und Ergebnis der Übernahme eines sprachlichen Ausdrucks aus einer Fremdsprache in die Muttersprache…[49]

This means that these three terms are used in the same way in this place. In the same Lexicon, if searched under the term i n t e r f e r e n c, you will find this definition:

„Beinflussung eines Sprachsystems durch ein anderes (a) im Individuum (Transfer) oder (b) in der Sprachgemeinschaft (Transferenz, Entlehnung, Sprachkontakt).“[50]

According to Rrokaj (2007) quoted by Sinanaj (2016: 35) by interference is meant the transition of an element of the language system A to the language system B. These transitions are present in all languages and at all times when languages are put in contact. The term linguistic interference means the interference of a set of more or less well-thought-out actions, the purpose of which is to change the language code or the terms of use. Linguistic intervention can take many forms and can be oriented in many linguistic aspects. In

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[49] Interference, Transparency: Process and result from the learning of a linguistical expression from a foreign language to the mother language.

[50] The effect of one language system over another language system (a) over the individual (transfer) or (b) in the linguistic community (transmission, borrowing, language change).

this paper the term interference is used for negative interventions of the mother tongue during foreign language learning and transference intervention or positive transfer.

Interference from the morphological aspect

From a linguistic point of view, the problem of bilingualism is seen in the linguistic systems of languages that come into contact with each other and when we talk about interference at the grammatical level, this includes interference at the phonetic, morphosyntactic and lexicosemantic level. Morphology deals specifically with the internal structure of words and analyzes the nature of words and their form in order to describe and classify words. Given the morphological specifics of the Albanian and German languages it is necessary to emphasize the genetic and typological characteristics of these two language systems because interfering morphological errors are the result of differences that exist in this area. By comparing the Albanian and German language systems, the reasons that make it difficult or easier to learn German as a foreign language can be discovered. The German language according to Jung (1984) quoted by Iseini (2006: 63) belongs to the flexible-synthetic languages while the Albanian language belongs to the synthetic-analytical languages.

Interference errors in the morphological plane appear in almost all grammatical categories of the German language, above all in relation to the gender and number of the noun, with the inflection of the noun and the adjective, with the degree of the adjective, the inflection of the verb, etc.

Surnames are a big challenge for students learning German, but also for teachers who are not sure how to deal with this teaching topic. It is known that the adjective in both Albanian and German languages names a characteristic of the name and adapts to it according to gender, number and race. According to Buchholz / Fiedler (1987: 314) quoted by Sadiku (2017: 680) Albanian adjectives are a heterogeneous class that, just like in German, name traits of an object (quality, property, relationship), which traits are not independent, but that need to be linked to the respective individuals as bearers of these traits.

According to Engel (1996) quoted by Xhemaili (2018: 111), adjectives in German are paradigmatic words by gender, which lie between the determiner and the noun and, as an important morphosyntactic trait of the relationship between the determiner and the adjective, e.g. : an interesting book, the interesting book.

Another important feature of adjectives in German where students studying German are faced with a very specific grammatical category is because in German adjectives have three different suffixes in the singular in the noun case. They are defined by the suffix morphemes -er, -e, -es (kleiner, kleine, kleines), with certain front nodes *(der nette Mann, die nette Frau, das nette Kind),* me nyje të pacaktuar *(einer, eine, eines)*.

The position of the adjective in the noun phrase is a serious problem because in Albanian it is behind the noun, and in German in front of the noun, which applies primarily to the underdeveloped adjective attribute, which is usually studied at levels A1 and A2.

Interference from the syntactic aspect

Syntax deals with the functions of words and phrases within a sentence and the text of a language according to the meaning of grammatical nature. It analyzes the internal structure of sentences together with the relationships established between the units formed by them, to express opinions and to make them known to others. Therefore, the order of the words in the sentence as means to express an opinion, and to be grammatically correct, is of special importance since in the Albanian language the order of the words in the sentence is progressive, meaning from the known to the unknown, from the determined to the determiner, whereas in German it is the opposite. The sentence structure has certain rules. The chosen verb can generally stay in the first position, the second position and the last position. According to Xhemaili (2018: 134) the two most important rules, according to which students learn German and usually break them are: first, when the verb in a simple sentence is in second place and second, when the verb in a complex sentence is in the last place. Consequently, they form sentences such as:

[51]Er ins Kino geht. Ai në kinama shkon.(Përkthim fjalë për fjalë)
Er geht ins Kino. Ai shkon në kinema.

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[51] The asterisk symbol signalizes the incorrect sentence.

Wir gehen in die Disco, wenn du hast keine Lust auf Kino. Ne shkojm në disko, nëse s`dëshiron të shkojm në kinam.

Wir gehen in die Disco, wenn du keine Lust auf Kino hast. Ne shkojm në disko, nëse s`ke dëshir të shkojm në kinema.

Although according to Helbig / Buscha (1998: 206) this can be shown by a German change probe. die Umstellprobe, and with replacement probe, germ. die Ersatzprobe, that in addition to the group of words there is another level of grammar, which lies between the word and the sentence.

Er legt das Buch auf den Tisch.

Germ. Umstellprobe

Auf den Tisch legt er das Buch.

Germ. Ersatzprobe

Dorthin legt er das Buch.

This example shows that the group of words before and after the verb can change their position, but the chosen verb has the rigid position and stays in second place.

Another important feature of the German language is that the auxiliary verbs *kam* and *jam* and the predicate participle of the verb form a parenthesis that is not a trait of the syntax of the Albanian language. For example:

Der Vater hat einen Papagei mitgebracht. Babai ka një papagall sjell. (literal translation).

*Der Vater hat mitgebracht einen Papagei. Babai ka sjell një papagall.

In this example the auxiliary verb germ. hat in the personal pronounce of the present tense and the participle of the verb germ. *mitgebracht* (past tense of the verb) form a parenthesis which includes the words occupying the middle position. Viewed from this point of view, interference errors and difficulties in learning German whose students mother tongue is Albanian are a daily topic in the classroom. (Xhemaili, 2018: 136).

A feature that is very specific and different compared to the German language, are the separable verbs, which do not exist in the Albanian language. The divisible prefixes of German verbs are often left out and form sentences of the type:

Er kommt morgen in Berlin an. Ai arrin nesër në Berlin.

*Er kommt morgen in Berlin. Ai vjen nesër në Berlin.

* Er kommt an morgen in Berlin.

Kommt er morgen in Berlin an? A arrin ai nesër në Berli?

*Kommt er morgen in Berlin? A vjen ai nesër në Berlin? Verbs in German *ankommen.*

The divisible verbs in the present tense, in the imperfect tense and in the past tense form the so-called clauses of the sentence and are always subject to this rule that in the Albanian language this rule is unknown and invalid.

Conclusion

The purpose of the scientific paper was to determine the typical sources of interfering errors in learning German by Albanian-speaking students studying at UBT College in Kosovo. In the theoretical part we tried to present scientific theoretical-terminological concepts in the definition of the term interference and transfer, which in various scientific researches we do not find a unified position. Various theorists argue that error analysis can present a clear picture of language characteristics that cause difficulties in learning a foreign language. Once their problems are understood, then corrective actions can be taken from a realistic perspective. Contrast analysis enables the identification of formal and semantic changes in the mother tongue and foreign language system to detect possible causes of interference errors. Mistakes indicate whether students are willing to learn what their teacher wants them to learn in the next stage. However, specific targeted research can help to make learning German as effective and efficient as possible and to control the learning of language units. Only the precise and continuous observation and documentation of students' oral expression and written exercises reveal which phenomena of German grammar should be in the center of attention during teaching and learning in order to avoid the negative interference of the Albanian language.

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Correlations between national psychology and institutional culture

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Abstract. In Psycholinguistics, there are obvious linguistic relations between the tradition of a nation and its attitude towards the state institution, concerning the obedience to the laws and the respect for orders of the political institutions representing the state authorities. The special path of history of a nation, fulfilled with continuous fights for liberation has also impacted the lack of use of the vocabulary related to the institutional culture, whereas the nations that didn't need to fight for their freedom, but in the contrary, they have fought to conquer lands and spread their civilizations, have a rich vocabulary regarding to the Institutional culture. The first ones considered the institutions of a foreign state to be strange and imposed for them, as they have been representing the institutional culture of the occupier or the invader. Therefore, they refused the obedience to these rules, even far later after the national liberation. The lack of vocabulary related to the culture of law and politics, later filled with borrowings and international words, is another proof for the lack of the words related to the state institutions and for the mindset of the inhabitants. For these reasons, there is an evident psychological confusion related to loss of the primary meaning of the foreign words and their later use for special needs in the native vocabulary, is the consequence of the lack of the institutional culture in the national psychology, e.g. order, law, instructions, judgments, concession, context, contest, etc.

National   psychology

This notion refers to the (real or alleged) distinctive psychological make-up of particular nations, ethnic groups or peoples, and to the comparative study of those characteristics in social psychology, sociology, political science and anthropology. The assumption of national psychology is that different ethnic groups, or the people living in a national territory, are characterized by a distinctive "mix" of human attitudes, values, emotions, motivation and abilities which is culturally reinforced by language, the family, schooling, the state and the media.

National psychology has sometimes been used to explain why economic development occurred in a different way in different countries, or why a particular turn of political events happened as it did. Otherwise, National psychology plays a role in politics via the ideology of nationalism. Politicians will appeal e.g. to "the French people", "the American people", the "Russian people", the idea being that members of a nation have a common national identity, are part of a national community, and share common interests (the "national interest"). Politicians must try to unify and integrate people to work together for common goals, and appealing to their common national characteristics is often part of that.

It is closely related to the idea of the national character which refers to the values, norms and customs which people of a nation typically hold, their typical emotional responses, and what they regard as virtue and vice - all factors which determine how they will habitually respond to situations.
Despite controversy compared to globalism and postmodernity, the concept of a "national psychology" still persists, insofar as people can observe practically e.g. through tourism and television that there are definitely differences in the way people live life, and how they think about it, in different countries, quite apart from differences in physical appearance or language. There are nowadays books on the national character of practically every people on earth.

Furthermore, the Nationalism aims to unite people as members of a nation, and for that purpose, the belief that they really have common national characteristics is obviously useful, even if those common characteristics cannot be proven beyond a shared language and a similar physical appearance. Friendly rivalry between national sports teams is often used to symbolize national identity, or to express patriotism. For example, in South Africa sport is "the national religion.

Reference is sometimes made to the "national psyche" or the "soul" of a nation, to explain why some public events can trigger a commotion or uproar in a country, or why a particular nation gets particularly enthusiastic or obsessed with a sport or cultural practice. Conclusively, the idea is that a nation shares a specific cultural mentality, morality or mindset, embedded in its language and institutions, which provokes it to react much more strongly, or much less strongly, to particular situations than people of other nations would, and that people from different nations have different problem-solving strategies.

Therefore, the feeling of common belonging especially in need and danger of occupation becomes a strong motive of solidarity and fight for freedom. This sense of common belonging has created an attitude of refusal towards the foreign state institutions which were created to prevent the expansion of the national culture of the occupier, as their native right to conquer territories and spread culture and civilization.

The Institutional culture

It's about a social system of meaning and custom that is developed within an institution to assure its adaptation and survival. These are characterized by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors, and styles of communication.
The different historic development of nations who have fought for their national liberation and independent states compared with the historic development of nations with already strong state regulations who have fought for national expansion of their culture and colonization, has produced the gab in the economy of these nations. The first ones have fought and still fight for economic survival and the second ones fight and compete between themselves for wider economic and cultural expansions throughout the world.

This is in fact the reason why certain languages have become international and world widely spread, compared to other languages that are fighting for survival and to avoid their extinction.

National psychological flaws and endowments

Each of us humans on the mother earth, the planet is born with the so-called psychophysical endowment. That is what Mother Nature has given us. We call this rational or cognitive intelligence. But that intelligence is only 10 percent. That is the instinctive part. Whether you like it or not, you get it. You have it ", says prof. Dr. Metodij Cepreganov, specialist in neuropsychiatry. Now on that basis come several laws of nature that we should be able to use.

If the first part is what mother nature gave us, then the second part is family upbringing, the third is education - the most important part in graduation, in the maturation of a person. The fourth, fifth, sixth and seventh parts are practically the ornament of the person. It is the incorporation of social, moral, ethical and spiritual norms.

Conclusively, in life as an individual, you are either mature or you have many psychopathic flaws in the mental structure, in the character. As a collective group of people, our people in the Balkans, not because they wanted to, but because they suffered a lot of scars during their existence, in their life, unfortunately, still have many flaws.

First, he solves everything with emotions. To the maximum. And any increased emotion or psycho-emotional outburst disrupts our logic. It narrows consciousness and disrupts logical thinking. That is the basic problem of our people. His flaw is that he has no social recognition, which, in turn, means - to know how to talk, to know how to respect, to know how to think, to know how to be flexible and tolerant. Because the other person on the other side is also a person, not just me.

The problem of our people is the so-called ego hypertrophy, meaning *Ego* hyperbole and self-esteem: intense egoism and self-esteem that can reach even a sense of grandeur and grandeur with the illusion of supernatural abilities .Which, in turn, means stubbornness and vanity. These are the main problems due to which we do not listen to each other, we do not understand each other. Because the biggest problem in life, as we call it in the science of neuropsychiatry, is the ecology of the spirit. These are interpersonal relationships, inter-contact. How you and I talk, how we look at each other, how we wave our hands, what vocabulary we speak, what tone, and not to mention further. Unfortunately, we have a lot of such flaws and that is reflected in each of us.

National psychology and institutional culture related to the situation with the pandemic

Even in the modern age, because of different mindset, there are various approaches and national policies about how to get out of the pandemic? As before, politics is above all in life, so now, unfortunately, it has entered health?

On the other hand, the national discipline and respect towards the national institutions defines the institutional culture of the nation and its individuals. It is not just a trend, it is within the character of the psycho-profile of the people. Instead of everyone wearing masks and being protected, they see the other person wearing masks as a donkey. That is the tragedy of the people, who have not had a state for 100 years, because they do not know how to behave. Anyway, there are always and anywhere smart people who know, advise, show, point out, who speak the scientific truth, that it is a crime to go against the health of your own people, but they are minority. The perception of the majority of the people is unfortunately to distrust and disobey the instructions of the state and medical institutions.

But, according to the neuroscience, in such an infection, neither religion, nor race, nor politics apply. Only the mind is valid. Let your mind reign and know how to behave, because we are all endangered. It all depends on us, on our mind and I will repeat again from our upbringing, knowledge, morality and spiritual and social norms[9].

National   psychology   in   real   life

Not only in the situation with the pandemic, but in the real life, in the so-called countries in development, there is the national psychology of fear, distrust, and disobedience towards the state institutions. The people have the chance to vote their best representatives who will bear the responsibility for the future of the nations, but they do not stick to these principles. And immediately after the elections, people start complaining and protesting about their economic situation and social misery as if it is somebody else's fault, by forgetting that this situation is because they weren't able to take a stand and vote according to their conscience, not according to   their   actual   personal   and   financial   interest.

The   National   psychology   of   the   people   in   the   Balkans

This national psychology goes back to the period of the appearance of the national conscience of a common belonging. In the Balkans most of the nations were living under the Rule of Ottoman Empire, whose language they found strange and foreign and therefore these nations sooner or later started to disobey, distrust and avoid the orders and the rules imposed by force and they felt they were against their national interests, because of the lack of official use of their native language and representatives in the school and the state institutions.

Smaller nations always feel jeopardized from the imposed rule of the major nations, and this phenomenon has consequently created their lack of institutional culture. Their civil culture and discipline is owed to the lack of judicial culture, to read the newspapers and follow the change of laws and their way of implementation by the state institutions. They'd rather hear the news from the other people than listen to the news and the instructions of the institutions.

On the other hand, the people who lived in their own national institutions are familiar with the laws and the instructions they give for the citizens to obey, because they don't have any aversion towards the institutions coming from the rule of an occupier. They are prone to accept and obey the instructions of their state institutions, feeling that they work on their interest and for their own good. They don't find them strange and foreign because these institutions are full of people speaking the same language, and they're not inclined to fight and disobey them.

Language culture as a part of the Institutional culture

In some languages you can find plenty of words for the semantic variations of the word, for e.g. fighting, swearing and cursing, shouting and offending, whereas in other languages there aren't so many semantic and stylistic variations, as for instance about the meaning of the word "fight" (in the war, in the ring, or in the real every day's life=struggle), which can be identified only from the context, meaning: ""lufte, grindje, apo sharje".
For the meaning of the Albanian: shaj nenen, and the Macedonian "(ми ја опсу мајката"), in English one cannot make the difference between **swear**, with the meaning of the <u>oath</u>, and "<u>curse</u>", e.g. translated in English ""he cursed my mother", which can be literary translated by "He damned my mother" which is not the same as in Albanian the saying: "M'a shajti nënën" meaning no "He swore my mother", and in Macedonian meaning "Ми ја окара мајката", which is much different to "(ми ја опсу мајката"). Thus, in Albanian, the word ''curse'' has the meaning of damnation, and not of offending someone with bad and shameful words.
On the other hand, the meaning of the Albanian word equivalent with the English to fight is i.e "te grinde apo te zihesh" is plenty-meaningful, including the meaning of rebuke, quarrel, argue, etc. and the meaning of the English word "to struggle" is similar to mundohem, but far different from "kacafytje, zenke, perplasje". This discrepancy of words similar in meaning but for different in use, is owed to the eclectic and abound use of the military vocabulary, to the tradition of the people plenty with colorful variety of every day's fight and struggle for survival.

Even the word-s with the equivalent meaning "cry, shout or scream" have different variations of use in these three languages. For e.g. The Albanian "thirr, therret, bertet, klith, pisket, ushton,", has similar equivalent

meaning: "scream, shout and screeam", or similar to the Macedonian equivalents such us: „вика, вреска“, but one cannot translate fully correctly the Albanian famous Call for Freedom: "Kushtrimi i lirisë", for e.g. This is another fact of the Albanian independent historic development.

How come there are such a colorful use for the words meaning ''fight'' and ''shout'' in Albanian, compared with their moderate use in the English and Macedonian or Slavic languages. Is this a matter or a proof for the abundance of the Albanian national vocabulary, prevailing even a language of the International use or the neighbors' languages, but with similar historical development?!

How come the Albanian language is full of words describing the act of wars and fights, screaming for freedom, with such eclectic and stylistic variations"?! The other nations have also fought for freedom in their history. But they have fought and won, whereas the Albanians are still fighting for recognition in comparison with the other nations in Europe who have established their national states hundred years ago. We have words in Albanian, such as 'perplasje", 'kacafytje', perleshje, which are difficult to be translated, not because of the Albanian speaker's talent to invent abundant words for the same meaning, but because the Albanian people has fought for so long for its liberation that during the time, there were invented plenty of variations to describe the fight in details.

Correlations between the national history and the national psychology

Such a national history has created a national psychology that has entered in the blood and the genes of the people. Since they were supposed to fight the enemy, they perceived the state institutions as strange and foreign to them, because they symbolized the institutions of the occupier whose aim was to assimilate their national identity, and by instinct and by default they refused to obey their orders, any time it was possible. The lack of institutional culture is owed to the lack of loyalty to the state, Even nowadays we are not fond to obey the rules and the laws when they're imposed and reinforced by penalties, and fines.

On the other hand, we can see nowadays the different institutional culture of the German speaking people in Germany, and Switzerland, and in the Germanic family nations, or even the French and English Speaking people, who obey the orders and the rules if only they are officially notified, due to their discipline of work, and they have the tendency to trust the people they have chosen to rule and to represent them in the government.

The common and educational culture versus the Institutional culture

Even in the Educational institutions of the well-educated people, there is a tendency to distrust their leadership, who are not always in the growth of the duty. They are not used to read and follow the law, but they'd rather give orders, driven by their pride and suet.

Every citizen is supposed to read the newspapers and to follow the changes of law, which means they are expected to possess this legal culture, and know the spirit of the law in order to follow it, without being enforced by a greater power in the chain of command. Even if the instructions or the orders of the superiors are not always based on the law, they don't question them, being afraid of the consequences related to the job position.

To have Institutional culture doesn't mean to obey blindly the orders of the superiors, and to follow the law, but to have the necessary civil and legal culture, to know your rights and duties as a citizen, in order not to let anyone abuse with them, but in the same time it means to have the necessary legal knowledge to protect and defend these rights in case of their abuse.

Conclusively, the lack of culture in general, and the lack of minimum general knowledge for each field of science, such as medicine, law, economy provokes the lack of civil culture to be aware as a citizen of the dangers in the every day's life, and to stand aside from these dangers, not only because someone will punish you, but because it's for your sake and the sake of the family to be careful, to avoid crowds, the keep the

social and the physical distance in order to save yourself and your family gives space for the authorities to impose these rule by even breaking the laws, for the greater good.

Those who have the necessary civil and institutional culture, because they are informed and can make the difference between true and fake news due to their background and necessary education and culture are not inclined to be forced to respect the law and the rules, because they can understand it by themselves.
On the other hand, those who don't have the minimum civil and institutional culture are unfortunately inclined to respect the law and the rules only through the whip of the law, This applies not only to the personal psychology of the individuals, but also to the majority of the people making so the national psychology of the Balkans Nations, whose history is full of fights, wars and bloodshed for ethnic domination, instead of fighting for the cultural and economic domination over the ignorance and poverty.

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Approaches and Treatment of Languages in Multiethnic Societies. Case Study: Republic of North Macedonia

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Abstract. Multiculturalism is a doctrine under which several cultures interact in a common context. In these societies each group differentiates for its civilization, mentality and language. However, the definition of multiculturalism depends mainly on the social, political, cultural and sociolinguistic context. In multicultural societies it is expected that there are social groups which carry out their cultural values such as the language. However, are the multicultural societies always multilingual, too? The insistence of building a monolingual ideology in a multicultural and multiethnic country will always fail because the role of the language in these societies is not only to establish mutual communication but to save national identity, too. In different geo-political contexts, when there are two languages in contact, it often happens one of them to be considered of a first category and it is expected from the others to obey the first one. This approach leads to the feeling of a lack of confidence and loss of identity for individuals who belong to one of the other category groups. This paper aims to reflect on the loss of collective identity in multicultural, multiethnic and multilingual societies. Republic of North Macedonia is a country created in the '90s of the last century, which in the political aspect is faced with a denial of its history, language and church, whereas with the interior politics it hardly accepts

the existence of other languages and cultures. It is a multicultural society where cultural and lingual diversity instead of representing values, they are experienced as a clash of cultures.

Introduction

Multiculturalism is closely related to societies containing various cultures. As a term, it is related to ideologies that support this multiplicity. According to Kenan, M (2006, p.62):

Such ideologies or policies vary widely, including country to country, ranging from the advocacy of equal respect to the various cultures in a society, to a policy of promoting the maintenance of cultural diversity, to policies in which people of various ethnic and religious groups are addressed by the authorities as defined by the group they belong to.

However, two main different and apparently contradictory strategies have developed through different Government policies and strategies. The first focuses on interaction and communication between different cultures, while the second centers on diversity and cultural individuality. According to Anne-Marie Mooney Cotter (2017, p.24):

Cultural isolation can protect the uniqueness of the local culture of a nation or area and also contribute to global cultural diversity. A common aspect of many policies following the second approach is that they avoid presenting any specific ethnic, religious, or cultural community values as central.

Burgess & Burgess (2010) even state that 'Multiculturalism is often contrasted with the concepts of assimilationism and has been described as a "salad bowl" or "cultural mosaic" rather than a "melting pot."'

The Republic of North Macedonia is multicultural and multiethnic country. The majority population is Macedonian, whereas the second is the Albanian. In the absence of updated data about the exact numbers, this study will refer to the last census of 2002, where 64.2% are Macedonians, 25.2% are Albanians, while Turks, Serbians, Vlachos, Bosnian, Roma, make 10.6% of the whole population. With this cultural diversity Macedonia could serve as a model for a place where cultures would lead toward a society with mutual respect.

Independence of Macedonia

Macedonia's Declaration of Independence was the first political act of historical importance for North Macedonia as an independent state, after the first plural elections. The Declaration was adopted by the Assembly of Macedonia, January 25, 1991. It was the 'Declaration on the Sovereignty of the Republic, by which, among other things, the Republic of Macedonia was defined as a sovereign state, which, in conformity with its own interests, would decide independently about its future relations with the states of the other people of Yugoslavia.' (Macedonian Academy of Sciences and Arts Skopje, 1993). This act was an important first step towards political independence of Macedonia. On its grounds were built all subsequent acts of the new independent state in the Balkans. After the Referendum of September 8, 1991, the Assembly of the Republic of Macedonia adopted a Declaration, legalizing the results of the referendum. The Declaration states that:
The Republic of Macedonia as a sovereign and independent state will strive for consistent observance of the generally accepted principles of international relations contained in the Charter and other documents of the United Nations Organization, the CSCE Final Act from Helsinki and the CSCE Paris Charter, and that it will base its activity in international relations on the observance of international standards and, in particular, on the principles of respect for territorial integrity and sovereignty, non-interference in internal affairs, strengthening of mutual respect and confidence and comprehensive cooperation with all countries and peoples (Declaration of independence, Article 2).
Since the first days of the independence, Macedonian political establishment began to spread the newly established platform for ethnic Macedonian state. The Macedonian national platform was not in line with the aspirations and expectations of other ethnic groups in Macedonia. In the multicultural society the newly established country made the first steps toward a liberal state. Moore (1998) points out that *almost all liberal states have a dominant culture and value system, from which some national minorities feel marginalized.*

The Position of 'the other' in the newly created country

The common goal of all ethnic Albanian political parties was to improve the political and cultural rights of the ethnic Albanians. In reality, the implementation of the rights was viewed by many as being unsatisfactory and too slow.

From the very beginning of independence, due to their exclusion from the political institutions, Albanians in Macedonia were organizers of different protests. These protests were mainly emotional expression of their dissatisfaction with the reforms in the state apparatus in terms of its attitudes towards the Albanian population which was the second in number. In 2001 the dissatisfactions among Albanian population escalated into an armed rebellion against Macedonian authorities. It lasted for some months and with the political intervention of the international decision-maker factors, the conflict ended up in August of the same year. It was adopted the Ohrid Framework Agreement which still serves a starting point for rearranging the position of the Albanian population in North Macedonia. The State University of Tetovo was established in 1994 but until 2004, when it officially was recognized by the Macedonian government, its function depended on the financial support by the Albanian population in Macedonia and mainly by the Albanians who worked in the Western European countries. The first university founded for the Albanian needs was the South East European University in Tetovo, established in 2001, soon after the conflict. Due to the fact that Macedonian government did not recognize any university in other languages but Macedonian, this university had to be recognized as trilingual university supported and financed by the international community. However, at the same time the Tetovo University was still functioning 'illegally'. The progress was slow and at the same time the dissatisfaction of the Albanian population was raising. In line with it, "Gabric (2006), states that Reforms require a certain amount of time before they achieve their full effect, more so in less-developed countries, and sections of the ethnic Albanian population were evidently dissatisfied with the pace at which their status was improving. (as cited in Wanis & Grizold, 2001).

3.1 Position of languages in the Republic of North Macedonia

In multicultural societies there are different social and cultural groups and it is expected these groups to carry out their cultural values such as the language of a given group. However, are all the multicultural societies multilingual at the same time? Investment on monolingual ideology in a multicultural society is determined to fail since the role of languages in these societies apart from its prime role of establishing communication, is to perceive national identity of the ethnic groups. In post communist countries, including Macedonia as a former Yugoslav republic, it often happens one of the languages to be considered as a first hand language and all the other languages have to comply with it.

> Membership in a cultural community is a matter of personal choice, but this does not imply that members have chosen to be a minority. This status is imposed on them and could be seen as supplying a reason to support their chances of leading a meaningful and worthwhile life without having to renounce their cultural commitments (Tamir, 1993, p.8)

The Republic of Macedonia, as a new independent country, in the political sphere it had a contested identity, whereas with its interior politics it systematically ignored other languages and cultures. Language policy and the right to use the mother tongue imply equal treatment of languages in the state institutions.
With the Universal Declaration of Linguistic Rights, known as Barcelona Declaration (1996):

> The rights of all the language communities are equal and independent of their legal status as official, regional or minority languages. Terms such as regional or minority languages are not used in this Declaration, because, though in certain cases the recognition of regional or minority languages can facilitate the exercise of certain rights, these and other modifiers are frequently used to restrict the rights of language communities. (Article 5)

In multiethnic and multicultural societies it is obvious that apart from mixture of cultures it occurs a mixture of languages, therefore the population is usually at least bilingual, being fluent with their mother tongue as well as with the language of surrounding. In this regard, North Macedonian case is unique. As stated above, the Albanian population in North Macedonia lives mainly in the Western part of the country,

neighboring Albania and Kosovo. Some of the cities with majority Albanian population are Tetovo, Gostivar, Debar as well as some municipalities in Skopje. However, the only language in everyday use remains only Macedonian. According to the theory of language learning, the second language is the language of surrounding and it is the language where we are exposed. Exposure to the second language is larger than to the foreign language; however the Macedonian permanent refusal to learn Albanian and at the same time their ability to speak English is inconsistent with all the theories of language learning.

The readiness to learn and use the languages of surrounding is closely related to the state policy. The treatment and approaches toward the Albanian language in Macedonia[1] has gone through different periods, with the more restrictive ones in terms of the language use, and continuing with the periods when it was proclaimed integration of languages in a single society. In the '80s, there were implemented project of integrated education in secondary level, in the first sight seen as integration of different sides in one, however with this project there were totally ignored the minority languages since the only language practiced in the classes was the Macedonian language. The consequences of this integration were hundreds of non-Macedonian teachers left outside the school buildings.

One of the attempts for integrated society was the project of implementation of Macedonian language for the first graders, age 6. Due to the heavy resistance by the non-Macedonian parents, the project was rejected by the Constitutional Court of the Republic of Macedonia. According to Merriam Webster dictionary the term social integration is defined as inclusion of the equals in a society. As far as the majority population in Macedonia continues with the same mentality, there will be only one population that will not be required to change whereas all the others will be expected to give their continuous efforts in making North Macedonia an integrated society.

In January 2018, after long discussions and disagreements, Macedonian Parliament adopted the Law on the Use of Languages which law extends the official use of Albanian over the entire country. Still there is a hard refusal to implement it in practice and very often it is left to individuals to deal with its execution in state institutions. Furthermore, this Law highlighted the hidden emotions towards one language, emotions that were accumulated for years in a country that belongs to all who live in it.

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1. In the Prespa Agreement of June 2018, the country changed its name to the Republic of North Macedonia. In this paper, all the events prior to this change, are referred to the name of the country before June 2018

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The development of intercultural competency through English Language Learning

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Abstract. Culture shows the life people live and as of this fact, we see that the term culture refers to beliefs, ideas, values, and knowledge of one nation. On the other side, we also can say that culture and language are bonded together and they cannot be separated when learning takes place as it develops standard communication skills. Otherwise, if languages are taught without their cultures, students are only the visitors of the language who aren't familiar in detail about the origin of a particular language. Therefore, one of the strategies to learn English as a foreign language is if we see it through its culture and acquire this learning through the technique of competency base learning as it helps students develop their skills in their pace and provides students with useful models of authentic use of the language in the classroom and online. The purpose of this study is to discover the possibilities of learning English for the development of intercultural competence and to distinguish successful teaching methods for the development of this competence in higher education also to show that students need to acquire these competencies, so they can have the most effective communication with individuals from the cultures of English-speaking countries.
Keywords: ELL, EFL, intercultural differences, cultural value

Introduction

Living together means being in contact and interacting with individuals of different cultures. There are hundreds of definitions of culture, which proves that it is difficult to give an accurate definition of it. Culture can be interpreted in different ways by different individuals. As Jackson J. puts it culture can distinguish you

from others in a number of ways like for example geographical location, language, race, religion or political affiliation, clothing, food and so on. (Jackson.J., 2014)

People, where English language is not the first language, tend to learn English language for the fulfillment of communicative needs for their academic and professional career. The process of learning English as a foreign language requires an individual to practice the linguistic forms and together with it they find a need to become familiar with its culture order to interpret intercultural communication. This is what is called the intercultural competence which is a long process that builds itself on the existing knowledge and experiences by rebuilding them to gain new knowledge. According to Barret (2013), in order to understand the intercultural competence, we must understand the concept of identity, culture, intercultural meeting and intercultural competence. (Barret,M., Byram,M., Lazar,I.,Mompoint-Gaillard,P., Philippou,S., 2013).

Identity helps people define their individuality and orients and positions them in the world around them. *Culture* includes culture materials, social institutions, norms, values, attitudes which members of the group use them as a reference to make sense of and connect with the world. *Intercultural Meeting:* A meeting is considered intercultural, when two or more people come from different cultures and the differences between them are perceived and emphasized by the situation or by the orientations and attitudes of the respective persons. *Intercultural competence* does not only mean a set of skills applied in a given context, but a combination of attitudes, understanding, knowledge and skills used to respond successfully to different situations that may present challenges, difficulties or certain tasks.

According to the Byram model that develops intercultural competence, consists of five elements. (Byram, 1997) According to Byram, 'a person who has developed intercultural competences is able to understand different cultures, from the external and internal aspect of a society, is able to mediate and interpret for himself and others; has a critical understanding of his and his culture to others, he is aware of his perspective, and understands that the way he thinks and understands is determined by the cultural context and not something invented '. (Byram, 1997)

- *Knowledge* - According to Byram this means knowing how social groups and cultural identities function, and to understand that every word, every action is related to the cultural context in which one lives ' (Byram M. , 2001)
- *Critical Cultural Awareness* - is 'the ability to evaluate, critically and over well-defined criteria, perspectives, practices and products both in the personal and native culture, as well as in the culture of the other state '(Byram M. , 1997). Students begin to appreciate their culture. Each topic discussed in class will make them aware of the advantages and disadvantages of their culture. Byram emphasizes that the goal is not to change students' values, but to make them clear and conscious.
- *Attitude* - They are 'curiosity and open-mindedness, willingness to give
end disbelief in cultures and belief in your culture '(Byram M. , 1997)
- *Interpretative and Comparative Skills* - is an 'ability to interpret a document or event from another culture, to explain and relate to documents from a relevant culture' (Byram, 1997: 52). This means positioning oneself in the role of mediator, being able to identify the misunderstandings that come from cultural differences and being able to explain them, according to the two cultures. (Byram M. , 2001)
- *Ability of Discovery and Interpretation* – This is the 'ability to discover new knowledge about culture and cultural practices and to apply this knowledge, attitudes even under limitations offered by real-time communication and interaction '(Byram M. , 1997) This means using all the knowledge, skills and attitudes to communicate with individuals of different cultures, given the similarities and cultural differences.
So based on this conclusion, we can say that intercultural competence is the degree to which a person is able to exchange information efficiently and appropriately with individuals who belong to a different culture.

With this in mind, when learning English as a Foreign language (EFL), takes place, it is of a great need to provide learners' with langauge cultural context including here its beliefs,values, ideas and knowledge so they can obtain proficiency in intercultural compentency of a particular language in our case the English Language. If language is not learned together with its culture, it can be interrelated negatively on the proper understanding of the use of language in social behavior which can lead to a misunderstanding of language

communication as learning a foreign language is not related only to send and receive information but its function must be in a cultural context.

Literature Review

English Language as a global and an intercultural source of communication raises a number of discussions and challenges for teachers and learners of English when it comes to intercultural compentency.There is no doubt that learning linguistic knowledge is the number one rule for effective communication, yet, more attention needs to be paid on the intercultural competency of the target language. According to Koester & Lustig (2010), in their research based on Intercultural Competence and Interpersonal communication across cultures, intercultural compentency involves individuals of different cultures who don't have similar orientation and interpretation to the their ideas, beliefs, values, and knowledge. (Koester & Lustig , 2010)

Schmidt, G. (2000), in his book "Teaching culture and language for specific purposes" states that every institution must introduce the culture of its language and familiarize the students with the major differences in the fundamental cultural pattern and behavior. (Schmidt, 2000). For example, in some countries around the world, people may find it difficult to adjust themselves in a democratic society where every human right is respected and not keeping a gender-biased attitude. These cultural differences are related to the beliefs, ideas, values and knowledge of a particular social system. Therefore students need to develop an advanced level of communication skills while exchanging ideas about diverse cultural contexts. According to Kim (1991), the most challenging issues of intercultural competency are cultural differences, unfamiliarity, and disagreement among the individuals. (Y.Y, 2001). How to smoothly work on intercultural competency while learning a foreign language, let's understand the intercultural compentency in foreign language learning.

2.1 Understanding the intercultural competency in foreign language learning

The intercultural dimension in foreign language teaching has become an important issue for educators as well as for researchers in the field of foreign languages. Learning a foreign language has always been focused on improving the methods of learning language competencies. Already with the increase of intercultural contacts, the question of the importance of the intercultural dimension is raised, questioning what is the main purpose of learning a foreign language. Learning a foreign language considering the aspect intercultural helps students acquire language competencies to communicate as well as intercultural competencies. According to Byram, Gribkova & Starkey 'transcendental dimension' in foreign language learning aims to enable the student as a summative speaker or enable him to have skills as a complex identity and to avoid stereotyping where he organizes a limit when perceived through a single identity. (Byram, M., Gribkova,B.,& Starkey.H,., 2002)
Communications made without knowing the cultural elements of the target language lead to misunderstandings and disagreements. Non-cultural competence is not the only one with learning a foreign language, but we can only look and offer in any field.
Engineers, businessmen, politicians, doctors, diplomats, students, anyone who comes into contact with individuals from other cultures to possess cultured competencies.
All of us without exception may have had conversations with individuals of different cultures and backgrounds. When a dialogue takes place between individuals belonging to different cultures, understanding depends on what cultural background that person has.
If intercultural competence is not properly developed, then the way the message is perceived often leads to misunderstandings. When people talk to each other their social identity is an inevitable part of this interaction. (Byram, M., Gribkova,B.,& Starkey.H,., 2002) Through intercultural competence it is intended to prepare intercultural speakers, to be able to communicate with people with different cultural identities. (Byram, M., Gribkova,B.,& Starkey.H,., 2002)
Intercultural competence requires skilled educators to prepare students to acquire the linguistic competencies we understand the ability to use a foreign language according to its rules and intercultural competencies

which means the ability to communicate with different individuals both linguistically as well as the cultural one. (Byram, M., Gribkova,B.,& Starkey.H,., 2002)

Through intercultural learning competencies, students learn:

- how an intercultural interaction occurs;
- that social identities are part of the overall interaction;
- that their perception and that of other people affects communication;
- how to find more information about the people they communicate with

In other words, language learning within intercultural competence not only aims to help students develop language competence, for example the ability to speak, write, read correctly and correctly, but also helps students to develop intercultural competence so they learn how intercultural interaction takes place, understand that the perceptions they have, the perspectives they have that affect communication. (Byram, M., Gribkova,B.,& Starkey.H,., 2002)

In conclusion, intercultural competence involves sharing knowledge with each other and discussing their opinions.

2.2 The importance of intercultural competency

Intercultural competencies are already widely accepted and, day by day, the importance of their acquisition is increasing. Intercultural competence plays an important role in communication, and that competence characteristics influence the way we act in different situations. Lack of competence leads to misinterpretations and conflicts as values, attitudes, beliefs etc. depend on the cultural environment we grew up in. In most cases we do not notice the impact we have on others. This is the reason why intercultural competence should be introduced in the curricula as an essential competence.

Today's multicultural environment requires that intercultural competencies be acquired by each individual. A good tool is precisely the foreign language, which puts you in direct contact with the foreign culture. It is the teachers of these languages who perform the role of mediator between two languages, applying classroom teaching methods and practices. The role of the teacher as a mediator is fundamental.

Methods for teaching and learning a foreign language have evolved a lot. To understand the changes that have taken place, we are giving a summary of the methods used since the early 19th century. According to Neuner (2003) grammar-translation methods were used in the 19th and early 20th centuries. It focused on teaching grammatical aspects, proper translation, and reading literature. (Neuner, 2003). This was the most widespread method of learning a foreign language in the 19th century and had as its main purpose that students learn and write the foreign language. According to Schmidt, G. the grammar-translation method is 'a method of learning a foreign or second language that uses translation and the study of grammar as a basic basis for teaching and learning. (Schmidt, 2000)

Linguists were oriented towards new methods of language learning. This is how the direct approach evolve.'The direct method is a method of teaching a foreign language, especially modern languages through dialogues, discussions and readings, without the use of the mother tongue, without translation and without the study of formal grammar. In recent years we have seen that the methods used in the university have undergone radical changes, compared to previous years. It is important that in every textbook, in every lesson and at every level, a cultural comparison is made, increasing the ability to reflect on the two cultures. Regardless of the existence of new theories and methods, we can say that in our classrooms still prevail old models of foreign language teaching. Traditional ways of learning a foreign language do not promote the development of intercultural competencies. Therefore, it remains a primary task to seek and implement new successful methods for learning a foreign language, to facilitate the learning process of students.

2.3 Teaching methods and intercultural competences

In the process of learning foreign languages the methods used are of particular importance. In the teaching of these languages, changes have been made, adapting more to the demands of the time. The aim is for educators to be updated and trained with these new teaching methods. The traditional methods used to date

have proved very little successful. In these methods the focus is on the teacher, while the students have a passive role. Today, the most successful are the methods of cooperation, where the student is in the center of attention and contributes to the acquisition and deepening of his knowledge. The question that many educators have is how to develop competencies intercultural. As we have mentioned, intercultural competence does not mean the transmission of factual knowledge to another country.

According to Byram, the best theory is the theory of social identity, which explains how to understand others, how people of a social group interact and react to people belonging to different social groups. This theory is of great interest and can used usefully by foreign language teachers. (Byram M. , 2009). All students, when learning a language, have in mind a stereotype of the place of that language, which can be positive or negative. (Byram M. , 2009). Stereotypes and prejudices are based on more in feelings than in reasoning.

Some methods for developing intercultural competence:

Verbal or written description: It can be a written or verbal text that describes the same event or behavior presented by other people, with different cultural backgrounds, who look at it from a different perspective. This way it affects the students. to develop a sense of empathy, non-judgmental thinking, the skills of observation, interpretation, comparison, analysis, etc. This helps students understand why people see the same event or behave differently.

Story Narration: This way helps students move away from their values, norms, and beliefs to see the perspective of the people involved in the story. Students explore each other as complex individuals. (Navaitiene.J, 2013)

Presentations: Any presentation that aims to present an individual's country and target language helps to develop intercultural competence. This method aims to increase the student's interest in the country in which he lives and at the same time to increase motivation for other countries. (Navaitiene.J, 2013)

Project work: This method has become very useful for the development of intercultural competence. The student is assigned a cultural topic or may even choose the topic himself / herself, and then he / she has to manage time to investigate on a certain phenomenon. Materials are submitted for evaluation. (Navaitiene.J, 2013)

Use of media: Media is not a neutral way of transmitting information. The media influences an individual's beliefs and attitudes. An example the author suggests is to take a picture and then discuss whether there are racist messages in photo. The first step towards developing intercultural competence is what intercultural message the picture carries. The same can be done with movies from different sources (such as YouTube)

Intercultural shock: The moment an individual is in a different cultural environment can be overwhelmed by an uncomfortable feeling. This method can be used in classes e.g. presenting a certain scene of a movie, however, would be ideal

travel and contacts with people from different cultural backgrounds. (Navaitiene.J, 2013)

Case study: A specific case study should be offered and then alternative solutions should be offered for this case. This method encourages critical thinking and develops problem-solving skills. (Navaitiene.J, 2013)

In addition to the materials brought, educators can also share their personal experience. This can make students reflect and present, too, situations from their own experience. In the following, we are presenting a situation in which we have been present.

Conclusion

In Kosovo, the teaching of intercultural competence in English language classes can be expressed as at an average level. In Kosovo, the teaching of intercultural competence in English language classes can be expressed at an average level. Knowing that the motivation to learn English is in one high degree, despite the fact that learning English is considered difficult according to my previous research I claim that students have an intermediate level knowledge about English language culture.

By learning a foreign language, students inevitably learn about other societies and cultural practices. Learning a language as spoken by a particular group means learning the common meanings, values and practices of that group as they are carried over into that language. (Byram,M,. & Felming,M,., 1998)

Based on the presented data, it is very clear that the development of language competence remains the primary objective, while the learning of intercultural competencies remains the secondary objective. Although many authors recommend methods of comparison, analysis with mother tongue culture they are not frequent in foreign language learning. Culture, like language, is part of a person's identity.

It is important that traditional learning methods are replaced by more effective methods that promote the development of this competence. Such are the methods of comparison, analysis, interpretation, etc.

Some activities that can be done to develop intercultural competence are: role play an activity that makes the clock attractive and develops a sense of empathy and respect; presentation and analysis of critical situations, those cases which give rise to conflicts and misunderstandings as a result of the way he perceives things; theater, poetry and creative writing that helps not only to develop the imagination, but also to deal with situations they do not encounter in real life; movies and texts as a good way to discover the culture of foreign; social media and online communication-, as a good opportunity to exchange views and opinions with a group of   different   individuals.

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