Kolegji AAB

1st Alumni Research
Conference 2021

BOOK OF PROCEEDINGS

Linguistics, literature and didactics

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LINGUISTICS, LITERATURE AND DIDACTICS

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Editorial

Writing a master thesis is a difficult job for young men and women due to the rigorous and tedious rules that often accompany a scientific research. However, the completion of this thesis enables students to have a more successful, professional and academic career. Taking this into account, AAB College - the first non-public institution in Kosovo and the largest in the region - has managed to produce many experts in different fields. Presently, the College's Alumni consists of young but experienced professionals and researchers who continuously contribute to the society.

However, most of them have not been provided with the opportunity to discuss the already-accomplished research in a forum involving members of a scientific community which would allow them to compare the main theses with others and to examine whether their research has withstood the test of time. Consequently, they have not been presented with an occasion that would encourage them to scrutinize on a deeper level and observe from an academic perspective the topics they have dealt with in the past and the professional experience they have already gained.

For this purpose, the Faculty of Foreign Languages organizes the first scientific conference for Alumni, with the intention of bringing together former AAB College students as its main target-group. Nevertheless, the faculty also welcomes the contribution of young researchers from other institutions in the country, region and beyond.

Along this line, the conference ensures a continuous relation between AAB College and its students even after they have finished their Master studies. By the same token, it enables the establishment of this relation with colleagues outside of their institution and Kosovo as well. Laying the foundations of such a connection will help create an international, academic networking of young researchers.

Another reason for organizing this conference concerns the evaluation of previous Master theses which are considerably numerous, as well as of the current researches that encourage critical reflection from both the academic and professional perspective.

The conference aims to cover a wide range of topics including linguistics, translation studies, teaching methodologies, the use of language in various educational, professional contexts, examine didactics etc.

The papers will cover the following or other related fileds and topics:

      Applied Linguistics
English and American Literature
English for Specific Purposes
      Discourse Analysis
      Translation Studies
      Sociolinguistics
      Linguistic Policy
      Professional Education
      Higher Education: Challenges and Issues
      Language curriculum Development
      Language testing and Assessment
      Lexicology
      TESOL / TESL / TEFL
      Early Childhood Education
      Basic Education and Curricula
      Etc.

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Corpus-based analysis of Legal Terminology used in English – Albanian Translation in Kosova

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Abstract

Being a translator is about much more than simply being bilingual. It is about being able to interpret and transcribe a message suitably, according to its target audience, taking into account not only language aspects, but also social and cultural factors. The translation process is complex because initially it requires from the translator to know the target language perfectly, which means, the mother tongue of the translator in which language he/she will translate the text of the foreign author or will re-express the speech of the foreign author. The translation requires that the translator possesses proficient knowledge of the source language, the language in which the text is written and is then required to be translated into the target language

Knowing the fact that Kosovo is a newly constituted country, during the course of constitution of the country, translation was a very important issue due to the involvement of numerous international presences in the country. During the transitional period, Kosovo adopted international laws and regulations which needed to be translated from English language into Albanian. This required translation of legal documents of Kosovo in order to achieve the consentaneous of Kosovo Laws with EU *Acquis Communitaire* and EU Treaties.

My study will attempt to find possible differences, omissions, or errors in translation of the Kosovo Criminal Procedure Code based on the Legal Translation Theory. I have used a comparative method in this study the particular attention to equivalence of terms in SL and TL. In conclusion, I will come up with recommendations such as the necessity to review and

render thoroughly the KCPC by applying definition of equivalence, using Corpus based dictionaries and applying some translation techniques which will be elaborated in this research.

Keywords: *Translation, Legal documents, Kosovo Criminal Procedure Code, English Language, Albanian Language.*

Introduction

Translation of legal texts involves a number of different types of problems arising from translation itself and it requires specific methods in order to make the translated text understandable for the reader and the user. Translation requires for the translator to take great care and effort to translate the text as best as possible by using different strategies such as the usage of original or very close terms. Sometimes it is enough to use equivalent terms that are used comparatively in the target language and source language, and in my case of study, the target language would be Albanian Language and English Language as the source language. The translator must pinpoint some elements in order to make the terms as understandable as possible.

Knowing the fact that legal translation is a challenging process, it requires the translator to be fully linguistically proficient in the source and target languages and to be familiar with legal systems and cultures of the source and target language countries.

The challenge in the legal translation lies in the fact that legal terminology is very specific. In many cases, the legal terminology cannot be translated directly or literally but there is the need to find the most functional equivalence between source and target languages. The process of finding the functional equivalence brings the translator to the state of understanding the concept in the source language and defining the way of expressing the same concept in the target language in that way that the meaning and content of the translated part remains original.

Methodology of Research

In my case of study, I am going to conduct comparable analysis of parts of KCPC in English Language and Albanian language leading to the

conclusion that the exact meaning of terms is preserved. This paperwork will try to provide the details of the conclusion arising from the comparative analyses I carried out.

My research methods are qualitative with data analyses techniques where I included content analyses, thematic analyses of literature indicating the legal translation scope. I consulted relevant texts in order to determine the right analyses of legal translation from Source Language to Target Language, which in my case of study is from English Language to Albanian Language. Typically, my goal is looking for equivalence in legal translation, omissions, areas of commonality and areas of difference.

An opinion on translation

Translation is an activity which was carried out by human beings since a long time ago and through this activity, people who dealt with translation facilitated other people to get knowledge through different types of books which were written in languages they did not know. Umberto Eco in his book "Same almost the same thing" (Eco, 2003) formulated translation as "to say the same in another language. It is very difficult to determine what is the meaning of "to say the same thing" because of all those actions we may call paraphrasing, determining, explanation, reformulation" (p.9).

According to Kokona (Kokona, 2003, pp. 8, 9)

"*Translation is simply transferring of words which involve an opinion, meaning, feeling, and so on from Source Language into Target Language, or simplying, from a foreign language to a mother language and vice versa, as well as from a foreign language into another foreign language*".

Furthermore, Tupja (Tupja, 2007, p. 12) stated that there are several types of translation. According to him:

"*from e theoretical point of view, translation is a psychological – linguistic action exercised by someone either verbally or in written with the purpose of establishing a communication between individuals or communities who does not speak the same language but they want to communicate to each other*"(p.12).

According to this statement, translation is a science which is closely related to linguistics, psychology, lexicology and lexicography. However, before translation came to this level, it used to be and it still remains a technique which is close to grammar and stylistic.

Comparative analyses of legal terms used in translation

In translation, there is the equivalence on the level of terms. In systematic terminology concepts have to be analyzed notwithstanding their linguistic representation. The bases on which two terms are compared in terminology is the concept or the sum of its characteristics. Legal concepts are formed by notion of the general features from a large number of instances. Therefore, we can say that legal concepts originate from a system of moral values, refer to specific real-life situations within a particular society and contain provisions on how to handle such situations.

Tools used in legal translation

Legal translation is an area where auxiliary tools play a decisive role because only relatively simple legal text can be translated without addressing traditional or on-line translation tools. By examining some basic theoretical problems connected with legal translations, it is very important for the translator to search for equivalence of words through the abovementioned traditional tools which includes dictionaries and online tools focusing on the search engines such as Google search engine.

Dictionaries

Dictionaries are one of the oldest tools used by translators and there are numerous types of dictionaries and they differ in terms of macrostructure and microstructure. There are two types of dictionaries: Monolingual legal dictionary and bilingual legal dictionary.

The monolingual dictionaries of law provide definitions of legal concepts that constitute a conceptual network of a single legal system in one language. The advantage of the monolingual law dictionary is that they enable the translator to understand the source language concept by providing background knowledge which the translator did not have previously.

The bilingual dictionaries provide target language equivalents of source language legal concepts. Having understood the Source Language concept, the translator should be able to match a corresponding term from

the target language system. In many cases it may be insufficient to identify an equivalent of the terms between Source and Target Languages.

Functional equivalence between source and target languages

Even though legal translators are linguisticists with high skills and abilities who are familiar with nuance of the legal system as well as the target and source languages, they will come across terms that are in some instances difficult to translate. In such cases, the translators must apply some translation techniques including the search for terms of functional equivalence.

Experienced legal translators deal with numerous translating challenges. The direct translation of a name of an institution, a concept or legal terminology, which is understood equally well in the target language as the original was in the source language may not be found. The technique which is used in such cases is referred to as finding the functional equivalence between Source Language and Target Language.

As Dr. Nida (Nida, 2001, pp. 22, 125) stated "in general it is best to speak of 'functional equivalence' in terms of range of adequacy, since no translation is ever completely equivalent. "A number of different translations can in fact represent varying degrees of equivalence" (p.22).

In his book Nida (Nida, Language, Culture and Translating, 1993, p. 19) suggests that functional equivalence is appropriate mostly when application of formal translation would be not adequate as it is described in following three principles of functional equivalence:

Principle I: Functional equivalence is necessary if a close, formal translation is likely to result in misunderstanding of the designative meaning, and certain changes must be introduced into the text of the translation.

Principle II: Functional equivalence is necessary if a close, formal translation makes no sense, certain changes may be introduced into the text.

Principle III: Functional equivalence is necessary if a close, formal translation is likely to result in serious misunderstanding of the associative meanings of the original texts or in a significant loss in a proper appreciation for the stylistic of the values of the original text, it is important to take such adjustment as it is necessary to reflect the associative values of the original text (p.125).

Šarčević (Šarčević, 2000) divides functional equivalence into three groups: near-equivalence, partial equivalence and non-equivalence (p.238).

Near-equivalence

Near-equivalence occurs when legal concepts in the source language and target language have common primary and incidental characteristics or are the same.

An example that demonstrates the near-functional equivalence is the term "annual bonus" as a source term in English. Within the law of the source country, this term means a certain amount of money awarded once a year as a reward for employees for fulfilling their responsibilities and for delivering superior services. The relevant term with the same connotation in Albanian Language would be *'Rroga e trembedhjetë'*, which in literal translation into English means 'thirteenth salary'.

Partial-equivalence

Partial equivalence happens when the source and target language legal concepts are quite similar and the differences can be clarified by methods such as lexical expansion. An example of partial-equivalence is the term 'chief executive' which in Albanian language is translated as 'Drejtor', however, in English language, 'Director' is the title which is held only by a member of the Board of Directors, while in Albanian language the Director is the Chief Executive of a department.

Non-equivalence

Non-equivalence occurs when a few or none of the important aspects of the source and target language legal concepts coincide or if there is no functional equivalent in the target legal system for a specific source terminology. It is the legal translator's challenge to descriptively paraphrase the term of phrase followed by the original in parenthesis. This particular translating situation requires the legal translator to be closely familiar with the law of the source and target languages so that the paraphrased term is truly adequate.

A good example of a non-equivalent term is 'severability' which term does not have a functional equivalent in Albanian legal terminology. Therefore, the translator has to fully understand the implication of the term in English law and then find adequate concept in the legal terminology of the target language, which in this case is Albanian. 'Severability' is the name of the contract clause that it means to change the meaning of the entire clause and which defines consequences for the entire contract if part of the contract is not fulfilled. Instead of looking for a way to translate this term, it should be replaced by neutral paraphrase '***internpretim i ndarë i dispozitave të kontratës***' (separate interpretation of the contract provisions) which has the same legal effect as 'severability'.

Translation process, complex and complicated process

The translation process is complex because initially it requires from the translator to know the target language perfectly, meaning his/her mother tongue in which language he/she will translate the text of the foreign author or will re-express the speech of the foreign author. Secondly, it requires that the translator possesses proficient knowledge of the source language in which language the text is written, meaning of the foreign language in which the text is written and which is required to be translated into the target language. Thirdly, the translation process requires accurate knowledge of the subject of the text which is translated.

Tupja (Tupja, Këshilla të një përkthesi të ri, 2007) stated that:

"translation process is complicated because translation is not a mechanical process; it is known that the process of translation is developed in the brain of the translator starting with reading the text in the source language than extracting the meaning of the same text and concluding translating the text in the target language. Therefore, the translator uses not only his linguistic knowledge during this process but also his cultural background because the process of transformation from one language to the other is not only inter-linguistic process but also intercultural" (p 33-34)

Thus, as a complex and complicated process, the translation process is developed in few defined stages and which are not the same when we have to deal with written and verbal translation; these stages are also in the function of the nature of the text and the receiver of the translation.

Translation Challenges Faced by Translators

Being a translator is about much more than simply being bilingual, it is about being able to interpret and transcribe a message suitably, according to its target audience, taking into account not only language aspects, but also social and cultural factors. In order to successfully and accurately complete a translation, a very specific set of skills is required to overcome language barriers. Working as a professional in the translation industry is not as simple as it may sound.

Difficulties caused by language structure

There are thousands of languages currently listed in the world, not to mention the number of dialects existing within these languages. Every single one of them is unique, with its own origins, roots and structure. In a way, each language has its own complex way of functioning idioms, expressions, compound words, even onomatopoeic expressions; all of them contribute in enriching a language and making it unique, but also represent an obstacle for communication.

For example, a funny joke in one language can lose all its meaning when translated to another, so if you're trying to transcribe a joke in a foreign language, your interlocutor might not actually get your sense of humour.

Literal translation can be very tricky. The differences between two languages often create ambiguity, as words, expressions or sentences can have other meanings when used in a different context, which can cause misunderstandings and wrong interpretations: translators must be very careful with that.

For example, to "hear something through the grapevine" in the English language means hearing rumours. This expression would make literally no sense if translated in another language such as Albanian. There are also many words in each language with no literal equivalent in another language, which can make them extremely hard to transcribe without altering their exact meaning

Cultural factors

Each population has a way of communicating and expressing its own messages, as well as its own code when it comes to language, symbols, understanding, shorthand, etc. These factors generate a big potential for misunderstanding; cultural factors are therefore another important challenge translator are faced with daily.

The cultural context of the country each language comes from has to be taken into account. In some cultures, people communicate very implicitly and you have to read between the lines, while in some others people are much more direct and explicit. This can also be a source of misunderstandings. Some cultures are rather neutral; some are much more emotional and expressive, which can make communication more difficult to understand.

The impact of culture is once more very important and translators should have a certain knowledge of the culture, whose language they are translating with to encode, react and transmit the message correctly.

Legal translation

Legal translation is a process, which is considered by many as very challenging. When dealing with legal translation, the translator is required to be fully proficient linguistically in the source and target languages and be familiar with the legal system as well as the cultures of the source and target languages.

Despite the improvements in translation, legal translation remains a very demanding task because it includes the necessity of strategic choices where the professional language is used. Legal translation requires from translators a high level of proficiency in source and target languages. This requirement comes very close to the bilingual competence. Some models of legal translation rely therefore more realistically on continuous improvement and monitoring on translator's linguistic skills (Gortych, 2009, p. 192). Obviously, proficiency in source and target languages is a precondition for becoming a translator. Translation competences include proficiency as main logical requirement, as well as other pragmatic and technical skills.

Legal translation theory can be widespread. Translation theorists emphasized that the entire communication is translation. This viewpoint

expands the translation theory to a comprehensive theory of language. On the other hand, taking into consideration the close relation between the language and the law, legal translation may be transformed into general theory of law

The relation between law and language is very tight. Law can be expressed through none-verbal forms such as traffic lights, vehicle horns and similar. On the other hand, law is composed from the written language. Relations between law and language may extend the scope of theory of legal translation.

Importance of legal translation

The importance of legal translation is multidimensional. Translation allows different cultures to connect, interact and enrich each other. Linton (1936) pointed out the following: *"The comparatively rapid growth of human culture as a whole has been due to the ability of all societies to borrow elements from other cultures and incorporate them into their own"*as cited (Linton, 1936, p. 36)**.**

Legal language is connected to human actions. Words are not only instruments of expression but also instruments of action. In the field of international law, the importance of legal translation is evident in many respects. There is a plurality of languages in the area of international organizations. For example, European Community law, which is applicable to citizens of the EU who must have access to the language they understand. In order to achieve this, the translators have to translate all laws from this organization to all languages applicable in the European Union.

Evaluation of legal translation

An important aspect in the legal translation theory is how to determine the quality of a translated text. Accuracy in translation includes not only accuracy to the text but also the preserverence of the meaning of the context of the translated text. When translating a legal text, the translator must track any change of context between the writing of the text and its interpretation. The translator must understand the legal culture of the source text and the legal culture of the target text. In legal translation this often includes understanding legal theoretical contexts.

The notion of equivalence does not mean replication of words from the original text but to construct the text in a way that the translated text has the equivalent meaning with the source text. In translating a term from the law of the country belonging to a certain legal system into the language of a country belonging to a different system, the translator has to find a way to neutralize or minimize the change of the context.

Data Analysis

Corpus based words

Corpus based linguistics has made a significant contribution to translation practice and to translation theory. In translation practice corpora has a strong impact during the work of the translators, learners and users. Translators nowadays compile their own terminologies from corpora and corpus management has become part of professional translation. Many people now use automatic machine translating systems which rely on corpus-based statistical machine translation techniques.

Corpus linguistics has become a major paradigm and research methodology in translation theory and practice, with practical application ranging from professional human translation to machine (assisted) translation and terminology.

Omission of articles in Kosovo Criminal Procedure Code (missing words and lines from the original)

I have encountered several omissions throughout the Kosovo Criminal Procedure Code in different articles.

Article 1, paragraph 1, the English version is the following:

This code determines the rules of criminal procedure mandatory for the proceedings of the courts, the state prosecutor and other participants in criminal proceedings as provided for in the present Code.

While the Albanian translation is the following:

Me këtë kod përcaktohen rregullat e procedurës penale të cilat janë të detyrueshme për punën e gjykatave, prokurorisë së shtetit si dhe të pjesmarrësve të tjerë në procedurën penale të paraparë me këtë Kod.

My opinion is that the correct translation of the paragraph should be:

Ky Kod përcakton rregullat e procedurës penale të detyrueshme për punën e gjykatave, prokurorisë së shtetit si dhe të pjesmarrësve tjerë në procedimet penale ashtu siç është e paraparë me këtë Kod.

In the translation of this article only the near-equivalence was applied, *This Code determines …*, if we use the functional equivalence, the correct translation is *Ky Kod përcakton …* while in the original translation it is translated similar to *With this Code it is determined …* and this poses a near-functional equivalence. Also translation of *criminal proceedings* is translated *procedure penale* which is incorrect because the sentences is in plural and the translation is in singular and proceeding and procedure are not equivalent words.

Grammar errors (Morphological and Syntactical Errors)

I have also found out several morphological and syntax errors in the translation of Kosovo Criminal Procedure Code.

Morphological errors

At article 1 of the KCPC in paragraphs: 1 and 2 the morphological error is that coma is not used properly. The translation of the article is:

Paragraph 1:
The present code determines the rules of criminal procedure mandatory for the proceedings of the regular courts, the prosecutor and other participants in criminal proceedings as provided for in the present Code.
The translation in Code is the following:
Ky Kod përcakton rregullat e procedurës penale të cilat janë të detyrueshme për punën e gjykatave të rregullta, të paditësit si dhe të pjesmarrësve të tjerë në procedurën penale të paraparë me këtë kod.
The correct translation should be:
Me këtë kod përcaktohen rregullat e procedurës penale, të cilat janë të detyrueshme për punën e gjykatave të rregullta, prokurorisë së shtetit si dhe të pjesmarrësve të tjerë në procedurën penale të paraparë me këtë kod.

During translation of this paragraph, the coma is not used properly and also instead of word **Prosecutor** the translator used the word **Plaintiff,** and according to my assessment, there is no equivalence in this case.

Article 3, paragraph 2:

Doubts regarding the existence of facts relevant to the case or doubts regarding the implementation of the implementation of a certain criminal law provision shall be interpreted in favor of the defendant and his or her right under the present Code and the Constitution of the Republic of Kosovo.

The translation in the Albanian language is as below:

Mëdyshjet lidhur me ekzistimin e fakteve të rëndësishme për çështjen ose zbatimin e ndonjë dispozite të ligjit penal interpretohen në favor të të pandehurit dhe të drejtave të tij sipas këtoj kodi dhe sipas Kuhstetutës së Republikës së Kosovës.

The right translation should be:

Mëdyshjet, lidhur me ekzistimin e fakteve të rëndësishme për çështjen ose zbatimin e ndonjë dispozite të ligjit penal, interpretohen në favor të të pandehurit dhe të drejtave të tij, sipas këtij kodi dhe sipas Kushtetutës së Republikës së Kosovës.

The translator in Albanian language did not use any comma between sentences, which constitutes a morphological error and according to my knowledge, this sentence needs two commas.

Syntactic errors

In article 9 paragraph 4 of KCPC, I have found the following syntax error in the Albanian translation of this Code:

Article 9, paragraph 4:

If the state prosecutor determines that during the investigation were collected sufficient evidences to proceed to the main trial, the state prosecutor shall draft the indictment and shall present the facts on which he or she bases the indictment and shall provide evidence of these facts.

The translation in Albanian language of this paragraph is as follows:

Nëse prokurori i shtetit vlerëson se gjatë hetuesisë janë mbledhur prova të mjaftueshme për të vazhduar në shqyrtim gjyqësor, prokurori i shtetit harton aktakuzën dhe paraqet faktet mbi të cilat ai e bazon aktakuzën dhe siguron provat për këto fakte.

The right translation, according to my evaluation, should be the following:

Nëse prokurori i shtetit vlerëson, se gjatë hetuesisë janë mbledhur prova të mjaftueshme për të vazhduar në shqyrtim gjyqësor, atëherë ai vazhdon të hartojë aktakuzën, bazuar në faktet dhe provat që siguron.

According to my evaluation, the translation from English into Albanian must be as close as possible to the original text from the source

language, which in my case of study is English. In this paragraph, it is obvious that the translator used the word-to-word translation, without using some rules from the target language, which in this case is Albanian Language.

Article 10, paragraph 2 is the following:

Defendant shall not be obliged to plead his or her case or to answer any questions and, if he or she pleads his or her case, he or she shall not be obliged to incriminate himself or herself or his or her next of kin nor to confess guilt. This right is not implicated when a defendant has voluntarily entered into an agreement to cooperate with the state prosecutor.

The translation into Albanian in the Code is the following:

I pandehuri nuk ka detyrim të paraqesë mbrojtjen e vet ose të përgjitjet në ndonjë pyetje, dhe nëse mbrohet, nuk është i detyruar të akuzojë vetveten ose të afërmit e tij e as të pranojë fajësinë. Kjo e drejtë nuk prëfshin rastin kur i pandehuri hyn vyllnetarisht në marrëveshje për të bashkëpunuar me prokurorin.

The right translation should be as below:

I pandehuri, s'është i detyruar ta paraqesë mbrojtjen e vet ose të përgjigjet në ndonjë pyetje dhe nëse ai apo ajo mbrohet, nuk është i/e detyruar ta përfshijë vehten ose të afërmit e tij, e as të pranojë fajësinë. Kjo e drejtë nuk përfshin rastin, kur i pandehuri hyn në një marrëveshje për të bashkëpunuar me prokurorin e shtetit.

In this article there are a few syntatic and morphologic omissions. The translator translated the beginning of article **"Defendant shall not be obliged (I pandehuri s'është i detyruar)"** into **"Defendant has no obligation (I pandehuri nuk ka detyrim)"** which consist a partial equivalence of the translation. Comma is also not used appropriately, which shows a morphological omission. In the sentence **"he or she shall not be obliged to incriminate himself or herself "ai apo ajo nuk është i/e detyruar ta përfshijë vehten"** the translator translated as: **"nuk është i detyruar ta akuzoje vetvehten (he or she is not obliged to accuse himself or herself)"** which shows no equivalence between source language and target language.

Conclusion and Recommendations

My paperwork is focused in Legal Translation because I was convinced that due to my experience as a professional translator, I have the capacity to give my contribution in this particular field, which is very important for the development of the legal system in my country. Thus, I hope that I could at least give a bit of contribution with my research.

The introduction elaborated briefly different types of problems arising from translation during translation of legal texts. I pinpointed that translation requires specific methods to make it understandable for the user and the reader. Furthermore, I emphasized the importance of translation requirements that enable translating a text as best as possible. This can be achieved by using translation strategies such as using very close terms during translation and naturalizing some terms of the source language by borrowing some terms.

My method of research was a comparable analysis of the Kosovo Criminal Procedure Code in English and Albanian Language trying to come up with the conclusion that the exact meaning of terms is preserved.

Legal translation is very challenging. When dealing with legal translation, the translator is required to be fully competent with the language and also familiar with the legal system along with the cultures of both languages. Thus, legal translation requires from translator a high level of proficiency in both languages which comes very close to bilingual competence. One of the challenges for the legal translator is the fact that legal terminology is specific for the country and the legal terminology cannot be translated directly or literally and, therefore, the translator has to reconstruct the form and the substance of the source text as closely as possible.

Legal language is connected to human actions. Words are not only instruments of expression but also instruments of action. In the field of international law, the importance of legal translation is evident in many respects. There is a plurality of languages in the area of international organizations, for example, European Community law, which is applicable to citizens of the EU who must have access to the language they understand. For achieving this, the translators have to translate all laws from this organization to all languages applicable in the European Union.

An important aspect in the legal translation theory is the determination of quality in a translated text. Accuracy in translation includes not only accuracy to the text, but also the maintaining of the meaning and context of the translated text. If the target language belongs to a very different legal system, it will be necessary for the translator to reach an equivalent meaning by using a high degree of explanation, flexibility and creativity. The translator must find equivalent legal terms in the target language or terms that have equivalent legal function.

Knowing the fact that corpora have a very strong impact during the work of a translator, many translators nowadays compile their own terminologies from corpora and corpus management.

I have extracted several articles from Kosovo Criminal Procedure Code, where I have found some omissions of articles and similar, grammar mistakes (morphological and syntactical errors).

For instance, in the translation of article 1, Paragraph 1 of this code only the near-equivalence was applied, *This Code determines …*, if we use the functional equivalence, the correct translation is *Ky Kod përcakton …* while in the original translation it is translated similar to *With this Code it is determined …* and this poses a near-functional equivalence. Also, translation of *criminal proceedings* is translated *procedurë penale* which is incorrect because the sentence is in plural and the translation is in singular and proceeding and procedure are not equivalent words.

I strongly recommend that Kosovo Criminal Procedure Code needs to be reviewed and rendered thoroughly by using the Corpus based dictionaries, by applying the definition of equivalence I elaborated above and the translation techniques I pinpointed in this paper.

Additionally, I would recommend that the Kosovo Governmental Institution establishes a National Board for Evaluation of translated legal documents. This board shall consist of linguistics experts in both English and Albanian Language and Law experts in Kosovo. The main task of this board would initially be to review the material they intend to assess. The second stage concerns thorough reading of the material, search for the equivalence of the texts in both languages. The third stage would demand a comparison of the text sentence by sentence and finally a summary of their research presented with a comprehensive final report where possible errors or omission would be incorporated. After the board's final assessment, the reviewed text can become an official document and shall be used by Kosovo law enforcement institutions.

My third recommendation concerns the Law Faculty at the University of Prishtina, who I think should make the subjects of English and Albanian language mandatory for their students because it would help them have a better understanding of legal terminology and equivalence between English and Albanian Language. This would prevent the occurrence of errors and omissions between two languages when dealing with legal issues, as well as would avoid misunderstanding in interpreting articles of law in both languages.

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Kosovo Criminal Code Procedure, English and Albanian versions

Hypocrisy of the Society in Mark Twain's "The Adventures of Tom Sawyer"

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Abstract

The main purpose of conducting this research was to give its readers a clear overview of the society, racism, religion, adventures, and most of all the hypocrisy of people at the time of Mark Twain (1835-1910). My focus was on how people treated each other as well as how they treated Tom, who is the main character of the novel, and how other children of the city were treated based on the role they had in the society they lived in. Considering the fact that these topics are very much alive even nowadays in our society, I hope this research paper will help people realize that many of these things are bad for societies and we should change for better in order to make the world a better place to live in. I did the research on this topic by first reading the book "The Adventures of Tom Sawyer" written by Mark Twain and by exploring resources from other related books and many trusted e-journals that gave me a better understanding of the novel, so its reader can have a clearer overview through a thorough analysis of the novel.

Keywords: *Hypocrisy, racism, society, religion, literature, friendship,*

Methodology

For this paper, I have used the qualitative method of research, which was followed by many examples that showed hypocrisy and other behaviors of the characters of this novel. To elaborate further, I used the novel "The Adventures of Tom Sawyer", many other books that dealt with the issues of hypocrisy and injustices of the society and also a number of research papers based on the same topic or related topics which were retrieved from trusted internet websites and were of course cited. I tried to separate specific paragraphs which best described hypocrisy and other actions done by the people of that time, so its readers could have a better understanding of the story.

Hypocrisy was very high during that time and people in power treated those who didn't have power unfairly just because of the fact that they could. Indeed, it was difficult for them to accept other people in society for the way they were. Through this paper, I am trying to raise awareness that others should never be judged from their personal appearance, social class, race, religion, etc. It is a matter of time to expect more specific results in this regard.

Analysis of the story

The Composition and the Structure of Tom Sawyer

The structure of The Adventures of Tom Sawyer for a long time marked a point of divergence among Twain scholars. Walter Blair's study "On the Structure of Tom Sawyer" implies that the book was organized as the story of a boy's maturation, presented to the reader through four lines of action, the Tom and Becky story, the Muff Potter story, the Jackson's Island adventure, and the Injun Joe story which begins with a childish act and ends with a relatively mature act by Tom. Blair's interpretation has been accepted by Dixon Wecter, who agreed that "*Tom and Huck grow visibly as we follow them,*" by Gladys Bellamy, and E. H. Long. But it has been ignored by Ferguson, who claimed that Tom Sawyer, in short, grew as grows the grass; it was not art at all, but it was life. It was denied by Alexander Cowie, who stated that Tom Sawyer lives in small elements, which when added up (not arranged) equal the sum of childhood experience. And most recently, Roger Asselineau dismissed Blair's hypothesis as a trifling tour de force when he

suggested, "This attempt at introducing logic and order into a book which had been somewhat desultorily composed was interesting, but not fully convincing. Such empirical conclusions, however tempting, smacked of artificiality and could only hold a measure of truth". These, then, are the two poles: that Tom Sawyer has a narrative plan and displays what was for Twain a high degree of literary expertise; or that it is a mixture of memories, thrown together at random with little or no thought to order or structure.

My proposition is that the original manuscript, now in the Riggs Memorial Library of Georgetown University, Washington, D. C. holds the explanation to the problem of the book's structure and that a more intensive examination of it than DeVoto made in Mark Twain at Work, provides the secret of Mark Twain's methods of composition of Tom Sawyer. Twain's own statements about the book's composition support the "ragbag" theory. He began work on Tom Sawyer itself, as distinguished from its several precursors, probably in the summer of 1874. By September he *"had worked myself out, pumped my- self dry,"* so he put the manuscript away until the spring or summer of 1875, and on July 5, 1875, declared its completion. Years later, he described the crisis which apparently came in September, 1874:

"At page 400 of my manuscript the story made a sudden and determined halt and refused to proceed another step. Day after day it still refused. I was disappointed, distressed and immeasurably astonished, for I knew quite well that the tale was not finished and I could not understand why I was not able to go on with it. The reason was very simple, my tank had run dry; it was empty; the stock of materials in it was exhausted; the story could not go on without materials; it could not be wrought out of nothing" (Hill, 1961)

Synopsis

"A hymn, put into prose form to give it a worldly air" is how Mark Twain at one point in time described Tom Sawyer, and without a doubt, he was right. The book is a song of admiration and adoration, not only of the Mississippi Valley in the mid-nineteenth century but of life itself. One way of referring to the novel's special dimensions is to note that it becomes a hymn rather than is a hymn. It begins in tones of amused cynicism and only becomes joyful affirmation as the total composition takes shape. A full appreciation of Twain's novel, therefore, requires a careful inspection of the process of its development. The first half of the book is a double-edged satire. The

omniscient author directs his irony at both the romanticism of childhood and the conventionality of adulthood. He criticizes the adult world for being dishonest, self-centered, and dull; he criticizes childhood for being dishonest, self-centred, and unrealistic in its compulsive search for an antidote to dullness.

Mark Twain's critique of adulthood begins on the very first page where he describes Aunt Polly's spectacles. "She seldom or never looked through them," he says: "they were her state pair, the pride of her heart, and were built for 'style,' not service-she could have seen through a pair of stove-lids just as well." Gentle satire, to be sure, but satire nonetheless. Adults, for all their talk of common sense and virtue, are at least as guilty as children of false posturing. The point is clear in the chapter, "Showing Off in Sunday-School", where the title applies explicitly to the pupils, the faculty and administration. The point is equally clear in the chapter describing "Examination Day" at the public school. The schoolmaster's desire to have his pupils perform better than they are able is, like the wig that he wears, another turn on the theme established by Aunt Polly's glasses. The bases of the satire on conventional society are several. The first is of course the plain dishonesty of its behaviour. However, it is more fundamental that adult dishonesty is usually self-aggrandizing. This is clearly the case with Injun Joe's effort to blame the murder of Dr. Robinson on Muff Potter. It also characterizes the school officials and even the "honesty" of Tom's good brother Sid. Sid's gossiping support of the established order becomes, in the fictional world of The Adventures of Tom Sawyer, equally as reprehensible as plain dishonesty because it stems from selfish motives. Beyond self-aggrandizement, the major failure of the sleepy Missouri town is precisely that it is asleep, that it is dull, sterile, and inhuman. Adults live mechanical lives: they get up in the morning, eat, wash, and sleep at just the same times every day; they conform superficially to standards of behaviour that they don't really believe in, and they force their children into the same mould. They do not permit themselves to experience human emotions. Certainly, they know neither love, nor beauty nor joy. The images of the machine with which Mark Twain described the school Examination night suggest his attitude. The same images and the same attitude inform the treatment of the minister who delivers his sermons with a total disregard for their meaning and who is yet the town's most revered interpretative reader. And they inform also Huckleberry Finn's at least partially justifiable strictures against the Widow Douglas, who leads

her life by a rigid system of bells. Mark Twain's diagnosis of the town is pictured most sharply, however, in the town's heartless joy over the murder of Dr. Robinson and the capture of Muff Potter.

The Adventures of Tom Sawyer by Mark Twain is a classic book that follows the boyhood adventures of Tom Sawyer, a creative and mischievous boy who lives with his aunt, Polly and his brother, Sid, in the town of St. Petersburg, near Mississippi River, Missouri. The novel is the story of Tom and his beloved friend Huckleberry Finn, whose spirits and sense of mischief lead them to all sorts of adventures, some of which are far from the stuff of childhood. Scenes such as Tom Sawyer deceiving his friends into whitewashing Aunt Polly's fence for him through to attending his own funeral, Tom's imagination and scheming lead him into mischief and danger over and over again.

Tom loves Becky Thatcher, a new beautiful girl in town, and convinces her to get "engaged" to him. Their love ends when Becky learns that Tom has been "engaged" before, to a girl named Amy Lawrence. Shortly after being rejected by Becky, Tom accompanies Huckleberry Finn, the son of a drunkard, to the graveyard at night to try out a "cure" for warts, where they witness the murder of Dr. Robinson by the evil Injun Joe. Tom and Huck ran away because they were scared. They weny to an island and became pirates. While playing around and enjoying their freedom, the boys become aware that the people of the town are searching the river for their bodies. They feel bad for their worried families and this feeling forces them to return home. But the murderer remains unknown, and an innocent man is accused of the crime. The worlds of childhood and adult consequences strike as Tom must decide whether to tell the truth, costing him his own safety, or allow an innocent man to suffer for a long time.

Society

In the early 1800's, immigrants from Europe and slaves from Africa began coming in surpluses of numbers to the United States due to a wish for better rights, a better life, or simply just because they were offered land. When these people began to settle, they still maintained their accustomed activities and beliefs. This resulted in America becoming diverse and rich in culture, depending on the area the immigrants settled and the country these people came from.

Changes in Society

Through times women began getting more aggressive due to the fact they were not getting treated equally, even though they were as human as the rest of the citizens. They wanted to be able to have equal rights as well. In addition to that, slaves were starting to become more aggressive. They'd been realizing that they shouldn't be treated like this, which eventually lead to rebellion. There were also some changes in society due to immigrants coming to America, such as their culture mixing and the discrimination against them for not being United States citizens.

Minority Groups

Because of the prejudice of the American government, a lot of people were not able to vote during this period of time. For the longest time, only rich, white men were allowed to vote. However, any man that was white was allowed to vote in 1776. Example of Minority Groups: Women, Slaves, People of Color, Jewish, Catholics, and Quakers Immigrants, U.S. citizens under the age of twenty-one.

Political Views

A few of the political parties from the time period of the ratification of the Constitution began to decrees in numbers, such as the Anti-Federalists. However, two groups began to rise and disagreement endured between these two groups: the Federalists and the Democratic Republicans. The Democratic Republican party was more popular in the south, while the Federalist Party drifted more toward the northern part of the United States. Some citizens stayed neutral.

Racism

Race and racial inequality have powerfully shaped American history from its beginnings. Americans like to think of the founding of the American colonies and, later, the United States, as driven by the quest for freedom – initially, religious liberty and later political and economic liberty. Yet, from the start, American society was equally founded on brutal forms of

domination, inequality, and oppression which involved the absolute denial of freedom for slaves. This is one of the great paradoxes of American history – how could the ideals of equality and freedom coexist with slavery? We live with the ramifications of that paradox even today. In this paper, I explored the nature of racial inequality in America, both in terms of its historical variations and contemporary realities. I started by clarifying precisely what we mean by race, racial inequality, and racism. Then, I briefly examined the ways in which racism harms many people within racially dominant groups, not just racially oppressed groups. It might seem a little odd to raise this issue at the beginning of a discussion of racial inequality, for it is surely the case that racial inequality is more damaging to the lives of people within the oppressed group. We do this because we feel it is one of the critical complexities of racial inequality and needs to be part of our understanding even as we focus on the more direct effects of racism. This was followed by a more extended discussion of the historical variations in the forms of racial inequality and oppression in the United States. The paper concludes a discussion of the empirical realities today and prospects for the future. It was focused primarily on the experience of racial inequality of African Americans, although in the more historical section we briefly discussed specific forms of racial oppression of Native-Americans, Mexican-Americans, and Chinese-Americans. This focus on African-Americans does not imply that the forms of racism to which other racial minorities have been subjected are any less real. And certainly, the nature of racial domination of these other groups has also stamped the character of contemporary American society.

Slavery

Everyone knows that most people with African ancestors living in the United States today are the descendants of people who were the property of white Americans. Everyone knows this, but it is easy to lose sight of what this really means. Human beings were property: they were owned in the same sense as a horse can be owned. They could be whipped and branded and in other ways physically harmed with virtually no legal restrictions. The killing of a slave by a slave master was almost never punished. The rape of slaves was a common practice. Slave owners were free to split up families and to sell the children of slaves. The fact that slave owners had

absolute power over their slaves, of course, does not mean that all slave masters ruthlessly abused their slaves.

Many slave owners accepted a paternalistic ideology in which slaves were regarded as children for whom they had moral responsibility, and certainly some slave owners tried to live up to that ideal. More importantly, slave owners were businesspeople for whom slaves were an important investment, and the value of that investment needed protection. Just as farmers have an incentive to be sure that their horses are well fed and not overworked to the point that their health and productivity is threatened, so slave owners had incentives to take care of their investments in the bodies of their slaves. Particularly, after the international slave trade was banned at the beginning of the 19th century and thus the price of slaves increased, slave owners took measures to ensure that the value of their investments did not deteriorate.

As a result, by the time of the Civil War, the calories consumed and material standard of living of American slaves was not very different, and perhaps even a little higher, than that of poor peasants and unskilled workers in many parts of Europe. Some scholars have argued on the basis of these facts about improving standards of living of slaves in the 19th century that slavery was not as oppressive as often thought. This claim minimizes the impact on the lives of slaves of the condition of such radical and complete unfreedom and the deep symbolic degradation that slaves experienced. The nature of the social structure of slavery meant that significant physical brutality was ubiquitous in spite of the modestly improving standard of living of slaves and the ideology of paternalism. Because slavery was a lifetime condition, slaves had very little positive incentive to work hard. Since the prosperity of slave owners depended on the effort of their slaves, this meant that slave owners had to rely very heavily on negative incentives – force and the threat of force - to extract such effort. As a slave owner in Arkansas stated, "Now, I speak what I know, when I say it is like 'casting pearls before swine' to try to persuade a negro to work. He must be made to work, and should always be given to understand that if he fails to perform his duty, he will be punished for it." Even slave owners who sincerely believed in their paternalistic responsibilities to care for their slaves justified this harsh treatment on the grounds that the childlike nature of their black slaves meant that force was the only thing that they understood.

The pervasive domination and exploitation of slavery was accompanied by pervasive forms of resistance by slaves. The most common form of resistance occurred in the mundane activities of the slave plantation: poor work, occasional sabotage, passivity. Runaway slaves were a chronic problem, and political conflict over how to deal with slaves who escaped to the North was one of the sources of tension that lead to the Civil War. Occasionally, there were violent slave revolts, and while rare, this fueled an underlying fear of blacks among whites in the South and contributed to the massively repressive and violent apparatus of the slave state. The economy of the North was deeply linked to Southern slavery in the colonial period, particularly through triangular trade in which Slaves were purchased in Africa with European goods, then sold in the Caribbean and North America and the profits used to ship Tobacco, rum and cotton back to Europe. Some have argued that the direct and indirect profits from this trade were the single most important source of capital accumulation in the colonies, including in New England.

At the time of the Constitutional Convention, slaves were owned by northerners as well as southerners, and many of the founding fathers were slave owners. In the early years after the Revolution, slavery was still legal in a number of Northern States. In New York there were still 10,000 slaves in the 1820 census, and significant numbers of slaves were reported as late as the 1840 census in New Jersey. Right up to the Civil War, the Northern economy continued to be linked to slavery through textile manufacturing. Even after slavery was outlawed in the Northern States beginning in the late 18th century, the North collaborated with the South in allowing escaped Slaves to be captured and returned to the South, particularly after the Dred Scott decision of the U.S. Supreme Court. And while it was true that in the years leading up to the Civil War abolitionist sentiment grew steadily in the North, many people in the North were perfectly content to let slavery continue in the South.

Religion

The American Revolution had largely been a secular issue. The Founding Fathers clearly demonstrated their opposition to the mixture of politics and religion by establishing the separation of state and church in the first amendment to the Constitution.

Religion was separated from the control of politics; a series of religious revivals swept the United States from the 1790s and into the 1830s that transformed the religious scenery of the country. Known today as the Second Great Awakening, this spiritual rebirth fundamentally altered the character of American religion. At the start of the Revolution the largest denominations were Congregationalists (the 18th-century people of Puritan churches), Anglicans (known after the Revolution as Episcopalians), and Quakers. But by 1800, Evangelical Methodism and Baptists were becoming the fastest growing religions in the United States of America. The Second Great Awakening is best known for the large camp meetings that led many people to convert through an enthusiastic style of preaching and audience contribution. A young man who attended the famous revival of 20,000 people at Cane Ridge, Kentucky, in 1802, captures the soul of these camp meetings activity:

"The noise was like the roar of Niagara. The vast sea of human beings seemed to be disturbed as if by a storm. There were seven ministers, all preaching at one time, some on wagons, others on stumps ... Some of the people were singing, others praying, some crying for mercy. A peculiarly strange sensation came over me. My heart beat tumultuously, my knees trembled, my lips quivered, and I felt as though I must fall to the ground." (PBS)

This young man was so emotional that he became a Methodist minister. As this passage suggests, evangelical ministers reached their audience at an emotional level that strongly moved large crowds. The Evangelical impulse at the heart of the Second Great Awakening shared some of the democratic thrust of Revolutionary ideals. Evangelical churches had a populist orientation that favored normal people over elites. For instance, individual virtue was seen as more important for salvation than the formal university training required for ministers in traditional Christian churches. The success of the Second Great Awakening was also advanced by evangelical churches new organizational techniques. These were well suited to the edges of newly settled territories. Most evangelical churches relied on wandering preachers to reach large areas without an established minister and also included important places for amateur people who took on major religious and administrative roles within evangelical gatherings.

The Second Great Awakening marked an important transition in American religious life. Many early American religious groups in the Calvinist tradition had emphasized the degeneracy of human beings and believed they could only be saved through the grace of God. The new

evangelical movement placed greater importance on humans' ability to change their situation for the better. By stressing that folks could assert their free will in choosing to be saved and by suggesting that salvation was open to all human beings, the Second Great Awakening contained a more hopeful view of the human nature. The repeated and varied revivals of these several decades helped make the United States a much more profoundly protestant nation than it had ever been before. The Second Great Awakening also included bigger public roles for white women and much higher African-American contribution in Christianity than ever before.

Adventure

As the title denotes most of the stories in this book are adventures that Tom Sawyer experienced during his youth. If the one pays close attention to this novel, trying to understand messages that Mark Twain delivers, one could understand that what Tom Sawyer does is a dream of many youngsters during their life and this makes it very interesting and attractive for the readers especially younger ones, because they find themselves there and get motivated to act as Tom in real life.

Mark Twain is known as a very smart author and humourist that knew how to make readers have great experiences while reading his works, and The Adventures of Tom Sawyer is the perfect example for that. Tom experienced many adventures throughout the book, but we will mention just some of the most interesting ones. One Monday while Tom was going to school, he met his friend Huckleberry Finn. Homeless, and the son of the town drunkard, Huck is envied by all the children because he is a free man. He can wear whatever he wants, he can smoke without getting in trouble, he doesn't have to go to school or church, and he can do anything, really, since nobody is concerned. He and Tom start discussing different "cures" for warts with remedies such as beans, "spunk-water", blood and a variety of nonsense things.

Huck tells Tom that he has it on good authority from Mother Hopkins, the local witch that is burying a dead cat in a graveyard near the grave of a recently buried bad dude at midnight and that is the best cure of all. It happens that this terrible man, Hoss Williams, was buried the past Saturday, and Huck happens to be in possession of a dead cat, so the two

boys decide to head out to the graveyard that night and test out if the cure with dead cats works.

Tom arrived at school late, he tried to lie something, but when he saw that the only free seat was next to Becky Thatcher, he told the truth by saying that he has been talking to Huckleberry Finn, which was a very bad thing for a student to do. The schoolmaster became very angry hearing this, whipped Tom and made him sit next to Becky. Tom was not listening to the teacher at all; he was drawing something in order to impress the girl. She was impressed by his drawings, and they planned to meet up after school. When they met Tom told Becky that he loved her and gave her a kiss. They were both happy, but Tom ruined everything by mentioning his ex-love Amy Lawrence and of course Becky got sad for this. He tried all possible ways to make up with her, he gave her a gift, but she rejected it. Tom became really sad and ran off to the street, while thinking of the consequences. Then, he met his friend Joe Harper and they spent the rest of the day playing Robin Hood.

In the midnight, Tom sneaked out of the house to go to the cemeteries with Huck. When they arrived there, they saw three men: Injun Joe, Dr. Robinson and Muff Potter. They witnessed a horror, when Injun Joe killed Dr. Robinson and blamed it on Muff Potter, who already drunk did not know what was going on. The boys were terrified. They ran with all their power, and when they finally stopped, they made an agreement not to tell anyone about what happened, so they wrote the deal up and signed it in blood as real men do. The next day everyone was talking about the murder of Dr. Robinson, so the school was closed.

The townspeople went to the cemeteries to get as much information as they could. Soon they saw Muff Potter in the company of the sheriff, he was screaming out loud that he did not commit the murder, but the fearsome Injun Joe has already sold him out and everyone believed him. The two friends watched the scene, feeling very bad about poor Muff Potter, but they could not do anything to punish Injun Joe, because they had already sworn. All they could do was to visit Muff Potter and send him cigarettes.

Tom fell into a deep depression and his aunt Polly tried to help him with some remedies, but unfortunately none of them worked. In order to tell his aunt that these remedies were not effective, Tom fed the cat with some of those drugs, which caused the cat to go crazy. After realizing this Aunt Polly apologized to Tom for being so bad with him.

In school Tom saw Becky, but she was still angry and refused to talk to him. He left the school and ran into Joe Harper, who had just been punished for eating some cream. The lads agreed to abandon town, and went to Jackson's Island taking Huck with them. When they got supplies, they went to the island. After a few hours they saw a ferry filled with a bunch of people, they figured out that they were searching for someone who was drowned, but they did not know who it was, until Tom told them that they were the ones who had presumably drowned. This made them very happy even though they started to show signs of homesickness.

When his friends slept, a wonderful idea came to his mind; he planned to go to his house secretly, so he wrote two letters, left one of them by his friends, took the other with him and went to St. Petersburg. He swam ashore and when he arrived there, he immediately went to his house and found out that Aunt Polly, Mrs. Harper, Sid and Merry were discussing about him and his friends. He eavesdropped them for a long time. When his aunt went to sleep Tom decided to leave the letter beside her bed, but instead he changed his plan, he kissed her and left the house. Tom got back to the island and took a nap by the shore, when he returned to the camp, he found his friends arguing over his note, which permits them to take his stuff if he is not back by the morning.

The next day after they played, swam and went fishing, Huck and Joe became homesick, so they planned to return back to St. Petersburg, but Tom revealed his secret and they decided to stay. The boys happy about this, spent the rest of the day playing different games. The next day, townspeople were gathered in the church, for the boys' funeral. After the sermon, they boys unexpectedly appeared and walked together towards the aisle. They came back to the town the previous day, but waited in the church until that moment to come out. Everyone was happy about this, some considered it as a miracle and some of them were shocked. Tom lied to his aunt that he dreamt about the conversation that he actually eavesdropped.

Friendship

Tom's favourite and best friend was Huck Finn. They had a good time together because Huck was usually willing to participate in Tom's plans. Although Tom had other friends, not all of his friends were always willing

or able to follow Tom in his creative ideas. However, Huck was always willing to follow. As this passage denotes:

 "Huck was always willing to take a hand in any enterprise that offered entertainment and required no capital, for he had a troublesome superabundance of that sort of time which is not money." (Twain, The Adventures of Tom Sawyer, 1876, p. 194)

In addition, Huck not only followed Tom's ideas, but he also participated. Although Huck did not have much money, he had plenty of time and freedom. Because of his family Huck had very little control or rules in his life. Thus, he was able to go uncontrolled everywhere, such as with Tom to visit the cemeteries at night.

Not only this, but the boys also had the same things in common, which adds a great importance to their strong relationship. For example, both of them were very superstitious. They also enjoyed breaking social rules. Finally, both of them lost one of their parents and so they could relate.

Thereby, Tom and Huck were quite good friends and had a strong relationship throughout the story. Although Tom had other friends, he spent most of the time with Huck. Huck was willing to go along with Tom's plans due to his family. Tom Sawyer in general was a smart, friendly character that people loved hanging out with, which is the reason he was so popular and knew so many people.

Conclusion

There is no doubt that hypocrisy was part of the society in the era of Mark Twain, so I tried to conclude everything related to hypocrisy in The Adventures of Tom Sawyer.

Mark Twain satirized society throughout the novel to a great extent, because the people of St. Petersburg used their power to have complete authority over others. Some of them mistreated townspeople, whereas, some acted as if they loved them, in order to appear good in the eyes of society. The author criticized adults' behaviours throughout the novel continually; he mocked them by telling their flaws and their misbehaviours toward others. He mocked all parts of society, starting from: education, religion, medicine and so on.

This novel gives the world a proper depiction of American life and the American spirit. There were different cases of hypocrisy presented in The Adventures of Tom Sawyer, but those that I mentioned above were the

most important ones. The intention of this paper is to give its readers an overview of the society's hypocrisy in the era of Mark Twain. It was a period in which people were hypocrites, especially adults. The importance of this wonderful book is that it raises the awareness of people about hypocrisies of the world.

I really came to care about Tom, and it was fascinating to see his adventures throughout the book, adventures that made Tom from being a random boy to being a rounded person with an interesting, clever and caring personality. Through Tom's behaviours, Mark Twain described how children can have a great impact in the development of a normal society.

The Adventures of Tom Sawyer in my opinion is a must-read book for everyone, because it teaches us about the moral values of society, and mainly it shows us how humans must treat each other, regardless of their religion, race or social class, because folks used hypocrisy immensely throughout the novel, and since the main theme of The Adventures of Tom Sawyer is the joys of childhood when the world is full of wonders and children are free of the heavy responsibilities of adulthood. Mark Twain was writing about his own boyhood, growing up in the small town of Hannibal, Missouri, right on the edge of the great Mississippi River. Tom is a town boy. If he lived on a subsistence farm like the majority of Americans in those times, he would not have the freedom he enjoys in this novel. Farm boys were put to work at an early age, and much of their work consisted of plowing behind a horse or mule. They were often called "plow-boys". I strongly recommend this book.

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A Comparative Study of Derivational Prefixes in English And Albanian Languages

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Abstract

Communication is the most important activity in our lives. It helps us share opinions, feelings, thoughts and everything else with each-other. Therefore, it is necessary to know how to speak a language. Everything starts with a word. This paper is all about words and prefixes, their role in English and Albanian language, along with their identification, their classification and usage. The purpose of this paper is to find out the similarities and differences of prefixes in English and Albanian, to reveal the methods of recognizing a prefix in a word, and distinguishing different types in form and meaning. Firstly, the study explored commonalities and differences of the phonological and syllabic structure of prefixes, e.g., in Albanian a prefix represented by a consonant is possible, while in English it is not. Both languages can have a single vowel prefix. In both languages the prefixes are monosyllabic and disyllabic, and there aren't any trisyllabic prefixes neither in English nor in Albanian. Another phonological process that is explored is assimilation. The process takes place both in English and Albanian language. The most common type of assimilation is regressive assimilation. In Albanian, there are some single consonants prefixes that can be assimilated, but we don't find this type of assimilation in English, because English doesn't have such consonantal prefixes. This paper also pays attention to word-stress, because we found out that prefixes can sometimes have an impact on changing the stress placement. This happens more in English rather than Albanian.
Another aspect that was investigated, concerns the origin of prefixes. From the collected materials, we found out that English has a large number of

foreign prefixes, and on the other hand Albanian has a small number of them. In both languages, there is a small number of prefixes that can change the lexical category of the word. In English, there is a possibility to create adjectives from nouns, while in Albanian the verbs are often created by adding derivational prefixes.

Key words: *affixes, prefixes, derivational, word-stress, lexical meaning, origin, assimilation*

Introduction

Words play the most important part in a language. When someone starts to learn a language, they

tart from the "easiest" part –THE WORD. The purpose of this paper is to emphasize the importance of derivational prefixes and their comparison between English and Albanian. This study shows us the classification of bound morphemes that is affixes, which are divided into prefixes and suffixes and it focuses especially on derivational prefixes. Prefixes have an important role in both languages English and Albanian. They are the smallest meaningful units and new words are created because of them. When certain morphemes are attached to the words or bases, they can change their meaning and their class of the word, so if we talk about derivational morphemes we deal with the change of the word class of that particular word, at least in most of the cases. By learning some affixes which include suffixes and prefixes, a person can learn many words in English language.

Research Objectives:

The major objectives of this study are :
1. To study the phonemic and syllabic structure of prefixes.
2. To study the origin of prefixes (as often they can be borrowed from another languages or derived from independent words).
3. To investigate if there are any assimilation processes involved when a prefix attaches to a stem/root.

4. To study if prefixes affect word stress placement in English and Albanian (as we know suffixes do effect stress movement in English).
5. To investigate the changes of word's category.

Research Questions:

1. What is the phonological structure of prefixes, in English and Albanian?
2. Are prefixes of foreign origin in English and Albanian?
3. Does assimilation process take place when a prefix is attached to the root/stem?
4. Do prefixes effect word stress placement in English and Albanian ?
5. How prefixes change the lexical category?

Methodology:

As a desk research, different examples have been taken from different sources, which mainly include articles on the internet and books both in English and Albanian. Many sentences were taken from the books "Darka e gabuar" by Ismail Kadare, "Me before you" by Jojo Moyes and "The Alchemist" by Paulo Coelho. The examples that have been taken from these books illustrate the usage of many prefixes in different sentences from different authors. These examples are used to help readers understand which is the prefix placement in a word and how they function.

The Phonological Structure of Prefixes in English and Albanian

English as well as Albanian is very rich in affixes. Affixes are divided in prefixes and suffixes. Affixes that precede the root or the base are called prefixes. They change the meaning of a word. There are seventy-five prefixes in English (Carstairs-McCarthy, 2002) and nearly sixty-eight in Albanian. Large in number, they have different phonological structures. If we take the prefix –in we can say that this is a monosyllabic prefix because it contains only one vowel or syllable, and the structure of it could be VC because when we pronounce it, we can hear two sounds –in. The same thing happens with Albanian prefixes too. If we take the prefix –an we can

say that this is a monosyllabic prefix because it has just one syllable and its structure is the same with –in VC.

Prefixes in both languages can be monosyllabic and disyllabic. And many of syllabic structures are possible. Both languages have prefixes that have one letter, two letters or more. There are many prefixes that have just one consonant (C) or just a vowel (V). It is very important to mention that in English there are 26 letters and 44 sounds or phonemes, so almost all the words are written and spelled differently. (Roach, 1991).

So, we have to keep in mind that in English we often don't count the vowels that are written but those that are spelled, and this makes things a bit difficult. On the other hand, we have Albanian language, which has 36 letters and phonemes all together, so words are written and spelled in the same way. Here is a list of many prefixes both in English and Albanian that are from monosyllabic structure.

Table 13. Syllabic structure of English and Albanian languages.

Syllabic structure	English language	Albanian language
Monosyllabic	In-VC	An-VC
	Un-VC	Jo-CV
	Non-CVC	Mos-CVC
	For-CVC	Për-CVC
Disyllabic	Super-CVCVC	Super-CVCVC
	Inter-VCCVC	Inter-VCCVC
	Anti-VCCV	Anti-VCCV

As it can be inferred from the table, according to the meaning the prefixes are the same in both languages but they differ in the syllabic structure such as VC for –un and CV for –jo. This table shows us some examples and focuses on the syllabic structure of prefixes.

There are some prefixes that have the same meaning in two languages but the number of syllables and the syllabic structure is highly different. E.g., The prefix -co in Albanian means –bashkë, so in English this is a monosyllabic prefix and the syllabic structure would be CV, but in Albanian we find it as a disyllabic prefix and its syllabic structure would be CVCCV.

In Albanian we can find a prefix which has just one consonant like: -s, -z, -ç, -zh, -sh, - n and-m so their structure would be just C, and this doesn't happen in English. The similarity between English and Albanian is that

both of languages have the structure V. E.g. The foreign prefix –a makes this possible.

The largest syllabic structure of both English and Albanian can be found in the prefix –Counter (koun(t)ər)- CVVCCVC/ Kundër – CVCCVC.

Assimilation Process

Assimilation is a process that is caused by a consonant. When this process happens, it means that something is growing similar to something else. E. g. When a final consonant in a certain prefix is added to a certain stem and it sounds similar, then we say that the assimilation process has happened. There are many English and Albanian prefixes that are assimilated during their usage.

Assimilation of English prefixes.

Here is a list of some of the prefixes in which the assimilation process takes place. Sentences that are used as examples here are taken from the book "Me before you" by Jojo Moyes.

The prefix **– com**- it means together, with. (Cumming, 1998)
1. It remains com before the bilibials (letters b, p, m)
2. Com deletes – m to become co before vowels and the letter h.
3. Com assimilates fully before col, con and cor before l, n and r.
4. Com assimilates partially to –con everywhere else.

E. g. 1. Before b, p, m   2.**Com**-Before vowels and the letter h.

    ↓   ↓

  Command   Cohabit

  Combat   Coordinate

  Compulsion   Coagulate

3.When **Com-** assimilates fully to col, con and cor.

↓

Collapse

Corrupt

Connate

4.When **com**-assimilates partially to –con everywhere else.

↓

Concrete

Conform

Consist

E.g.   "You'll need **com**fort brisks". (Moyes, 2010 p.36)
"Treen's voice turned **con**ciliatory". (Moyes, p.44).

Another assimilated prefix is – **ex.** (Cumming, 1998)
1. Ex- assimilates fully to –ef before f .
2. Ex- remains ex before all voiceless consonants and before all vowels.
3. Ex- assimilates partially before e and voiced consonants.

1.When –**ex** assimilates fully to ef before f.

↓

Effect

Effort

Efflorescence

Effuse

2.When –**ex** remains ex.

↓

Exceed

Examine

Exchange

Exit

3.When –**ex** assimilates partially.

↓

Evolve

Elapse

Evolution

Evening

E.g.   "But in my **ex**perience there's not much that can be fixed". (Moyes, p.29).
"I do appreciate your efforts". (Moyes, p.169).

The prefix – **in (**Cumming, 1998)
In is a word that represent two prefixes in English. In -first it is used for (not, no) and –in has the meaning in something.

1. In- assimilates fully to before the liquids l and r.
2. In- assimilates partially to – im before b, m and p (bilabials)

1.When – **in** assimilated fully
before l and r.

↓	↓
Illiterate	Irreducible
Illegible	Irrefusable
Illogical	Irregular
Illiquid	Irritable

2.When –**in** assimilates partially before bilabials.

↓	↓	↓
Imbecile	Immortal	Impair
Imbase	Immusical	Improve
Imbibe	Imminent	Improvise
Impossibility	Immunotherapy	Improvisation

E.g.   "It is of the utmost **im**portance that Will has someone here". (Moyes, p.30).
  "I've put you on our **in**surance." (Moyes, p.34)
  "These tend to make him more **irr**itable". (Moyes, p.38)
  "I lived in a box room just she could have her **ill**egitimate son". (Moyes, p.125).
   The prefix –**ob**. (Cumming, 1998)

1. It assimilates fully when it is attached to stems that begin with c, f and p.
2. It is assimilated partially before m (o) and t (os).
3. It is assimilated fully before g.
4. It remains the same when it is attached to the stems that start with a, d ,e, i, j, l, m, o, r, s,u.

1.When –ob is assimilated fully before c, f and p.

↓	↓	↓
Occacion	Offend	Opponent
Occident	Offer	Opposite
Occupant	Official	Oppression
Occlusal	Offender	Oppositions

2.When it is assimilated partially before m and t.

↓	↓
Omission	Ostend
Ommit	Ostracoderm
Ombers	Osteoplasty
Ombres	Ostentation

3.When it is assimilated fully before –g.

| ↓ |
| Ogganition |
| Oggiano |
| Ogging |
| Oggy |

4.When the prefix **–ob** remains the same.

↓	↓
Oblate	Object
Obvious	Observe
Obdurate	Obstacle
Obsession	Obedience

E.g.   "Mrs.Taylor seems oblivious" (Moyes, p.44)
      "Not bright enough,as dad occasionally muttered". (Moyes, p.33).

The prefix –**ab** reflect on early Latin assimilation. (Cumming, 1998)
1. In a few cases it assimilates to –abs before c and t.
2. It assimilates partially to –a before m,p,v.

1.When it assimilates to –abs.
↓

Abscond
Abstain
Abstract
Abscise

2.When it is assimilated to a.
↓

Amand
Ament
Avert
Avocation

E.g.   "Will injured himself in her **abs**ence". (Moyes, p.36)
       "Before he could finish,I leant **a**ccros (Moyes, p.36)
       "Mum luckily was holding a casserole dish, which **ab**solved her of the
        same anxiety". (Moyes, p.172).

The prefix- **sub.** (Cumming, 1998)
1. It assimilated fully before letters c, f, g, m, p, r.
2. It assimilated fully to –sus before s.
3. It assimilates partially before c, p and t.

1.When it is assimilated fully.
↓

Succeed
Suggest
Surrogate
Suppose

2.When it is assimilated fully to –sus.

Suspect
Suspend
Sustain
Sustentor

The prefix **–sub** assimilates partially to –su before sp, as in suspect this happens due to the double rule; stems that begin with p are unpredictable as sometimes they involve full assimilation like suppose and partial assimilation as suspend.

E.g. "Round here they think it's **sub**versive if the tourist shop starts sellin place mats". (Moyes, p.90).

"We were enjoying one of those rare **sum**mer of utter freedom". (Moyes, p.94).

"This was why it had taken me weeks to notice he **suf**fered at all". (Moyes, p.97).

"My mother would look pained and defend me,s**ugg**esting that it had all been too much." (Moyes, p.116).

"His eyes glittering with barely **sup**pressed rage". (Moyes, p.97)

"I **sus**pected that many of them were trainers of grooms". (Moyes, p.142)

The prefix – **ad.**
This is the most complicated prefix of all in English language.

1. It is assimilated when –ab is attached to the stems that start with c, f, g, l, n, p, n, r, s and t.
2. It assimilates to –ac before q.
3. In many words that a prefix is attached in the past the letter –d was fully deleted .
4. In some cases the letter d tends to be replaced by the letter g.
5. In some other cases we deal with the deletion of the letter –d.

1.When it is assimilated to ab.

Accident   Alloy
Affluent   Arrive
Aggression   Attack
Annex   Assemble

2.When it is assimilated to ac.

Acquent
Acquire
Acquist
Acquit

3.When it is replaced by –g.

Agnate
Agriculture
Agglutinate
Aggravation

4.When we deal with te delation of the letter –d.

Abandon
Apace
Await
Amerce

E.g.   "I'd **ad**vice you to read it,if you get a spare moment". (Moyes, p.89).
     "I watched the **af**fable helper putting on his jacket". (Moyes, p.40).

Assimilation of Albanian prefixes

The process of assimilation happens in Albanian as well.We have many prefixes that assimilate during their usage. Sentences that are used as examples below have been taken from the book "Darka e gabuar" by Ismail Kadare.

The prefix Jo (non) it's assimilated to –mos when it is attached to the stems that start with letters b,p,m.

E. g. Mosbesim
    Mospërkushtim
    Mosmenaxhim
    Moskompenzim

E.g. "Pasi **mos**besuesit thanë shprehjen e njohur : si do ta dinë ata lart se ç'mund të ndodhë këtu poshtë?" (Kadare, p.8)

The prefix **–në** (in) it's assimilated to –nën in such words as nëpunës-nëndetëse.

The prefix **–sh** it's assimilated to –zh and –ç. (Agalliu et al., 2002)

1. It's assimilated to –ç when it is attached to the stems that starts with vowels or consonants.
2. It's assimilated to –zh before voiced consonants.
3. The prefix –sh remains –sh in all other cases.

1.When **–sh** is assimilated to –ç.

Çarmatos
Çliroj
Çmallem
Çrregulloj

2.When –sh is assimilated to –zh.

Zhduk
Zhvesh
Zhvleftësoj

3.When –she remains the same.

Shpalos
Shthur
Shkarkoj
Shkëput

E.g.   "Ndonëse **sh**emërimi midis tyre vononte të **sh**faqej, të gjithë ishin të bindur se ai ishte aty". (Kadare, p.5)

"Ajo, jo vetëm që s'kishte asnjë kunjë me Shqipërinë,por po e **ç**lironte vendin nga pushtimi i urryer italian." (Kadare, p.8)

"Pa **ç**mpirë ende këmbët, në kohën që shoqëruesit e tij prisnin urdhrat e parë, ai ia nguli vështrimin pamjes." (Kadare, p.27)

"Ishin harruar qokat krahasuese,dhe pa dyshim,lëkundjet e autoritetit të secilit,dhe kjo ishte njëlloj si të humbte busulla,barometri që tregonte trysninë e ajrit,uljen dhe ngritjen e temperaturës, për të mos përmendur buletinin e bursës, bashkë me **zh**vlerësimin e parasë." (Kadare, p.20).

"Njerëzit ngriheshin që pa gdhirë, **sh**palosnin një flamur dhe niseshin në një**sh**kolonë për të mihur." (Kadare, p.65).

The prefix **–s** is assimilated in –z eventhough it's not to much productive. (Agalliu et al., 2002)
1. –S is assimilated to –z when it is used or attached to the words that start with voiced consonants.
2. –S remains the same in all other casese ,especially when this prefix is attached to the stems that start with voiceless consonants.

1.When **–s** assimilates to –z.
↓
Zgjat
Zbuloj
Zbut
Zverdh

2.When **–s** remains the same.
↓
Skuq
Spastroj

E.g.   "Por mjeku kishte vënë maskën mbrojtëse, ndërkaq, dhe tani atij i duhej të **z**bërthente shprehjen e maskës". (Kadare, p.34).

The prefix **n-m.** (Agalliu et al., 2002)
1. The prefix –n is often assimilated to –m when it is attached to the stems that start with bilabials (b and p)
2. It remains the same in all other cases.

1.When –**n** assimilated to –m.

   ↓

Mbuloj
Mpikset
Mbërthej
Mbath

2.When –n remains the same.

   ↓

Ngul
Ndrydh
Ngarkoj
Ngatërroj

E.g. "Dhe s'ishte vetëm dukuri shqiptare, siç **n**gulnin këmbë, por kapte përmasa botërore" (Kadare, p.53)

"Sipas testamentit të Remzi Kadaresë,duhej ta **m**byllnin atë vetë, në rast se i ikte mendja." (Kadare, p.63.)

There are many other prefixes that can be assimilated ,but these are the ones that are used the most in both English and Albanian.

All things considered, it is neccessary to emphasize that the assimilation process happens both in English and Albanian language. There are many examples that show how certain prefixes assimilate during the usage. In English we deal with regressive assimilation, assimilation of manner and place. E.g. The –in prefix when it's attached to the stems that start with the letter –p it becomes –im like in impossible,if it attached to the stem that starts with -l it becomes –il like in illegal or before –r it becomes -ir like in –irregular, so we call this a regressive assimilation. In Albanin we have the same process with the prefix –n it becomes – in many cases like mbuloj,mburojë etc. English is a language where the assimilation process happens more often than in Albanian. But of course it is neccessary to mention that prefixation is one of the most productive ways to form or create new words in both languages.

The Origin of Prefxes both in English and Albanian

English is an old language that has many words and phrases in its vocabulary. English as a language has borrowed many words from other languages like: French, Latin, Greek, German etc. and all of this happened because of different historical events, mainly due to various invasions. There are three periods of English Language:

Old English Period (Anglo -Saxon)
Middle English
Modern English.

English is a Germanic language which is a part of the Indo-European branch of languages. It has many words that have been borrowed from the same group of languages too. The same thing happens with prefixes as well. There are many English prefixes which originate from German, but there is a large number of them that come from non-Germanic Languages as well. Sentences that are listed have been taken from the book "The Alchemist "Paulo Coelho.

Germanic Prefixes

There is a large number of prefixes that come from Germanic languages in English. (English Hints, n.d.)

Prefix – *un* it means – *not-* and it comes from Old English.
*Un*believable   *un*hand   *un*do   *un*dreamed

E.g. "He looked like an Arab, which was not unusual in those parts". (Coelho, p.9).

Prefix – *up-* it means – to increase- and it comes from Old English.
*Up*lift   *up*grade   *up*stairs   *up*coming

Prefix – *mid-* it means – middle- and it comes from Old English.
*Mid*night *mid*point   *mid*session   *mid*course

Prefix- *under-* it means – below- it was used in Old English.
*Under*employment   *under*achiever   *under*weight   *under*age

E.g. "Fatima was a woman of the desert, and, if anything could help him to **unde**rstand, it was the desert" (Coelho, p.55).

Prefix – *over*- it means – beyond- and it comes from Old English "ofer"
Over-age   *over*statement   *over*dose   *over*fed

E.g. "One day the earth began to tremble, and the Nile **over**flowed its banks". (Coelho, p..41).

Prefix – *fore*- it means –before- and it comes from Old English " fora"
Fore-brain   *fore*taste   *fore*leg   *fore*warn

E.g. "As everyone about him went to their knees and placed their foreheads on the ground." (Coelho, p.19).

In English Language there is also a large number of prefixes that comes from Greek, Latin and French.

Latin prefixes

There is an enormous number of Latin prefixes that are used in English Language.

E. g Prefix- *super*- it means- above, excess
*Super*ficial   *super*fine   *super*human   *super*fluent

E.g. "Although the boy had developed a superstition that each time he opened the book he would learn something important" (Coelho, p.20).

Prefix- *trans*- it means across, beyond.
*Trans*ability   *trans*activate   *trans*abled   *trans*animation

E.g. "He transformed himself into a stone that rolled up to the miner's foot" (Coelho, p.13).

Prefix- *post*-it means – after
*Post*partum   *post*master   *post*modern   *post*season

Prefix- *re*-it means – again, back.
*Re*fresh   *re*turn   *re*trieved   revenge

E.g. "The boy picked up the spoon and **re**turned to his exploration of the palace." (Coelho, p.18).

Prefix - *contra*-it means – against.
*Contra*ctor   *contra*band   *contra*cted   *contra*bass

Prefix- *circum* – it means – around.
*Circum*stance   *circum*fluent   *circum*cising   *circum*scribe

E.g. "The future belongs to God,and it is only he who reveals it, under extra ordinary circumstances". (Coelho, p.57).

Prefix – *ante*- it means – before.
*Ante*meridian   *ante*date   *ante*room   *ante*chamber

Prefix- *inter*- it means – between, among.
*Int*ernational   *inter*mission   *inter*mingle   *inter*mittent

Prefix- *ambi* – it means- both .
*Amb*itious   *ambi*ence   *ambi*guity   *ambi*ence

Prefix – *semi*-it means- half, partially
*Semi*annual   *semi*public   *semi*desert   *semi*liquid

Greek Prefixes

Another large group of prefixes is from Greek language.
E. g   Prefix-*pan*- it means- all.
*Pan*acea *pan*theism   *pan*phobia   *pan*demic

Prefix- *dys*- it means- bad, difficult
*Dys*trophy   *dys*phagia   *dys*peptic   *dys*phonia

Prefix- *pro*- it means- before.
*Prop*able   *pro*ceed   *pro*cession   *pro*claim

E.g. "The Englishman had been **pro**foundly impressed by the story". (Coelho, p.36).

Prefix- *endo*- it means – inside.

*Endo*thermic   *endo*morphic   *endo*cardium   *endo*cytosis

Prefix –*dia*-it means-through.

*Dia*gnostic   *dia*chronic   *dia*bolical   *dia*phanous

Prefix- *poly*- it means – many.

*Poly*technic   *poly*sulfide   *poly*genesis   *poly*styrene

Prefix- *mono*-it means-one.

*Mono*logue   *mono*phonic   *mono*lith   *mono*chrome

Prefix- *micro*- it means- small.

*Micro*computer   *micro*organism   *micro*filament   *micro*filmable

Prefix- *hypo*- it means- under, insufficient

*Hypo*thermia   *hypo*tension   *hypo*tensive   *hypo*glossal

Prefix- *macro*- it means-large.

*Macro*fossil   *macro*cosmic   *macro*economic   *macro*structure

French Prefixes

A considerable number of prefixes come from French.

E. g   Prefix a- it means – the opposite of.

*A*side   *a*typical   *a*bac   *a*new

Prefix- il/ im/ in/ir these prefixes transform words that they are attached to in their opposites.

*Il*legal   *ir*responsible   *im*posible   *in*acceptable

Prefix – mal/mau/me/mes means something bad.

*Mal*adopted   *maul*stick   *meal*iness   *mes*merize

Prefix – pre – it means before.

*Pre*disposition   *pre*destination *pre*publication   *pre*adolescence

Prefix- r/re/res- it means to do something again, to redo, to return to something etc.

*Re*member   *re*treat   *re*vie   *re*cycling

Prefix – Pro- it means in favor of or for.

*Pro*test   *pro*cure   *pro*duce   *pro*fess

Prefix – sur /super it means above, over or on the top.

*Super*impose   *super*fine   *super*ficial   *super*human

Prefix – contra – it means – against.

*Contra*band   *contra*dict   *contra*ry   *contra*ception

Foreign prefixes in Albanian

There is a considerable number of foreign prefixes that are added in Albanian by Romanian languages and English as well. (Orel, 2000)

The most used and productive prefix from Romanian languages is the prefix **ri .**

Prefix ri- has the same meaning as English, it is used to tell that something is redone.

E. g. Rindërtoj   Ripunoj   Rivlersoj   Rishikoj

There are many other foreign prefixies that are used in Albanian. (Agalliu et al., 2002)

A- Anormal		**Anti**- Antikombëtar	
Afetar		Antipopullor	
Asimetri		Antifashist	
Aritmi		Antifeudal	
De- Demilitarizim		**Dez**- Dezinformatë	
Depolarizim		Dezinfektoj	
Deformoj		Dezintegroj	
Degradoj		Dezinsektim	
Dis- Disnivel		**Pro**- Pro-lokim	
Disharmoni		Proamerikan	
Disfaksion		Profashist	
Dislokim		Profeudal	

Pan- Panshqiptar		**Inter-**Internacional	
Pannjerëzor		Interurban	
Panballkanik		Interkontinental	
Panafrikan		Intermolekular	
Super- Superfuqi		**Auto-** Autobiografi	
Superprodhim		Autokritikë	
Superstrukturë		Autoshkollë	
Supermarket		Automekanik	

E.g., "Ndërkohë, për pezm ndaj dashamirësve të doktorit, anti-Gurametot e shtuan vrerin kundër tij". (Kadare, p.22).

"Kur makina e hetuesisë ecte në rrugën automobilistike plot gropa" (Kadare, p.140)

As we see both languages have a large number of foreign prefixes that they use in their vocabulary and their communication as well. One thing that they have in common is that the same foreign prefixes are used in both languages without changing their meaning.

It is equally important to understand that the assimilation process happens both in English and Albanian language. There are many examples that show how certain prefixes assimilate during the usage. In English we deal with regressive assimilation, assimilation of manner and place. E.g. The –in prefix when it's attached to the stems that start with the letter –p it becomes –im like in impossible,if it is attached to the stem that starts with -l it becomes –il like in illegal or before –r it becomes -ir like in –irregular, so we call this a regressive assimilation. In Albanin we have the same process with the prefix –n it becomes –m in many cases like mbuloj,mburojë etc.

In English, the assimilation happens more often than in Albanian. However, it is neccessary to mention that prefixation is one of the most productive ways to form or create new words in both languages. English and Albanian are languages that have many foreign prefixes, words and phrases in their vocabularies. With the gathered information we can conclude that both English and Albanian have many prefixes that come from Latin or Greek. The difference between these two languages is that English has more prefixes that come from non-germanic languages, and Albanian language has more prefixes that are native, and the specific thing

about Albanian prefixes is that the foreign prefixes have started to be replaced by Albanian words.

Changes in Lexical Category

Prefixes in English are a small class of morphemes, numbering about seventy-five, and their meanings are often those of English prepositions and adverbs.

If we take a look at the word **Recreate,** we can see that this word has two morphemes. The morpheme **-Create** is a base and the morpheme **-Re** is a prefix.

Some of the common prefixes of English language are: (Leonard N, 1982)

<u>**UN**</u>	<u>**DIS**</u>	<u>**MISS**</u>	<u>**CO**</u>	<u>**ANTI**</u>	<u>**Re**</u>
↓	↓	↓	↓	↓	↓
Untidy	**Disorder**	**Misbehave**	**Co-ordinate**	**Antifreeze**	**Replay**
Unhealthy	**Disagree**	**Misfortune**	**Co-star**	**Antihero**	**Reappear**
Unhappy	**Dislike**	**Mistake**	**Co-operate**	**Antiseptic**	**Rearrange**

Types of prefixes

Different authors have classified prefixes into different groups according to different criteria: (Kabashi, 2000)

1. Alphabetically
2. On word-class grounds (*nominal*, *verbal*, *adjectival*)
3. According to meaning-into *negative*, *temporal*, *reversative*, *pejorative*, *locative*, *prefixes of degree or size*, *prefixes of attitude*, *prefixes of time and order*, *number prefixes*, *etc.*

According to Beci (2005), prefixes can give opposite meaning to the words that they are attached to. Some of these prefixes are: - pa, -mos, jo, -ç, -sh, -zh, kundër. They are used to reinforce the meaning of a word, so some of these prefixes are: -për,- mbi,-ri, -sh, -zh, -ç.

As we see there a lot of prefixes in English that are used to create new words and phrases, but as we know prefixes do not change the lexical

category of the word that they are attached to, rather they attach to a stem and create new words. The most productive way to create new words in English as well as in Albanian is by adding prefixes and creating nous, verbs and adjectives. But there is an exception with prefixes -a,-be,-en,-de,-dis,-un,-non.

The prefix **a**-   N ⟶ Adj. ⟶ atop, ashore, asea

                  V ⟶ Adj. ⟶ ablaze, adrift, asleep

The prefix **be** -N⟶ V.   ⟶ bedew, befriend, bewitch

*The prefix **en**- N ⟶ V. ⟶ encage, enrage, entomb*

The prefix **de** -N ⟶ V ⟶ debug , defrost, degrease

The prefix **dis**-N ⟶ V ⟶ disbar, displace

The prefix **un**- N ⟶ V ⟶ unearth, unhorse,unsaddle

The prefix-**non** -V ⟶ Adj. ⟶ non-stick, non-slip

Albanian is a language that has many prefixes but just like in English language, these prefixes usually do not change the lexical category of the word that they are attached to. E.g. if we take the adjective –ushtarak and attach the prefix –para, it becomes –paraushtarak, so it creates another adjective. The same thing happens in – kapitalist –parakapitalist, shkollor-parashkollor, fundor-parafundor etc.

According to the grammar book of the Albanian Academy of Science, "Gramatika e gjuhës shqipe" (Agalliu et al., 2002), prefixes usually do not change the grammatical category in Albanian wordformation. Thus, a prefix is added to a verb to create another verb, or added to a noun to create another noun, added to an adjective to form another adjective etc.

There is an exception when the prefix –për (for) is attached to some nouns and creates new verbs. (Agalliu et al., 2002)

E. g. The prefix **–për**
Buzë (N)- Përbuzë (V)
Dorë(N)- Përdorë (V)
Krah(N)- Përkrah (V)
Ballë(N)- Përballë (V)
Shtat(N)-Përshtat(V)
Gjak(N)- Përgjak(V)

E.g.   Ai **përbuzi** vlerën e saj.
      Ajo dinte t'i **përdorte** gjërat ashtu siç duhej.
      Artini ishte mësuar t'a **përkrahte** gjithmonë motrën e tij.
      Fustani **përshtatej** mjaftë mire me pamjen e saj.
      Duart e tij u **përgjakën** sa hap e mbyll sytë.

So as we see in both languages mentioned here, prefixes are classified according to different criteria. If we compare these two languages we can see that there is a larger number of Albanian prefixes that are used to create adjectives ,but both languages share the same classification of prefixes. In English there are some prefixes that can be used to change the lexical category of a word that they are attached too, and in the other hand based on the data infromation we found out that in Albanian there is only one prefix which is used to change the lexical category of a stem that a prefix is attached to.

Conclusion

The collected data shows us different aspects of prefixes in both English and Albanian language, starting from their phonemic structure. Phonologically speaking, prefixes can be monsyllabic or polysyllabic and semantically they can be mono-semantic and poly-semantic like :
      The prefix- ex it means "former" like in ex-husband, so we can say that this is mono-semantic because it is used to tell just one meaning. On the other hand, if we take the prefix –dis, it means " not"- disadvantage " reversal or the abscence of an action" – diseconomy etc. Therefore, we can say that this prefix has a poly-semantic meaning because when it's attached to words it can give them different meaning. We found out that in Albanian we have consonants prefixes which isn't common in English, but both languages have a vowel prefix. The phonological structure of prefixes in Albanian and English in most of the cases is V, VC, CCV,CVCV etc.
      Additionally, there is a large number of foreign prefixes used in English and Albanian. In English there is a small number of prefixes that are from germanic languages and there is a large number of non-germanic prefixes. E.g. the prefix –un is a germanic prefix while –super and –contra are non-germanic prefixes. In Albanian there are also some foreign prefixes that come from Romanian languages and English as well. E.g. the prefix –anti and –dis that were adopted from English.

Likewise, the assimilation process takes place in both English and Albanian language. In English there is a large number of prefixes that assimilates during their usage. The most common type of assimilation in both languages is reggresive assimilation. English has the prefix –in which when it's used with b,p,m it becomes –im like immature, when it is attached to the stem that starts with l,it becomes –il like illiterate, and when it's used before stems that start with –r it becomes –ir like irregular. In Albanian we can mention the prefix –n it becomes –m when it's used before stems that starts with b or m, like mbërrij, mbuloj etc.

Moreover, There are many prefixes that can and many others that cannot carry the stress themselves. In both languages the stress can be in the beginning, middle or in the end of a word.

E.g. F<u>a</u>ther   Ap<u>a</u>rtament   Perh<u>a</u>ps

Usually a word is stressed on the first syllable, unless there is something else that forces the opposite to happen. In most of cases prefixes anf suffixes make it happen. Prefixes are usually not stressed. There are many stress-neutral prefixes. In Albanian, the stress can be in the first, second and third syllable, so we can say that Albanian has free stress placement.

It it equally important to remember that prefixes are used to create new words and meaning in both languages. In most cases they do not change the lexical category of the stem that they are attached to, eventhough, there are some few cases when prefixes change the lexical category of a word. E.g when the prefix **–a** is attached before the stem –sea the words changes from sea to asea and at the same time it changes the lexical category from noun to adjective. The same thing happens in Albanian too. E.g. when the prefix **– për** attaches to the noun gjak, it makes it përgjak and it changes the lexical category of a word from noun to verb. Our findings show us that English has some prefixes that change the category from noun to adjective, a characteristic that we do not find it in Albanian.

Finally, we can conclude that even though the prefix can seem the easiest linguistic unit to learn, sometimes it can be very complicated to identify it and its meaning

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The influence of testing as an evaluation process of the English Language.
Case study: Lower Secondary Schools "28 Nëntori", "Dardania" and "Lidhja e Prizrenit" in Peja

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Abstract

The phenomenon of the influence of testing as an evaluation process on teaching and learning from the beginning of this study is called *"washback"*. Since it was invented, testing has been and its part of evaluation, but research on this issue started relatively very late. The second half of the last century marks the beginning of research in this field. At the beginning of the 21st century washback was being considered very impactful and as an inevitable part of students' evaluation. This research treats the way types of language and achievement tests should be designed and developed in order to make them fit for planned purposes – students' evaluation. This paper is a small contribution to the study of the washback phenomenon on teaching and learning of English and its influence on the evaluation process from the perspective of the lower secondary schools "28 Nëntori", "Dardania" and "Lidhja e Prizrenit".

Keywords: *Washback, influence, testing, evaluation, students, teachers*

Introduction

The purpose of learning a foreign language is communication. Effective communication can be achieved when we make use of the foreign language properly. Acquisition of a foreign language can be appraised when we use proper terms in different occasions. The way to find out about all the above-

mentioned issues is testing as a way of evaluation. Evaluation plays an important role not only in the life of learners but also in performances and careers of teachers and educators. However, for years, knowledge regarding English language has been evaluated based grammar, writing and pronunciation. Teachers asked their students to memorize grammar rules, try to write without mistakes and pronounce words in the best possible way. With the passing of years, such teaching methods started to change and teachers started exploring new approaches in evaluation.

Nowadays, English teachers pay more attention to their students in order for them to achieve effective communication. Students are evaluated and assessed using different methods and techniques. One of the methods or techniques of evaluation is testing – a method which is going to be further elaborated in this study. Testing, washback or backwash a term now commonly used in applied linguistics, also known as measurement, is a common term referring to the influence of testing on teaching and learning, which is a prevailing phenomenon in education.

It is a cliché that "*what is assessed becomes what is valued, which becomes what is taught*" (McEwen, 1995). In the beginning of the XXI century, washback is being considered as part of the impact of tests, as a broader concept that holds its effect on parents and community. Language test achievements can't be interpreted basically as an indicator of the particular language ability we want to measure. This paper is a modest contribution to the study of the complex trend of washback at Lower Secondary Schools "28 Nëntori", "Dardania" and "Lidhja e Prizrenit", on teaching and learning of English in Peja's Municipality. The washback phenomenon is quite complex and dynamic. It depends on different aspects, procedures, and actors like: test degree, its content and design, subject, teachers, students, parents and school principals. They are also affected by the characteristics and content of the test tasks, the characteristics of the students, and the strategies of the students that utilize in attempting to complete the test task. Taking into consideration its complexity and the fact that the study of such an issue in our country is almost an empty field; this paper is an attempt to come up with some recommendations and conclusions regarding the influence of tests in our schools.

In the beginning, when different authors started to do researches regarding this phenomenon, the term "backwash" was used, but while time passed and linguistic researchers digged deeper and deeper in this field, a lot of authors started to use the term "washback". Therefore, the term

"backwash" is used in the literature that is related to the education in general, whereas the term "washback" - after the years of 90-s in the last century - is being used in the literature that is related to the teaching and learning of foreign languages. Dealing with this tendency, two researchers of washback phenomenon state as follow: *"there has developed within British applied linguistics a tendency to use the term "washback" to label the phenomenon of the influence of testing on teaching, although the older term "backwash" is still prevalent in the educational literature."* (Alderson, J. Charles & Wall, Dianne, 1992). According to Bachmann in 1990 the single most important consideration in both the development of language tests and the interpretation of their results is the purpose or purposes the particular tests are intended to serve.

The two major uses of language tests are: (1) as sources of information for making decisions within the context of educational programs; and (2) as indicators of abilities or attributes that are of interest in research on language, language acquisition, and language teaching. (Bachman, 1990). Different aspects of washback were part of research papers, in theoretical and empirical level. Therefore, definitions regarding this phenomenon are quite huge in number. I can say that they vary from simple to complex ones.

Hughes in 1989 "The effect of testing on teaching and learning is known as backwash, and can be harmful or beneficial" (Hughes, Testing for Language Teachers, 1989).

Alderson & Wall in 1993 "Washback compels teachers and learners to do things they would not necessarily otherwise do because of the test" (Alderson, J. Charles & Wall, Dianne, 1993)

This study aims to share discussions regarding this phenomenon from different perspectives in the area of language education. This research is going to prioritize the opinion of school teachers on testing their students. Students are going to be part of it as well. The findings may light up the practice of the teachers who may make a possible modification in their examination for the future. However, the modifications should be supported by teachers who will concentrate on possible positive and negative washback effects of these tests that are offered to students in the schools where I aspire to conduct this research.

Research Design and Methodology

The study of this research was done through a questionnaire and interviews. I used teachers' interviews in order to find out more information related to student's attitudes, and feelings of being evaluated through tests. I tried to give explanation about the topic and afterwards I used comparative methods to draw a comparison between testing and oral examination. Research methods have had a great impact on this paper, so I applied both quantitative (a questionnaire) and qualitative (vocabulary performance task and additional interview) methods. My intention was to use quantitative methods with students and qualitative methods with teachers. The elaboration of the materials in this study is structured in the way that will make it easy for the reader to understand the theoretical part and through it find out about the influence of washback in our low secondary schools. In order to illustrate ideas and analyze problems I used different charts to show my results from the research.

This study was conducted to display in some detail the students' awareness and approach towards teaching and learning English in Low secondary schools "Lidhja e Prizrenit", "Dardania" and "28 Nëntori" adopted by English teachers in this context in order to evaluate and assess students. Students are the main actors in this research and their lives are directly affected by the foreign language testing. The teachers' interview consists of 20 questions in English language. All questions are open and all the teachers were interviewed individually. They were able to express their opinions and ideas about washback influence freely. The final outcome of these interviews helped the researcher come up with some conclusions. Furthermore, all of the teachers interviewed in each school will be presented in the chart.

In order to collect empirical data about teachers' perception on learning and teaching methodology, evaluation and assessment of students 12 teachers were interviewed in three lower secondary schools.

In "Dardania" school were interviewed 5 English teachers; 3 females and 2 males.

In "Lidhja e Prizrenit" school were interviewed 4 English teachers; 3 females and 1 male.

In "28 Nëntori" school were interviewed 3 English teachers; 2 females and 1 male.

The students' questionnaires consist of 10 questions in English and Albanian language. Questions were closed and students had the opportunity to answer by ticking: ☐Strongly agree, ☐Agree, ☐Neutral, ☐Disagree and ☐Strongly disagree. I should mention that all of the students who took part in this study didn't have any pressure, but they responded willingly and they were happy to give me their help for this research. Furthermore, all of the data collected by students in each school will be presented in the chart.

In order to collect empirical data about students' awareness on evaluation and assessment done by testing and its impact on overall assessment, 80 students took part in this survey in three low secondary schools.

In "Dardania" school 30 students took part in the survey; 12 boys and 18 girls.

In "Lidhja e Prizrenit" school 30 students took part in the survey; 15 boys and 15 girls.

In "28 Nëntori" school 20 students took part in the survey; 11 boys and 9 girls.

Findings and results

In order to have an idea regarding the perception on washback from the schools where I conducted this research an interview was held with all English teachers and the questionnaire was distributed to students. The followings are some of the most interesting answers to each question.

Teachers' interviews

1. How much time do you dedicate to the preparation of students for the English tests?

"We usually summarize English grammar during teaching classes, but for English test we do revision of the entire lessons of the previous units, in order to be prepared for the test."

2. Do you teach your students the skills and contents that are included in the English tests during the academic year?

"Yes, the curriculum is included in the academic year. The test is mainly based on the content."

3. How much time do you dedicate to the teaching of the skills and contents not included in the English tests during the academic year?

"Sometimes I feel impelled to include something new in the teaching and I can't determine the amount of time."

4. Do you follow some specific steps on emotional factors of your students when preparing your tests?

"Students have different sensitivity levels and they express themselves in different ways. I open up a dialogue with them, encourage them to speak up about something that they find difficult, offer practical support and don't put too much pressure on them."

5. Can you mention the most important aspects or questions in the English test to which you think you will dedicate more time in your lesson?

"Aspects related to the way of compiling questions, time to answer questions, emotional aspects etc."

6. Do you make use of exam-related materials to prepare students well for the English test?

"Usually, questions that are used on tests we keep practicing together."

7. Are exam-related materials available in your school or you have to prepare yourself?

"I always prepare them by myself based on the lessons learned."

8. Does the absence of materials for the preparation of students for the English tests worry you?

"No, it doesn't. I can find materials on the internet and align it with the teaching units."

9. Do you think the preparation of students for the English test affects the way you teach your students in class and what are the aspects affected by it?

"I think that the preparation of the students for English test affects the way I teach them in class. Good results are affected aspects."

10. Do you think students' interaction and oral production in class is affected by the fact of having to prepare students for English test?

"I think that interaction and oral production are two main aspects and have a lot of impact on the preparation of the English language tests."

11. Do you consider the practice of oral communication (i.e. speaking) will increase in class due to the English testing?

"Yes, these are mostly questions which require answers and usually are related to test anxiety and fear of negative evaluation."

12. Do you think the practice of listening is affected by the fact of having to prepare students for the English testing?

"The desire of each student is to achieve good results on the test and for this reason they pay full attention, hear instructions about tests and knowing what is exposed and expected from them is the first rule of successful test taking."

13. Do you consider that the practice of listening will increase in class due to the English testing?

"Yes, I consider that the practice of listening will increase in class due to the English testing, especially for those students who have difficulties in language acquisition."

14. Do you think the English testing will influence your current teaching methods?

"Testing is always good information for teachers because it gives us more information in which things do we have to focus more."

15. Do you think the English testing is more suitable on evaluation than oral examination?

"Tests shouldn't be the only criteria for assessment but they are one of many tools that we can use for evaluation. For me oral examination is equally suitable."

16. Do you think the English testing is more reliable on evaluation than oral examination?

"A combination of assessment is the fairest and the most logical approach for evaluation."

17. Do you think students will achieve an overall better language competence in English as a result of including a listening and a speaking component in the English testing?

"I think the inclusion of various components such as listening and speaking during the test would be a benefit."

18. Do you feel prepared to meet the future demands posed by students on English testing formats?

"I feel prepared and the failure to complete the expected results will be my reason to improve the evaluative process for the next time."

19. Do you think specific courses for teachers will be needed to help teachers prepare students for the English testing evaluation process?

"Evaluation is an important instrument for students' evaluation so courses will help teachers on better and reliable evaluation."

20. Are your students treated equally on English testing for their evaluation or would you rather evaluate your students differently?
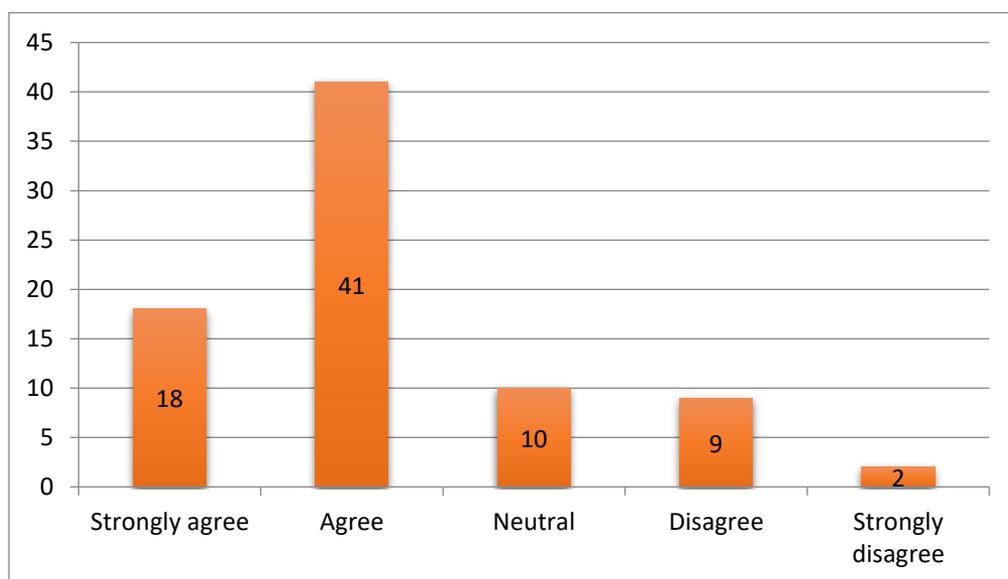
"I always try to treat my students equally and I would never make a difference on evaluation.
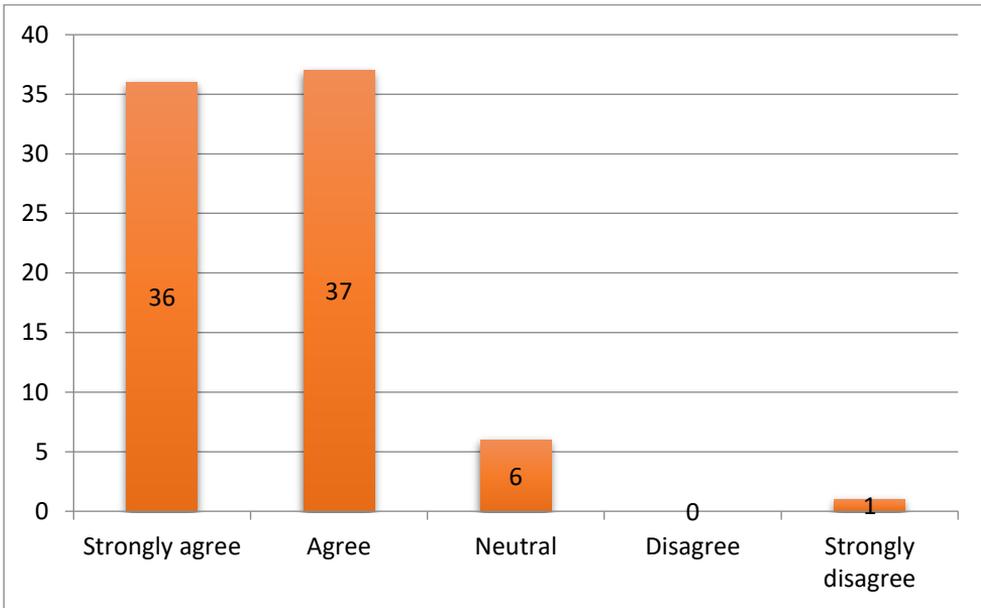
Students' questionnaire

1. Do you think that learning English Language at school is enough for your future?
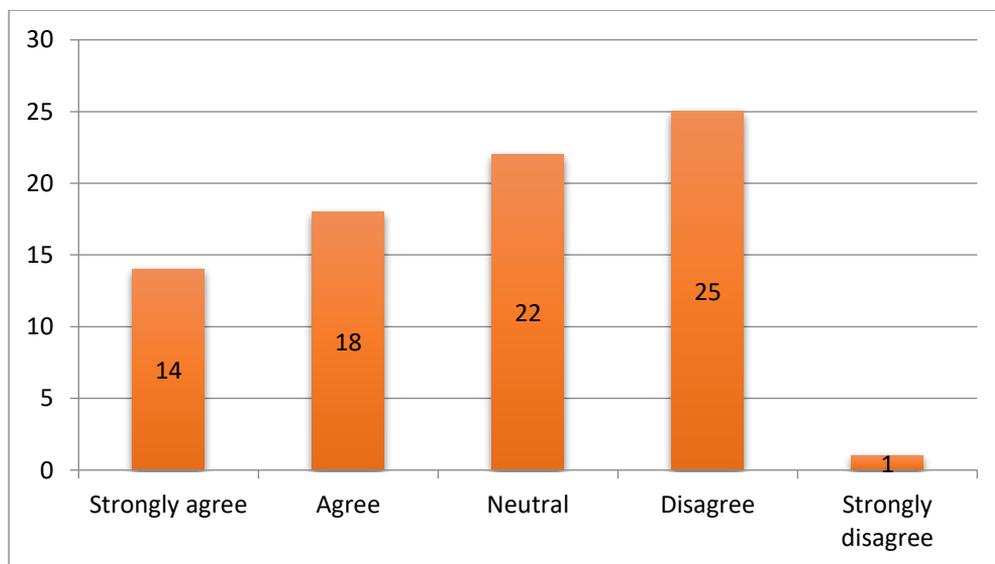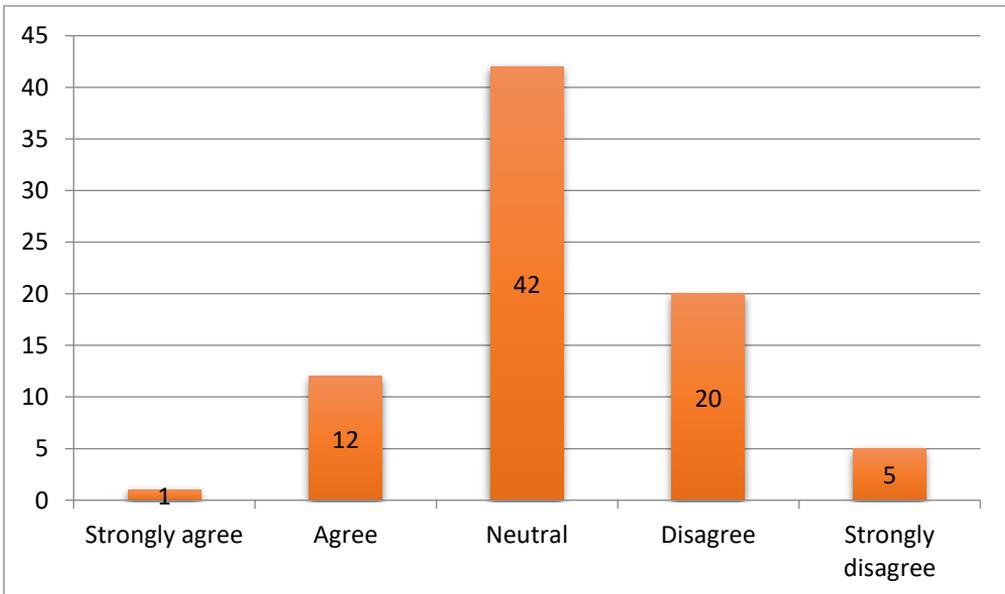

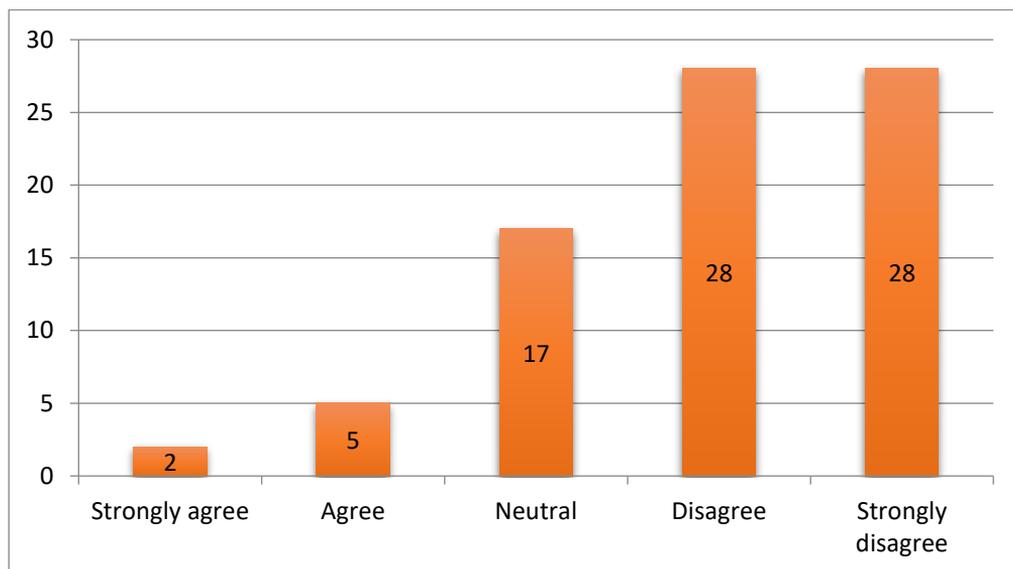**2.** Do English tests cover the content of what you have learnt?

3. Are these tests based on the contents of the units you have studied in school?
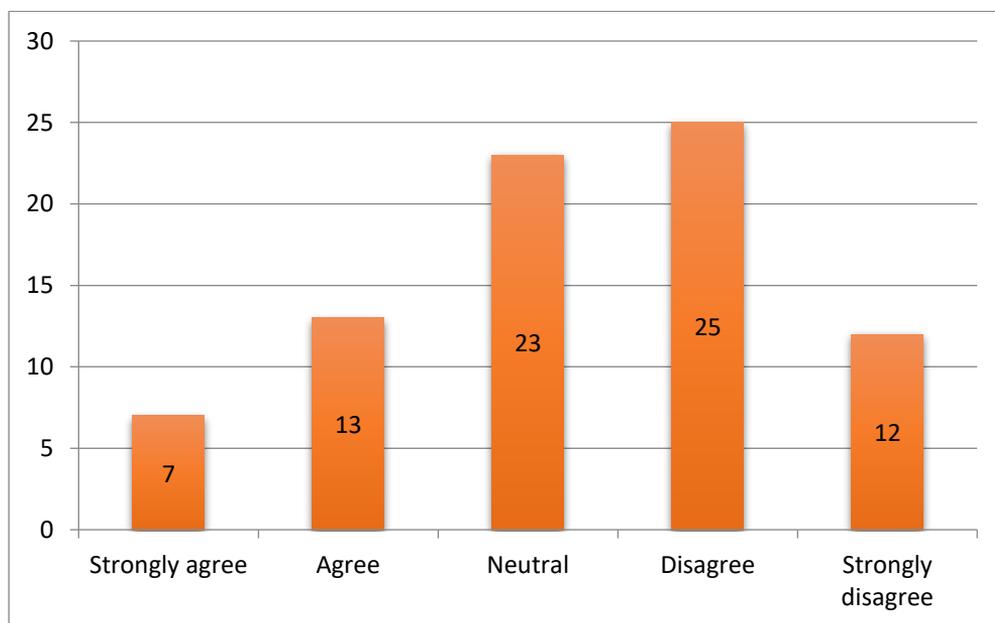

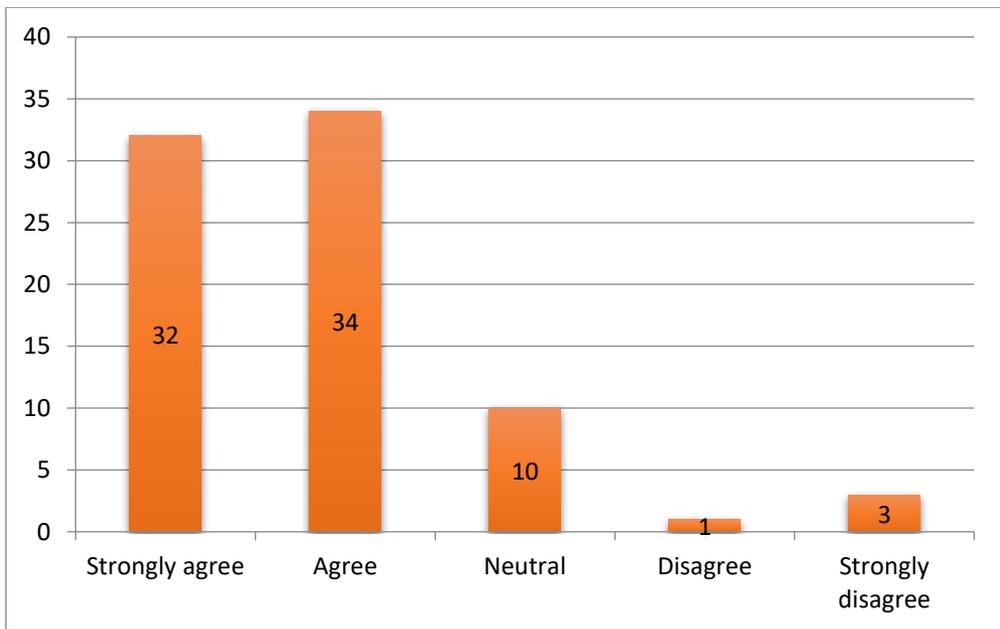**4.** Are these tests hard for you and your classmates?

5. When taking a test in English Language do you have any kind of pressure from your English teacher for getting good results?
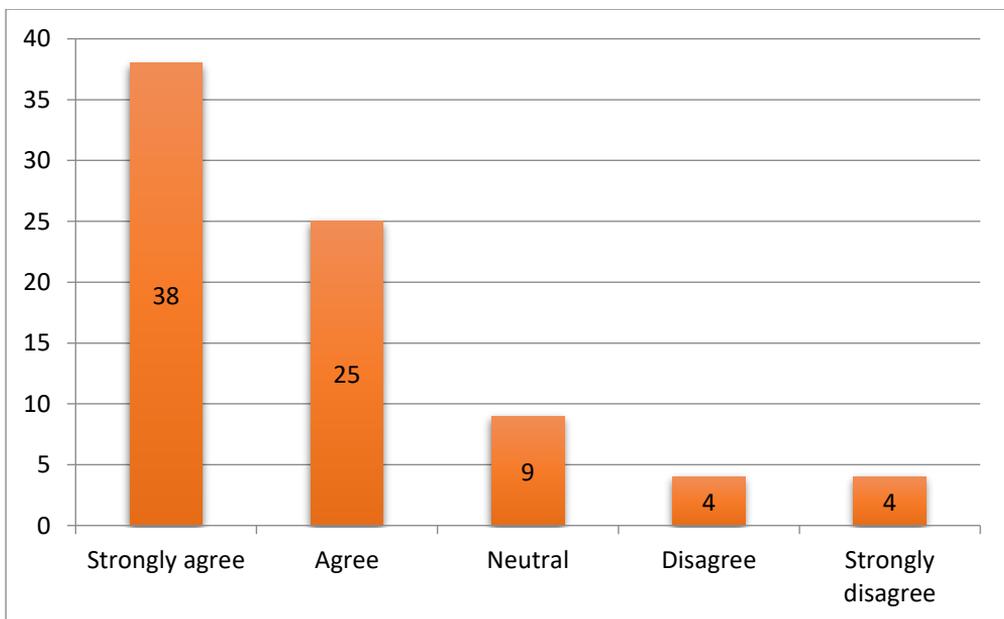

6. Is there a pressure from your parents for scoring high points – marks in English test?
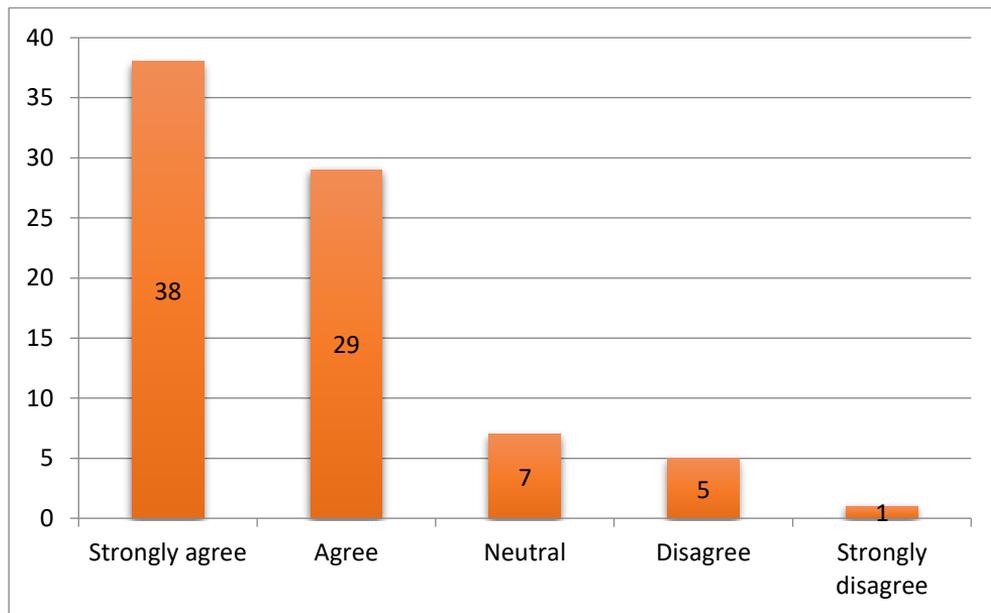
7. Are you satisfied with the way evaluation is performed on English tests?
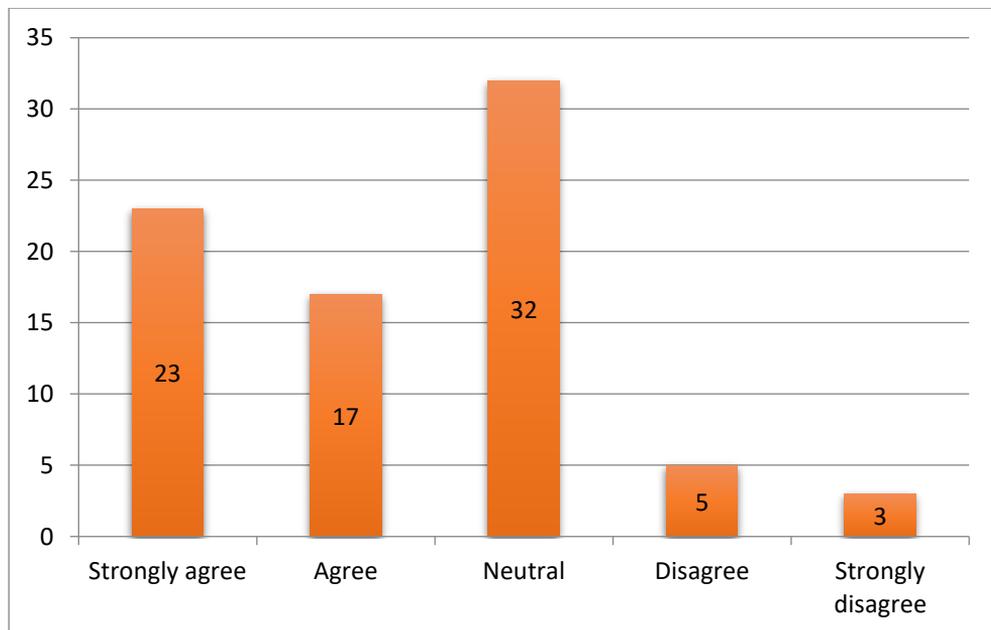

8. Do you think that English teacher gives you adequate explanation about tests?

9. If you can't understand a question do you get help from your English teacher?

10. Would you rather take a written test than answer questions verbally?

Discussion of the findings

In order to accomplish our goal, we have chosen to analyse every answer given by teachers and students. As mentioned above teachers' interview consisted of 20 questions and in each question, they had to answer and express their opinions. Students' questionnaire consisted of 10 questions and they were asked to choose the answer that they thought represented their opinion in the best possible way.

Discussion of teachers' interviews

While conducting this study, teachers gave different opinions regarding the issue of test-taking preparation. The dedication regarding the preparation of students for taking tests in English language varies from school to school, teacher to teacher and most importantly from students and their knowledge. In recent days, skills and content instruction have become increasingly popular as a way of developing linguistic ability. The key to making a good test has to do with the inclusion of skills and contents that have been taught, otherwise failure is guaranteed. Therefore, skills and contents are the foundation of a test. Teaching of the skills and contents not included in the English tests during the academic year for students is very important because they may be focused on learning about something that interests them. As teachers, we know that our students express themselves in different ways. Talking about their emotional factors is no different, so we shouldn't ignore any comments a young person makes. Everyone has different sensitivity levels and it is good to open up a dialogue with students about their emotions when preparing for English tests.

A notable concern of many teachers is that they frequently have the task of formulating tests but have difficulties with writing effective test questions. Good teachers will know and follow appropriate principles for developing and using the most important questions bearing in mind the level of students' knowledge. We have a variety of materials that we can use in the classroom to support our students, including paper materials that we can print off and use, digital materials that we can share with our students, so that they can continue learning on their own when they're at home or elsewhere. We all are aware that when preparing a test we need relevant materials in order to achieve great results. In absence of these materials preparing a test can be stressful and time-consuming, but it doesn't have to

be. There's no need to stress out or panic. By doing a couple of simple things ahead of time, you can ensure that you are confident and ready for anything that comes up. In order to perform well in a challenging situation, you must be psychologically and physically prepared. As mentioned above the absence of materials is a big problem but there is no hesitation from teachers to search other sources to find materials for the preparation of students for the English tests. Students' success is expected to be achieved by using different teaching methods and this increases the need to identify more strategies that aid in improvement. It is impossible not to have difficulties when preparing students for English tests, because in one way or another it will affect the way of teaching in class.

Making students speak more English in the classroom is not only a matter of forcing them to speak. There is this opinion that interaction and oral production are two of the main aspects and they both have a lot of impact in the preparation of students for English language tests. The next issue to be discussed at this point is if teachers think the practice of oral communication (i.e. speaking) will increase in class due to the English testing. We all know that not enough time is given to various exercises and opportunities for the improvement of speaking abilities. Practicing oral communication is important because through this, students get to use the target language a lot themselves.

In a conversation, **English listening skills** are just as important as speaking. The fact is that you cannot respond to someone or write an answer correctly if you do not hear well the instructions given by teachers. What's worse, you could give an incorrect response because you had to guess what was said to you. Have you ever been speaking to your students, while giving explanation about testing, and found that they are distracted by something and not really listening to you? You probably thought this was annoying, frustrating, and disrespectful, but as a teacher you should be able to convince your students to listen to you. When giving advices about testing, students pay attention to you, so wanted or not the practice of listening will increase in class. A test can give the teacher valuable information about where the students are in their learning and can affect what the teacher will do next. It will help a teacher to decide if their teaching methods have been effective and help to highlight what needs to be reviewed. Tests can give students a sense of achievement as well as information about what they know and what they need to review. Whether we like them or not, tests are a way of checking the knowledge or

comprehension of students. They are the main instrument used to evaluate students' knowledge by most teachers. Although it may seem that all tests are the same, many different types of tests exist and each has a different purpose and style because for some students testing is more suitable than oral examination. Oral examinations have been used as a form of evaluation for many years. Their strength rests on the examiners involved and the flexibility of the assessment. Students' performance and attitudes towards oral and written assessments were compared by teachers using different methods. Therefore, there is no difference between testing and oral examination, both are reliable for students' assessment. Most of the world's English language teachers speak English as a second language rather than as their first language. Teachers may push students to achieve better language competence in English as a result of including a listening and a speaking component in the English testing. Communicative teaching approach refers to the teaching styles that teacher needs to teach students on how to communicate both in and outside the classroom.

Being aware of why we are testing students and what exactly we want to test can help make students' and teachers' experience of exams more useful. Teachers feel prepared to meet the future demands posed by students on English testing formats, schools should consider maintaining professional workshops or courses for them to expand their knowledge on formulating modern and advanced tests for English language evaluation. Formulating tests is an important part of assessing students' knowledge of their level of competency in applying what they are learning. We can say that one of the easiest ways to prepare students for testing evaluation process is to make sure that the instructions are aligned with the skills that students will be tested on, and for sure the success will be obvious. Students expect from their teachers to treat everyone in the class equally. Very few teachers *on purpose* favor certain students over others, but it's probably impossible not to like some students more than others. Differences in liking may encourage differences in interactions, such as allowing certain students to dominate in testing.

Discussion of students' questionnaires

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Do you think that learning English Language at school is enough for your future?	17.5%,	22.5%	27.5%,	31.25%,	1.25%
Do English tests cover the content of what you have learnt?	22.5%	51.25%	12.5%	11.25%	2.5%
Are these tests based on the contents of the units you have studied in school?	45%	46.25%	7.5%	0%	1.25%
Are these tests hard for you and your classmates?	1.25%	15%	52.5%	25%	6.25%
When taking a test in English Language do you have any kind of pressure from your English teacher for getting good results?	2.5%	6.25%	21.25%	35%	35%
Is there a pressure from your parents for scoring high points – marks in English test?	8.75%	16.25%	28.75%	31.25%	15%
Are you satisfied with the way evaluation is performed on English tests?	40%	42.5%	12.5%	1.25%	3.75%

Do you think that English teacher gives you adequate explanation about tests?	47.5%	31.25%	11.25%	5%	5%
If you can't understand a question do you get help from your English teacher?	47.5%	36.25%	8.75%	6.25%	1.25%
Would you rather take a written test or answer questions verbally?	28.75%	21.25%	40%	6.25%	3.75%

Conclusion

While trying to find out the impact of evaluation, a review of the washback models was displayed in this study. These issues confirmed the concept that the washback is a complex phenomenon and tests have the influence to show the way for a change and to take part in the teaching and learning but in the meantime, they also have some limits. Above all, it is expected that the ideas discussed in this paper will provide wide-ranging assistance for teachers who wish to introduce a change through testing and the implications for test evolution will prove particularly useful. Tests being used currently provide reliability to some level since they cover contents and skills taught during an academic year. We all know that washback was a companion of testing since the beginning of its usage but not many research studies were made observations on this issue started fairly late. Based on the findings on this topic, researchers started to elaborate this important aspect of applied linguistics in the late years of 20th century. The issue that was treated in this study was the influence of testing in teaching and learning of English language. The exploration was more about the nature of washback from teachers' and students' perspective, its impact on evaluation and believing that it is the most appropriate method of evaluation in the case of this study. Theoretical and practical issues were elaborated in this paper, like the impact of testing in evaluation process, the

content of tests, if the level of a test is hard, are students evaluated equally, the skills of students, emotional factors etc. Teachers stated that testing has an influence on their teaching methods in terms of time management, content coverage, selection of teaching methods and materials. The issue of testing in the evaluation process is a good opportunity for teachers to make clear the role of testing in teaching and learning and to clarify the tools that are used for testing. According to the findings, teachers help their students by giving them an insight regarding the potential questions they might encounter during the test. Most teachers emphasized the grammatical competence because most of the question items in testing have been based on grammar competence. In this way, following the objectives of the exam teachers have ignored other English language skills which have an overall impact in the students' abilities in English language. As mentioned above, the aim of this study is to answer research questions and the first question to answer is: Are there any advantages and disadvantages of testing?

Advantages of the testing on the evaluation process are visible. Almost 50% of the students answered that they would rather take a test before oral examination whilst only 10% of them would answer orally before taking a test. Also, more than 80% of the students are satisfied with the evaluation that is performed on English tests. When taking a test there is no pressure on students from teachers neither from their parents. Most importantly, tests are based on the contents that students learn at school. Teachers also confirm that skills and contents are included in the English tests and students feel free to answer the questions and they have no pressure. Teachers also mentioned that they hold extra classes for test-taking preparations. On the other hand, some other teachers strongly believe that it is possible and advantageous for students to bring on beneficial changes in language teaching by mixing testing and oral examination on the evaluation process.

Disadvantages of testing on the evaluation process are fewer than advantages. Some students think that the test grade is enough and there is no need for other tools of examination. Teachers mentioned that when preparing a test, the most important aspects they pay attention is grammar and this might be an advantage of a test because teachers focus more on one aspect instead of including other aspects like communication, comprehension etc. Therefore, students may focus on learning grammar in order to answer the test questions correctly and not care about the rest of issues taught at school because they know exactly what the test will look

like. However, there are rather conflicting reactions toward the issue of washback in teaching and learning. So, if a test will fail to reflect the learning ideology to which students apparently speak about, it will be a big disadvantage for the evaluation process, and if the test effects are useful and give confidence to the students then the whole collection of desired changes may be a big advantage for the evaluation process.

Testing in English language plays an important role in the teaching and learning process. It helps teachers to put students at their appropriate levels, to identify the students' strengths and weaknesses, and to evaluate their performance. More importantly, English language testing can help in the planning and managing of thesyllabus. Based on what was mentioned above we can say that the role of testing is quite big and very important for English teachers on the evaluation process. English language teachers should play an active role in disseminating the knowledge, skills, and principles of language testing and its assessment in order to make sure that language tests are planned and conducted following the principles of the best practices in language assessment. Principles of tests can be found in the role that language tests take part in the assessment of students' abilities where the scores gained are used for the dual purposes of demonstrating achievement at language level and students' evaluation. It is the duty and responsibility of teachers to focus the role of English language tests on communicative tasks in speaking, reading, listening and writing.

Long before the first day of class or before the school starts, we must decide how we plan to evaluate students and consider what role assessment will play in teaching. Testing must play an important part on the evaluation process. Testing is one of the most important tools - the way we identify our students' needs, organize their progress, and determine how we are doing as teachers on assessing students' skills and knowledge. In order to achieve a high level of what was mentioned above, we must find out the importance of testing in English language. Traditionally, the most common way to measure achievement and proficiency in language learning has been oral examination. Even though alternative forms of assessment are growing in popularity, most teachers still use this tool. But where does testing fits in student assessment and how it is accepted from teachers? With the new curriculum being applied in our teaching system testing is an inevitable part of evaluation. While teachers may choose different tools for assessing students on the first part of students' evaluation or 60% of the final mark, testing is the only tool to be used for assessing the second part of the

students' evaluation or 40% of the final mark. Therefore, we can conclude that the importance of testing is very big and it is used in a wide range from teachers for students' evaluation.

As the advantages and disadvantages, the role and the importance of testing were illustrated above we assume that testing has a great influence in the evaluation of English language.

Recommendations

- Evaluation on English testing should include all language skills. While many teachers may be gifted in the classroom, even the best may need some help in constructing reliable test items.
- While compiling the test teachers should be careful not to make errors in test construction and try to construct fair and reliable language tests.
- Teachers should play an important role with progress testing in the classroom and the importance of matching the test with instructions. Testing can be a helpful tool for teachers to identify student strengths and weaknesses and evaluate the effectiveness of their syllabus.
- Students' evaluation perhaps is one of the most difficult and important parts of our job as teachers. Ideally, it should be seen as a way to help us guide students on their path to learning.
- No single procedure can meet the needs of all students, so we need to remember to incorporate a variety of tools, including testing in order to help our students identify how they are progressing and to determine the effectiveness of our evaluation process.
- Evaluation by testing is better because students are not afraid and are better at expressing themselves through writing. Also, students feel free to make questions if they don't understand a question. Therefore, I believe that testing is better for evaluation than oral examination.
- We need better teaching strategies in order to have greater results.
- English testing for students' evaluation help teachers to become better teachers and the evaluation process must be fair, ongoing and meaningful.
- Students should be familiar with tests and these tests should not be beyond the language abilities of the students.

As a result, this small contribution can urge teachers to come within the reach of testing without prejudice and put it in the positive use. The challenge to those involved in this issue will be to make certain the situation can be improved with more research findings. Hopefully, this research paper can serve as a guide for the future washback studies particularly in the local region where it has been observed that researches of this type are very rare or do not exist at all.

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"Error Analysis of EFL Students in Constructing Conditional Sentences"
Case Study: "The British School of Kosova"

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Abstract

The objective of this research was to find out the errors of "The British School of Kosova" students while constructing conditional sentences. Furthermore, the research analyzed the reasons behind these errors. This study used descriptive mixed research, in order to get enough information from the students through observation and survey tools which helped discover what errors are most common while constructing conditional sentences and why. This research was conducted using four different instruments. The outcome of this research was as expected, based on the results of the instruments, which helped to come to a conclusion. BSK students' do make errors while constructing conditional sentences and these errors were classified into four types according to Dulay's Surface Strategy Taxonomy (1982): omission, addition, misformation, and misordering. The most errors done were misformation with a total of 233 errors. The second major error was omission with 123 errors, and then addition with 41 errors. The students made the most errors while constructing the third conditional. Furthermore, with the help of the instruments this research was able to come to a conclusion that the reason that these errors were made by students was because of the lack of appropriate materials used while teaching conditionals and also because the students use their students' books as the first resource, but in which they cannot find enough explanation for conditionals.

Introduction

English as an international language it's used all over the world and that is one of the main reasons why people learn it. Like every other language, English too consists of several elements that cannot be separated from one another, such as grammar, vocabulary, and pronunciation. An important part of the English language are also conditional sentences. They are statements discussing known factors or hypothetical situations and their consequences. Conditional sentences are also known as "conditional clauses" or "if clauses".

Conditional sentences are considered as a difficult area of the English language. In addition, non-native speakers sometimes do not have adequate knowledge of the differences between conditional sentences in two languages, in this case between Albanian and English, that's why they try to solve the problems in their second language by using their native one. In "The British School of Kosova" students from the 7th grade start learning what conditional sentences are and how can they use them in daily conversation and also in written text. Students tend to relate the grammar they learn in English with the one they learned earlier in Albanian. Often there are huge differences and students end up confusing different grammar parts with the ones in Albanian language. This research focused on errors that students of BSK make while constructing conditional sentences and what kind of errors they mostly make

Purpose and aims

Seeing that most of the students in the British School of Kosova make errors or have difficulties forming conditionals correctly, this research wanted to shed light on what kind of errors are made, and also classify them accordingly. The factors that lead a student to commit these errors are also important; hence, they require further investigation in order to identify the influencing factors in committing these errors by non-native speakers of English. When we are able to answer these two questions, then we can think of a solution to the problem, in order to help the students but also teachers while teaching or learning conditionals.

Research Objectives

The objectives for this paper are:

1. To identify and classify the types of errors encountered by the Albanian learners in using conditional sentences in English.
2. To describe and explain the occurrence frequency of each error type encountered by the Albanian learners in using conditional sentences in English.
3. To explore the causes of errors encountered by the Albanian learners in using conditional sentences in English.

LITERATU REREVIEW

Conditional sentences in English

Conditional sentences are used to indicate the cause and effect or the temporal sequence of two events. The main structure of conditionals contains "an antecedent clause" and "consequent clause" (Yule, 1998). The antecedent is defined as a subordinate clause referring to a supposition situation, while the consequent consists of a proposition situation that occurs if the antecedent is realized (W.Elliott, 2006). Conditionals predominantly convey the logical sense "if situation P, then situation Q" and carry out different functions, for instance, imaging, inference, habitual, factual, and reasoning (Zwicky & Geis, 1971). In English conditionals, the future is usually expressed by the present tense, the unreal present or future are expressed by the past tense, and impossible events which did not occur in the past are expressed by the past perfect (Comrie, 1986).

Types of conditionals

Conditional sentences have an important part in English language. They are statements discussing known factors or hypothetical situations and their consequences. Conditional sentences are also known as "conditional clauses" or "if clauses". A conditional sentence can be divided into two important parts, the conditional clause, and the consequence.

Example: If you get this task done, you will win a reward.

Conditional clause   *Consequence*
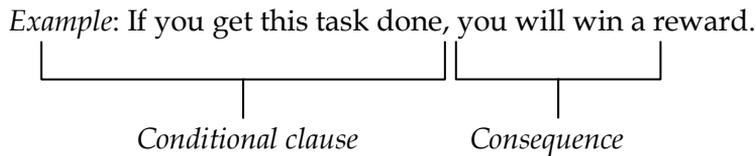
Type I

First Conditional sentences are used to talk about a likely or possible future situation and to describe its result. Example: If you study hard, you will pass the test. The possible future situation is expressed with *if*+ *verb in the present simple*, while the result with *will + infinitive without to*.

Type II

Second conditional: second conditional sentences are used to talk about an imaginary or unlikely situation and to describe its result. Example: If you bought him a ticket, he would come to the cinema. The unlikely or imaginary situation is expressed with if + *verb in past simple*, while the result with *would +infinitive without to*.

Type III

Third conditional: describes imaginary results of a past event that never happened. We form the third conditional with "If…+ past perfect…would + have + past participle". Example: If he had stayed in, he wouldn't have met the beggar.

Methodology

This study used mixed-method, quantitative and qualitative research. The quantitative research is applied to count the most frequent errors, while qualitative research is applied to interpret and explain the errors that students made while constructing conditional sentences. Mixed method is a research approach whereby researchers collect and analyze both

quantitative and qualitative data within the same study. (Creswell & Clark, 2019) This research purposely mixes the methods in data collection, data analysis, and interpretation of the evidence. Using mixed method research makes it possible for the research questions to be answered more deeply, and it enriches the evidence.

Instruments of the research

In order to answer these questions, the results from four different instruments were analysed. Two instruments were used to help answer the first question. The first instrument was a test which had four parts, fifteen sentences, five for each type of conditional. The second instrument as a supporting instrument to answer the first research question was a test in which students had to write three sentences using each of the conditionals.

We also used two other instruments which were: an interview with English teachers of BSK, and a translation test. The three teachers had to answer questions related to how they teach conditionals and what difficulties do their students mostly encounter while learning them. And as a supportive instrument to answer the second question, a test with translation was conducted, in which students had to translate from Albanian to English and vice versa.

The last method of research that was used concerns class observation, With the help of this instrument, we can see first-hand how conditionals are taught and how do students understand them. The last instrument was a class observation in which I could see first-hand how the students learn conditionals and what are the difficulties they face when they learn them. I observed two lessons in one of the classes from 8th grade, while the teacher was teaching them second conditional.

Participants

The participants in this research were 80 students from "The British School of Kosova". The students were from grades 8,9 and 10. All of 80 students participated in the instruments which were tests. While in the interview, 4 BSK English teachers participated, 2 teachers from middle school, and 2 teachers from high school. One of the teachers, was also part of the

observation, while the class I observed was one of the classes that took part in the tests.

The technique of data analysis

In this research, Dulay's Surface Strategy Taxonomy (1982) was used to analyze the errors that the students make while constructing conditional sentences. Surface strategy taxonomy emphasizes the way surface structures are changed. Students may *omit* necessary items or add unnecessary ones, they may *misform* items or *misorder* them. The errors are specified by assigning number codes for each kind of error. This strategy to classify errors was used for both the first and the second test. Part of instruments was also an interview, the answers of which were taken from the teachers, and then analyzed. The answers were compared to each other and if there was a point that the teacher agreed on, that was highlighted in the results part of this research. The fourth instrument was to help and find if the mother tongue affected the use of conditionals in English. After the answers were taken, they were compared to see how the students translated them, and after that, a conclusion was reached. The last instrument was a class observation. The teacher observed for two days, two lessons, and took key points out of it. After that, a conclusion was made, based on the notes and results of the observation.

Results of the first test

Having conducted the tests with the BSK students, the results are as they were expected. In other words, students made errors while constructing conditional sentences. The results of the first test, you can find in the charts below. These are the results of the first exercises in which students had to put the verbs in the correct form, according to the type of conditional they had to use.

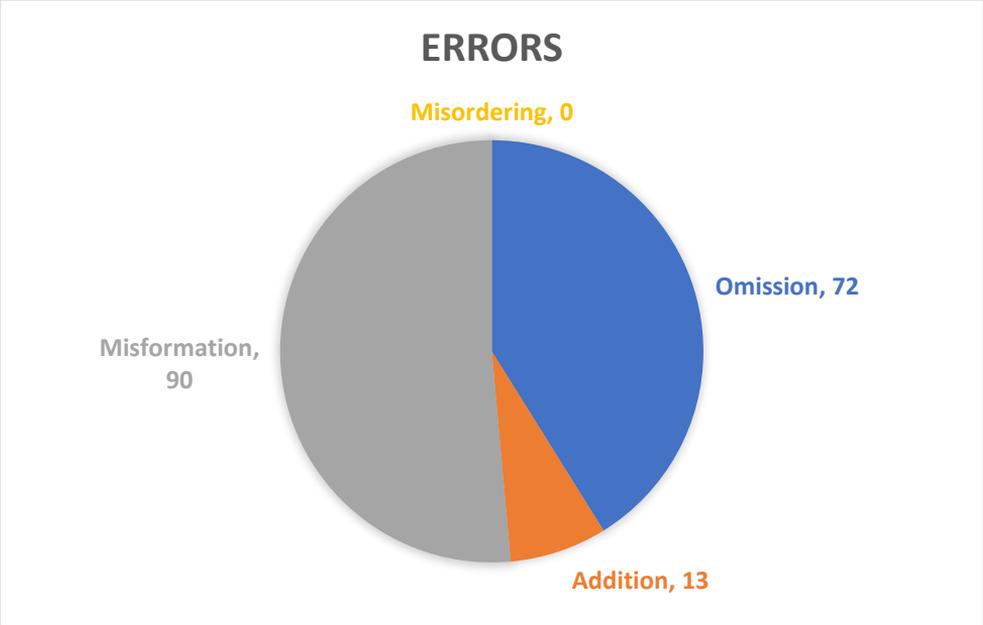**Figure 1: First Conditional errors in the first test**
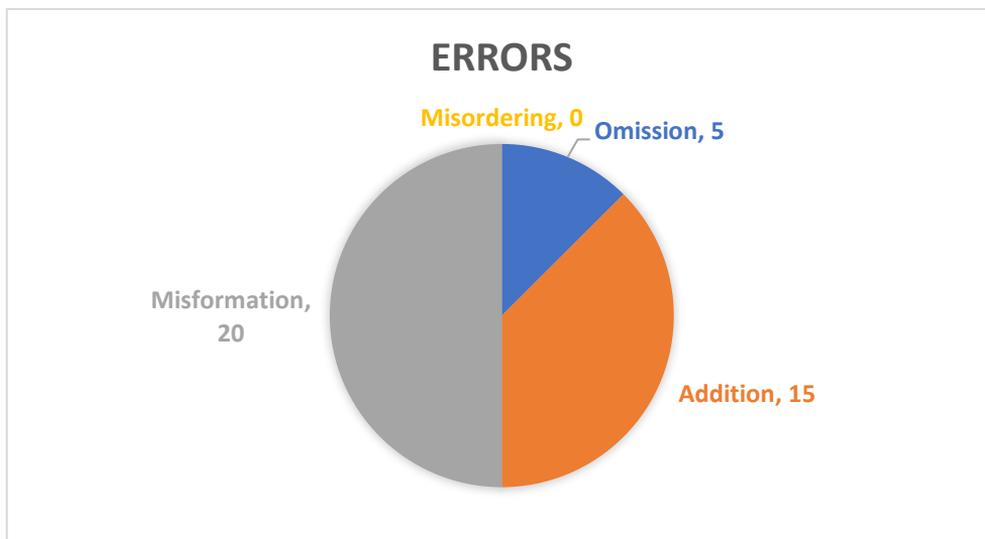
As this figure shows the students made in total 40 errors while constructing the first conditional. The most errors are misformation.

Figure 2: Second Conditional errors in the first test
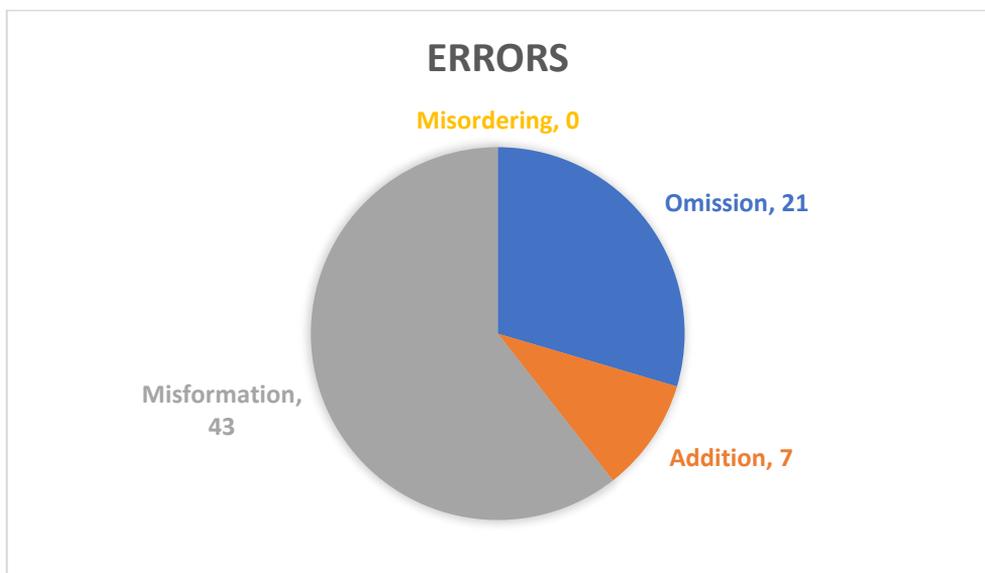
As figure 2 shows the students made in total 71 errors while constructing the second conditional.

Figure 3: Third Conditional errors in the first test
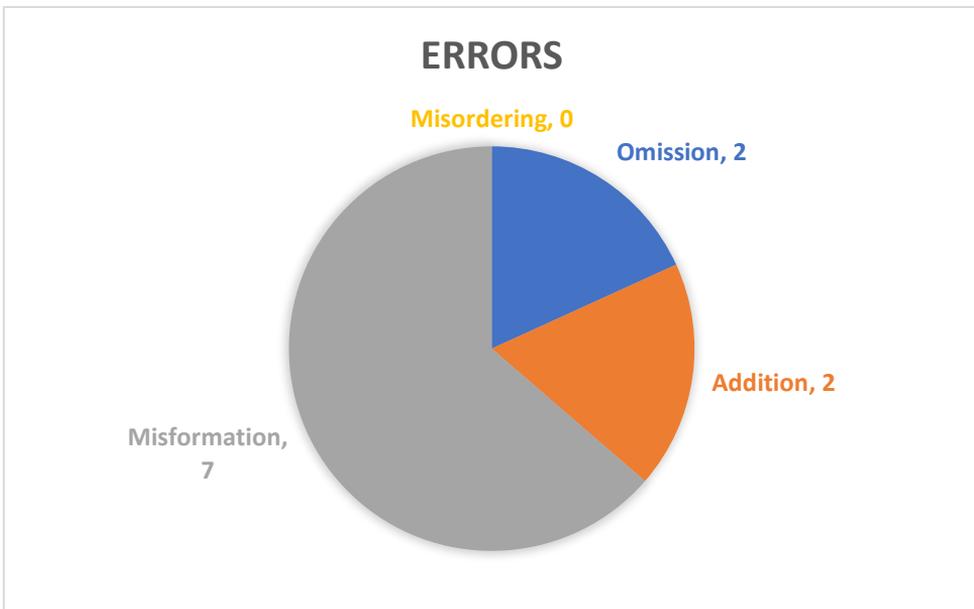

As figure 3 shows the students made in total 175 errors while constructing the third conditional.

Results of the second test

The second test had 9 exercises, in which students had to write 3 sentences for each type of conditional. The charts are divided according to the type of the conditional. The results are expressed in the number of each error type made by students.

Figure 4: First conditional errors in the second test

As this figure shows the students made in total 11 errors while constructing the first conditional. The most errors are misformation with 7 errors.

Figure 5: Second conditional errors in the second test

As this figure shows the students made in total 16 errors while constructing the second conditional. The most errors are misformation with 14 errors.

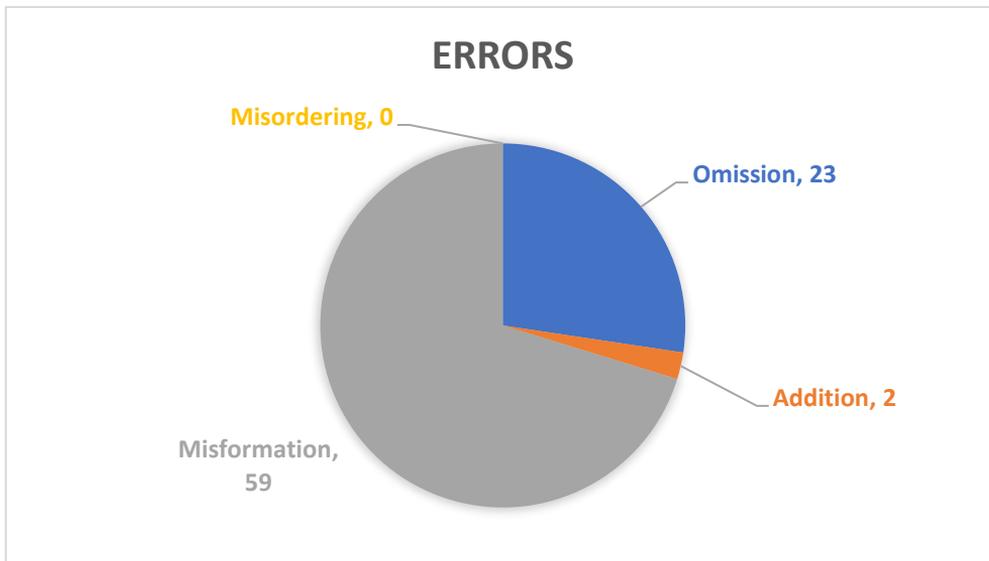**Figure 6: Third conditional errors in the second test**

As this figure shows the students made in total 84 errors while constructing the third conditional. The most errors are misformation with 59 errors.

Results of the interview

From the results of the interview, a few key points made by the teachers can be mentioned. All of the teachers that were interviewed agreed that there isn't enough information in the English textbooks about grammar and also about conditionals. Teachers say that when they teach conditional sentences, besides reading a text that uses conditionals (that is all you can find in the student's book), they also elaborate about them more, whether providing extra printed materials or showing them videos, which explain in detail how conditionals are formed and how to use them. The students tend to lose the materials given to them, because they aren't careful enough or they think that later they will be able to find the information in their books.

When asked the question "What are some of the difficulties the students encounter while learning conditionals sentences", the teachers all agree that the third conditional is the hardest for students to learn, because they do not use that part of the language in their daily conversation. But, when students use the third conditional to talk about their own life or regrets, they comprehend it faster. Also, one of the difficulties they encounter is that they mix tenses, for example, they use present simple and

would or past simple and will. They are sometimes also confused about how different types of conditionals are used. When they talk about real or unreal situations, often students mix them up.

Results of the third test

This test had ten sentences, five of them in English that needed to be translated in Albanian, and the other five sentences in Albanian that had to be translated in English. From the results of the translation, we can say that the students find it much more difficult to translate from English to Albanian rather than from Albanian to English. This can be seen in the errors that students made, which are more found in the translations to Albanian.

Figure 7: Translation from English to Albanian results
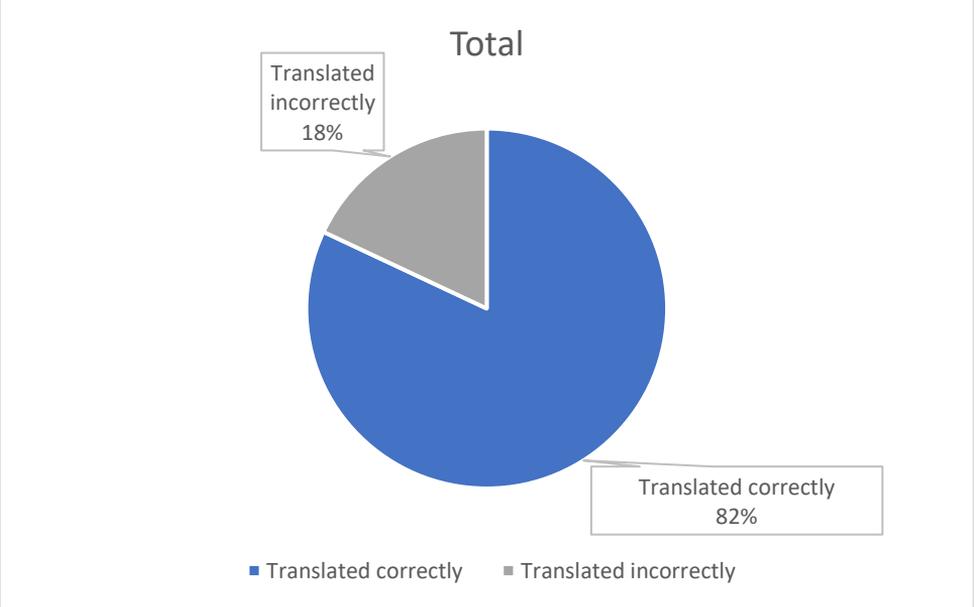

As you can see in the chart, only 31% of sentences in total, were translated correctly from the students.

Figure 8: Translation from Albanian to English results

In total there were 400 sentences that 80 students had to translate from English to Albanian, and 72 of these sentences were translated incorrectly.

Figure 9: Total errors in translation test

Results of the class observation

The observation was conducted on the 16th and 18th of December 2019. The class observed was one of the 8th classes in BSK, and there were in total 20 students in that class.

Two main aspects were observed in that class. First, the teacher's performance in delivering conditionals sentences, and second, the student's response concerning the teacher's performance. The teacher started the lesson by revising about the first conditional. She asked the students how the first conditional is formed and what we use it for. Three students raised the hand to answer the teachers' question, and after one of them got called by the teacher, they said "the first conditional is formed with "if + the verb in the present simple" and then in the other part of the sentence we use will." Other answers were similar to this one. After the teacher made sure that all of the students understood about conditional sentence type I, she continued explaining that there are three types of conditional sentences and that that day they were going to learn about the second type, or second conditional. The teacher continued explaining that we use past simple with the second conditional and instead of will we use would. She wrote this on the whiteboard "if + past simple…would + infinitive". The students were all keeping notes and the teacher continued saying that we use second conditional sentences to talk about an imaginary or unlikely situation and to describe its result. In the next 20 minutes, the teacher gave students sheets to work on using the second conditional. After the students were done, they took turns to read their answers. If there was any mistake made the teacher corrected them and explained why they were wrong.

In the second lesson observed, the students had to do some exercises with the second conditional. The teacher started by asking them if they remembered the rules on how to form it, and what we used it for. The teacher proceeded with the sheets she had printed beforehand. The exercises were composed of different sentences that needed to be completed with the second conditional. The students had to add the verb in the past form and also would + infinitive. The students used more than half of the lesson to complete them, and then the minutes left they read them. The teacher corrected them where necessary.

Discussion

The entire research focused on answering the research questions which were:

1. What errors do BSK students make while constructing conditional sentences?
2. What are the reasons behind these errors?
3. How can teachers help and avoid these errors?

In order to answer these questions, the results from four different instruments were analyzed. Two instruments were used to help answer the first question, and both of them were tests. To answer the second question, we used two other instruments which were an interview with English teachers of BSK and a class observation. And last, to answer the third research question the instrument used was a class observation.

Research question 1: What errors do BSK students make while constructing conditional sentences?

To answer the first research question, we used two instruments. The first instrument was a test in which students had to put the right form of the verb according to the conditional. The second instrument as a supporting instrument was a test in which students had to write three sentences using each of the conditionals. As was expected, BSK students made different errors while constructing conditionals sentences. We divided these errors into four types using Dulay' Surface Strategy Taxonomy (Dulay, Burt, & Krashen, 1982). These four types were: Addition, omission, misformation, and mirordering. In the following table, you can see the total of errors made by students in the first instrument.

Table 1: Total Error Occurrence in test 1

	First Conditional	Second Conditional	Third Conditional	Total
Addition	15	7	13	35
Omission	5	21	72	98
Misformation	20	43	90	153
Misordering	0	0	0	0

Below we can see some examples of errors in the test.
Example of *misformation* in the first test:

Figure 10: Examples of misformation in the first test
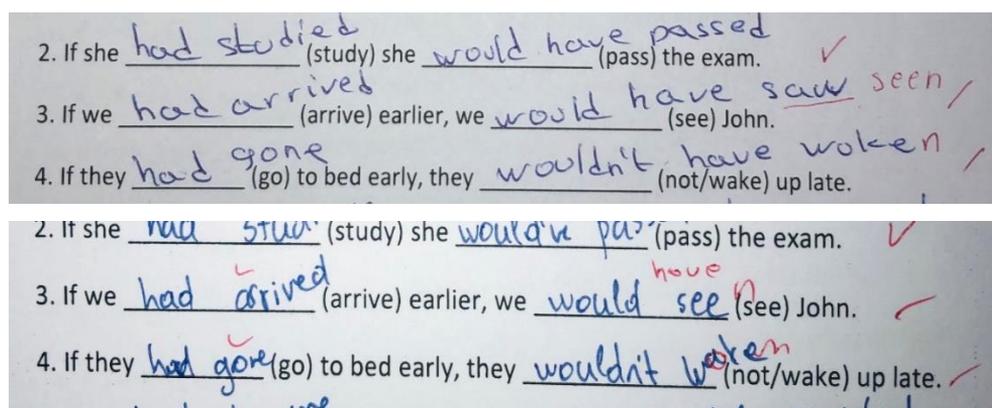
Example of *addition* in the first test:

Figure 11: Example of addition in the first test
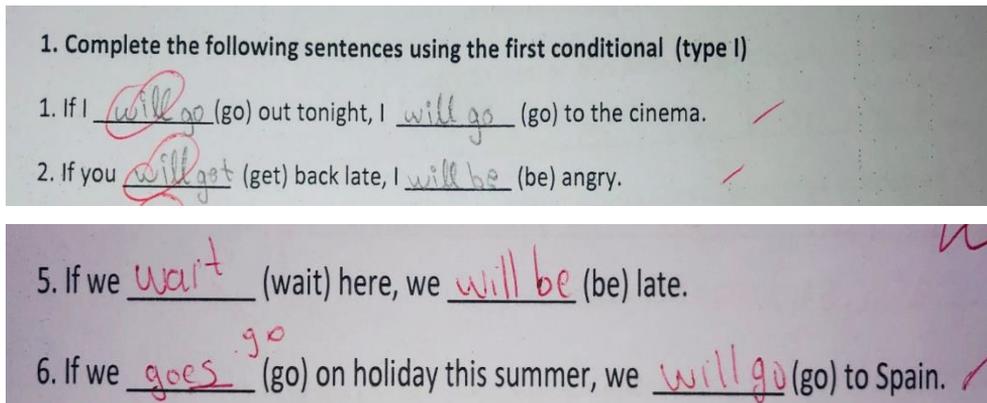
Example of *omission* in the first test:

Figure 12: Example of omission in the first test
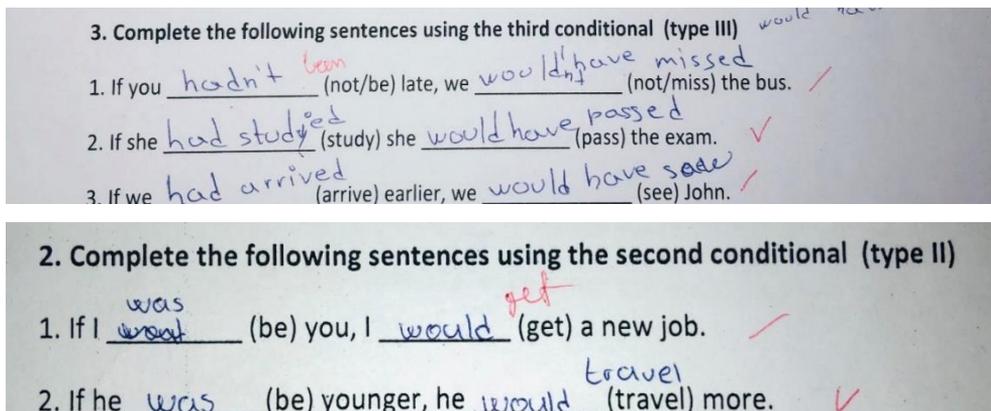
As it is seen in the results, the students made 40 errors while constructing the first conditional, 71 errors while constructing the second conditional and 176 errors while constructing the third conditional. It shows that students find the third conditional the most difficult to use and form, as it has most errors made.

Table 2: Total Error Occurrence in test 2

	First Conditional	Second Conditional	Third Conditional	Total
Addition	2	2	2	6
Omission	2	0	23	25
Misformation	7	14	59	80
Misordering	0	0	0	0

It is understood that students find third conditional most difficult to from because most errors made are forming it. In total there are 84 errors in the third conditional, 2 addition errors, 23 omission errors and most errors are misformation, having 59 errors.

Example of *misformation* in the second test:

Figure 13: Example of misformation in the second test
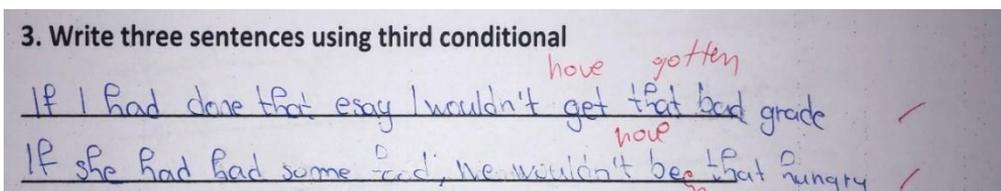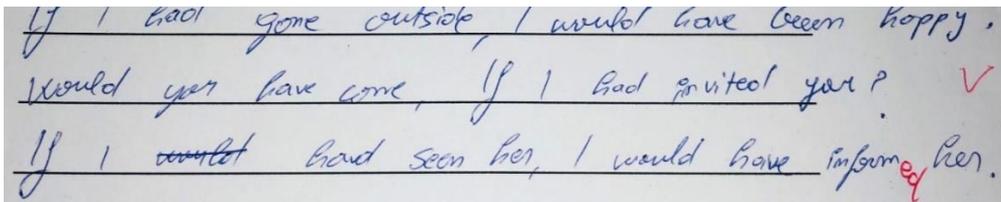
Example of *addition* in the second test:

Figure 14: Example of addition in the second test

Example of *omission* in the second test:

Figure 15:Example of omission in the second test

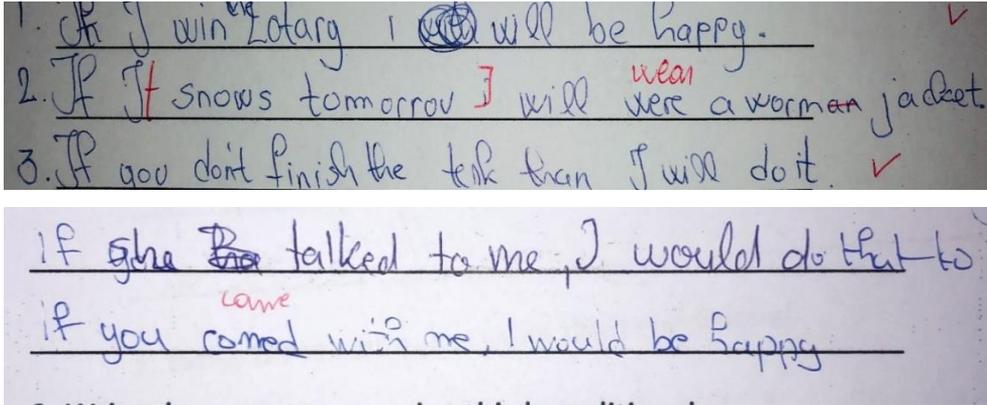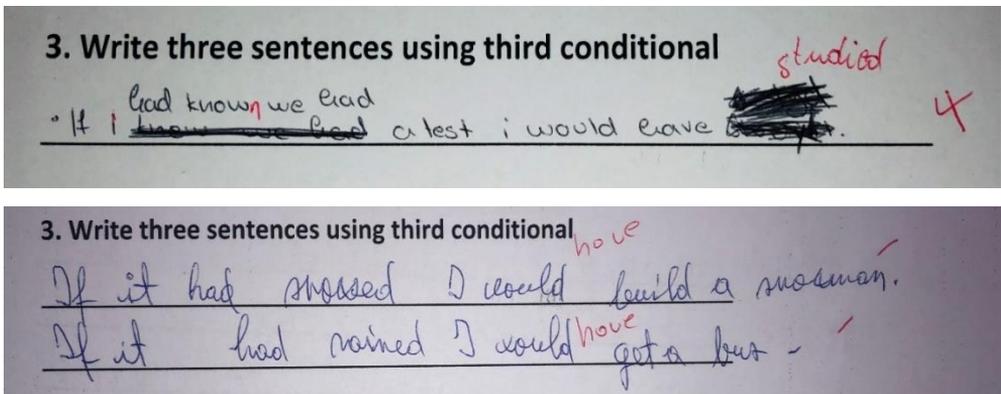**Table 3: Total Error Occurrence in two tests**

	First Conditional	Second Conditional	Third Conditional	Total
Addition	17	9	15	41
Omission	7	21	95	123
Misformation	27	57	149	233
Misordering	0	0	0	0
Total	51	87	259	**397**

As it is seen in the table below, from the results of both instruments, we can come up with these numbers in errors made by students, which are also classified according to Dulay' Surface Strategy Taxonomy (Dulay, Burt, & Krashen, 1982). In total students made, 41 addition errors, 123 omission errors, 233 misformation errors while the total of all errors altogether is 397.

Research question 2: What are the reasons behind these errors?

In order to answer the second research question, we used two instruments. The first one was an interview with BSK teachers, who teach from grades 6 to 12. From the interview, we can understand that there isn't enough information in the English textbooks about grammar in general and also about conditionals. Teachers say that when they teach conditional sentences, besides reading a text that uses conditionals (that is all you can find in the student's book) they also elaborate about them more, whether providing extra printed materials or showing them videos, which explain in detail how conditionals are formed and how to use them. The teachers also agree that the third conditional is the hardest for students to learn because they do not use that part of the language in their daily conversation. But, when students use the third conditional to talk about their own life or regrets, they comprehend it faster. Also, one of the difficulties they

encounter is that they mix tenses, for example, they use present simple and would or past simple and will.

As there isn't enough information about conditionals in the English book that students use, the teacher - based on the interview - said that they use extra materials to give students more detailed information, how to form conditionals and use them. In the following, photos we can see parts of grammar information that we find in the books that students in Kosova, including BSK students, are currently using. (Freebairn, Bygrave, Copage, & Kilbey, 2015)

Figure 16: Grammar-Live Beat - Third Conditional

Figure 17: Grammar-Live Beat - Second Conditional

Based on the new Kosovo curriculum, students begin to learn conditional sentences starting from the 7th grade with the first conditional. Later on, they revise about first conditional in 8th grade too, before learning second conditional and lastly, they learn third conditional as well in 9th grade. This school year, BSK students are working with English books that the Ministry of Education has seen best fit to work with. The books that the Ministry has assigned are called "LIVE BEAT" from publisher "Pearson". Like any other part of grammar, we can learn conditionals when we read and identify them within a text. More detailed information has to be given to the students using different resources that teachers see fit. Whether videos, extra printed materials, or even materials form other English books. From experience, these teachers know that if they use different resources, they will be able to cater for learner diversity.

As found in the results of the translation test, we can come to the conclusion that Albanian, as their native language, does influence their use of conditional sentences in the English language. This research found out

that the students make more errors while translating from English to Albanian than from Albanian to English. From 400 sentences there were 176 sentences that were translated incorrectly from Albanian to English. On the other hand, there were only 72 sentences translated incorrectly from English to Albanian. Sometimes the mother tongue or L1 can influence L2, and the influence can be positive or negative. It is positive when L1 helps learners acquire L2, but negative when L1 weakens their ability to understand L2, or to form it correctly. We can see from the results of the test, that some errors made or sentences translated incorrectly are influenced by L1. Below we can see some of the most common errors made from students while translating in two languages.

Translating from Albanian to English

A lot of students translated this sentence: "Po të shpërnguleshim në një qytet tjetër, do të më mungonin te gjithë shokët e mi", into this "If we move to another city, I will miss all my friends". The correct form would be if they used second conditional instead of the first, since the verb "shpërnguleshim" and "mungonin" in the sentence, are both in the past tense, and talk about a less possible situation. Another common error was: The sentence "Po të kishim punuar të gjithë më shumë, puna do të ishte kryer me kohë" has been translated incorrectly several ways. Some of them are:

If we all worked more, this work would be finished by time.

If we all had worked harder, the work would be finished in time.

If we translate conditionals word per word, we might form them incorrectly. This is what some students did and a perfect example can be seen above in the examples. In the figure below we can see one of the few errors of this kind:

Figure 18: Examples of incorrect translation in English
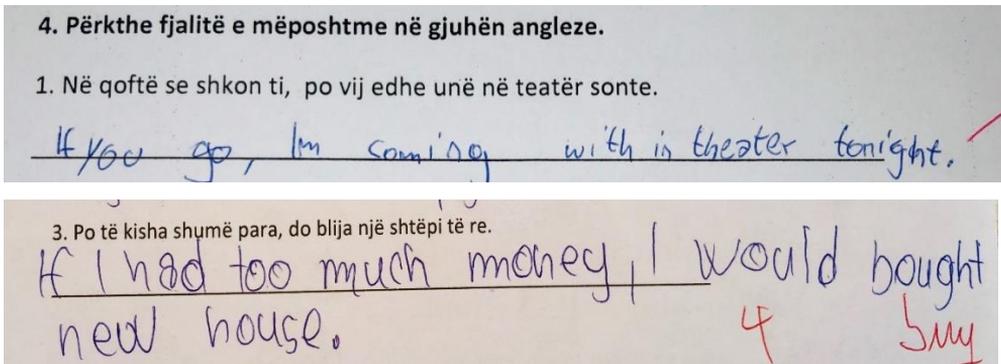
The sentence "Në qoftë se shkon ti, po vij edhe unë në teatër sonte", was translated by many students incorrectly because they translated the verbs "po vij" into "I'm coming", which doesn't convey the message correctly in English, and also the first conditional isn't used correctly, the modal verb is missing. While in the second example we have the words "do blija" translated into "would have", which is the use of second conditional but the verb is in past from, not in infinitive as it should be.

Table 4: Incorrect translation examples from Albanian to English

Incorrect translation in English, examples:	The sentence in Albanian and its correct translation
If I will have money, I will buy e new house.	Po të kisha shumë para, do blija një shtëpi të re.
If I had a lot of money I would bought a new house.	If I had a lot of money, I would buy a new house.
If it doesn't rain, we will do a walk.	Po të mos bjerë shi, do të bëjmë një shëtitje.
If it will not rain, we will go for a walk	If it doesn't rain, we'll take a walk.
If all we will work more, the work would have been done on time.	Po të kishim punuar të gjithë më shumë, puna do të ishte kryer me kohë.
If we all had worked more, we would of finished our work til now.	If we all had worked harder, the job would have been finished on time.
If we move to another city, I will miss all my friends.	Po të shpërnguleshim në një qytet tjetër, do të më mungonin te gjithë shokët e mi.
If we had emigrated in another city, I would miss all my friends.	If we moved to another city, I would miss all my friends.

Translating from English to Albanian

When translating from English to Albanian, students translated fewer sentences incorrectly than they did when they translated from Albanian to English. In total there were 72 sentences translated incorrectly from English to Albanian, that's 18% of all sentences. Below you can see some of the sentences translated incorrectly in different forms.

Table 5: Incorrect translation examples from English to Albanian

Incorrect translation in Albanian, examples:	The sentence in English and its correct translation in Albanian
Nëse do punoja më shumë këtë semester do ta kaloja.	If I had done more work last semester, I would have passed.
Nëse do kisha punuar më shumë këtë gjysëmvjetor, do ta kaloja.	Po të kisha bërë më shumë punë semestrin e kaluar, do të kisha kaluar.
Nëse je takuar me Brad Pit në një festë qfarë I ke thënë atij?	If you met Brad Pit at a party, what would you say to him?
Nëse takon Brad Pittin në një fest, cfarë do i thuash.	Nëse do të takonit Brad Pitt në një festë, çfarë do t'i thonit?
Unë do t'a telefonoj atë nëse unë e kam numrin e saj.	I would call her if I had her phone number.
Unë do ta telefonoj atë nëse e kam numrin e saj.	Do ta telefonoja po të kisha numrin e saj të telefonit.
Do të nërvozohet shumë nëse nuk e gjen unazën.	She would have been really upset if she hadn't found her ring.
Ajo do të jetë mërzitur shumë nëse se ka gjetur unazën e saj.	Ajo do të ishte vërtet e mërzitur nëse nuk do të kishte gjetur unazën e saj.

Research question 3: How can teachers help and avoid these errors?

To answer the third research question, we conducted a class observation and two main aspects were observed in that class. First, the teacher's performance in delivering conditionals sentences, and second, the student's response concerning the teacher's performance. After the students were done with the exercises, many of them had done mistakes while constructing the second conditional. The main mistake was the incorrect form used of the verb in the past. This may have happened because the teacher didn't revise enough about the irregular form of verbs. The reason she didn't do so, is because the lesson is supposed to be finished in 45 minutes. If she had more time maybe she would have explained irregular verbs in detail. It is worth mentioning that the students know irregular verbs and have worked with them earlier but it happens that if they don't revise enough, they forget them. Also, in the first part of the lesson when the teacher was introducing the second conditional to students, she used only a few sentences, some of them she wrote in the whiteboard, some of them she just read. Students were all affirmative that they understood the new topic, but they had difficulties when putting the rules into practice.

Therefore, teachers should be encouraged to use various learning methods, which include discussion, activities, presentations, and various resources that a teacher can find useful to teach conditionals. Because we have different learning styles, learning resources should not be confined to textbooks. If we use different resources, we will be able to cater for learner diversity. Furthermore, teachers should focus more on teaching the use of conditionals than on grammatical forms. As noted in the analysis of the translation test, most of the forms were grammatically correct. However, they were used in various discourses and the meaning of the conditionals didn't match when translated from Albanian to English. Students seem to have difficulties understanding the exact meanings or usages of the different types of conditionals. It seems that traditional school books help learners become accustomed to the forms of conditionals, but the differences in their meanings and usages often seem to be neglected. Therefore, it is very important for teachers to focus more on providing contexts for different types of conditional sentences to help students understand their usage in real contexts.

Conclusion

The outcome of this research was as expected, based on the results of the instruments, which helped to come to a conclusion. The students of "The British School of Kosova' do make errors while constructing conditional sentences and these errors were classified into four types according to Dulay's Surface Strategy Taxonomy: omission, addition, misformation, and misordering (Dulay, Burt, & Krashen, 1982). The total of all errors altogether is 397, while classified into errors according to the above-mentioned strategy, there were:

- 233 misformation errors
- 123 omission errors
- 41 addition errors
- 0 misorder errors

We can say that the most common error was misformation, which means students used the wrong form of structure or morpheme. Divided into the type of conditionals the errors made were:

- First Conditional: 17 addition errors, 7 omission errors, 27 misformation errors, 0 mosordering errors. In total 51 errors.
- Second Conditional: 9 addition errors, 21 omission errors, 57 misformation errors, 0 mosordering errors. In total 87 errors.
- Third Conditional: 15 addition errors, 95 omission errors, 149 misformation errors, 0 mosordering errors. In total 259 errors.

Students mostly made errors while constructing the third conditional, because they either used the wrong form of past participle, or they used would instead of "would have". Below we can see some of the errors that the students of BSK made while constructing conditional sentences.

If I had too much money, I would bought a new house.
If they had gone to bed early, they wouldn't wake up late.
If we had had some food, we wouldn't be hungry.
If it had snowed, I would get a buss.
If my car had broken, I would get another one.
If Bujar had fell, I would help him.

These errors were done by students because of the lack of appropriate materials used while teaching conditionals and also because the students use their students' books as the first resource, but in which they cannot find enough explanation for conditionals. In the books that students use, usually

there's a text that uses conditionals, sometimes in dialogues or sometimes in stories., and students read the text and identify the use of conditional sentences which are always highlighted in red. From the instruments that the study used, we can come to a conclusion that one of the reasons that Albanian learners find it difficult to construct conditional sentences is due to their mother tongue. The Albanian language is known for being more flexible as a language, in the aspect of the word order. On the other hand, the English language is more rigid and it does not allow various constituent elements to have various positions within the sentences or clause.

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Translation Strategies of Phraseological Units from English to Albanian: The Case of "ENGLISH IDIOMS" Dictionary by Drita Tarifa (2018)

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Abstract

English language is an international language and it plays an important role in our society. Therefore, there is a constant need for translating from English into other languages. The process of translation from English is not easy. It is accompanied with various challenges. Translation is a continuous process which places focus on various aspects. Many translators commit errors during the process, but with constant practice these errors can be avoided. The most difficult part in translating concerns phraseological units, respectively idioms. We know that phraseological units are a group of words with a fixed lexical composition and grammatical structure; its meaning - which is familiar to native speakers of the given language,- is generally figurative and cannot be derived from the meanings of the phraseological unit's component parts. This study will be focused on various categories of errors in translating phraseological units from English into Albanian of the "English Idioms" dictionary by Drita Tarifa (2018).

Key words: *idiomatic expressions, translation, methods, techniques, problems, translators.*

Methodology

This study is based on content analysis as a method of desk research. Firstly, the researcher will identify the English phraseological units used in the dictionary 'English Idioms', and then the researcher will analyze the

translations of phraseological units in Albanian provided by the translator.

The present study is designed as descriptive research employing the qualitative method. Even though the present study is qualitative by nature, some quantitative methods are used in the analysis of the data. In order to accomplish the objectives of the study and give answers to the research questions as a research object and primary source of data the Drita Tarifa's dictionary "English Idioms" and its translations into Albanian and definitions in English are used. With regards to the quantitative method, the study will also analyze which strategy is more used by the translator. The English Idioms book is a very useful summary of the most commonly used idioms of everyday English, of different ages, levels and professions. The book is written for all those who want to speak and understand English naturally, who want to enrich and add colour to the language, who want to avoid misunderstandings caused by not knowing the rich idiomatic English, especially in conversation with English speakers, in the workplace, in schools, books, movies, shows, television news, radio, etc.

The use of idioms, which are words or groups of words that have a different meaning from the meaning of words taken separately, greatly facilitate the correct and complete mastery of the English language. this dictionary is divided into 20 chapters that contain the most used idioms with topics from different areas of life. Each idiom is translated into Albanian, explained in English and illustrated with a concrete example to make its use more understandable. This is the reason why we choose to analyze this source. Initially, reading different types of idioms in the source text used in the dictionary, we tend to find lots of translation methods and definitions used by the author Drita Tarifa.

In order to achieve better result in this research, we're going to prepare tables where the reader can find a various number of translated phraseological units in the 'English Idioms' dictionary. The table is very useful and very effective to learn about the meaning of each idiom from dictionary, but also see the translation given in Albanian language. The table is divided in three columns, in the first column are the English idioms taken from the dictionary, different types of idiom are involved; in the second column is the meaning/definition of the idiom in the English language, to describe the exact meaning of the idiom in the actual language; the third column represents the translation of idioms in Albanian language, where we can see how idioms can differently be translated in other language, respectively in Albanian; and the last column shows the strategy

or method of translation that has been used from the author. Through the tables we will be able to see if the translation is accurate and the importance of correctly translating phraseological units/idioms.

Absolute Translation

According to Gouadec, (1989,1990) absolute translation is one of seven types of translation which can be used by professional translators to respond to the various translation requirements which can arise during the course of their work. In absolute translation the whole of ST is transferred into TL, with no alteration to the content or the form of the original document. Clearly, there are constraints on this type of translation, as if the "quantity of information" and "quality of communication" (1990, p.335) are to be retained in this way, there can be no technical or linguistic variation from the original text, and all terminology must be exactly as in ST (1989, p.28).

Abstract Translation

One of seven strategies proposed by Gouadec (1990) to fulfill the various translation needs which arise in a professional environment. In abstract translation a condensed translation of all the information in ST is made in order to give the client "rapid access to specific types of information" (1990, p.335). This may be done in various ways. Firstly, the generic themes of the text may be translated; secondly, a description may be given of the generic content and the objectives of the text and its sub-units; thirdly, an abridged translation of all the useful content of the text may be supplied (1990, p.335).

Abusive Translation

A term used by Lewis (1985) to refer to a radical alternative approach to literary translation. Conceived on the basis of Derrida's (1978) comment that a 'good' translation must always commit abuses' (quoted in Lewis 1985, p.39), abusive translation is based on a view of translation as a 'form of representation that necessarily entails interpretation' (Lewis 1985, p.39) and also as a process which produces gain as well as loss (1985, p.40). Lewis stresses the importance of avoiding "weak, servile translation" (1985, p.40),

or in other words translation in which translator compromises by 'giving primacy to message, context or concept over language texture' (1985, p.40).

Adaptation

A term traditionally used to refer to any TT in which a particularly free translation strategy has been adopted. The term usually implies that considerable changes have been made in order to make the text more suitable for a specific audience (e.g. children) or for the particular purpose behind translation. However, the phenomenon has frequently been approached from different perspectives and many comments have been pejorative.

Agent

A term used by Sager to refer to the person who is 'in an intermediary position between a translator and an end user of a translation' (1994, p.321). According to Sager, any translation process will involve a number of participants. These include text producers, mediators who modify the text (for example abstractors, editors, revisers and translators, 1994, p.111), communication agents, who commission and send the text, and recipients, or end users, although, it is possible that one person can perform more than one of these functions (but may not, of course be both producer and recipient). The agent of a translation may be a publisher who commissions a translation, or any other person who assigns a job to a translator. According to Sager, the agent 'is at the beginning and the end of the speech act of translation. (1994, p.140)

Back-translation

A process where a text which has been translated into a given language is retranslated into SL. The procedure of back-translation has been used for various different purposes. For example, since at least the middle of 1970s the term has been used in the literature on Bible translation to illustrate the sometimes vast structural and conceptual differences which exist between SL and TL. (Gutt, 1991)

Results

Idiomatic expressions in the dictionary and their meaning

Learning idioms is very important for being a good English speaker.
In the Drita Tarifa's dictionary there are some different types of idioms, which we are going to see their definitions and translation into Albanian.
Let's mention some of them;
Food; Body; Heart; Animals; Money; Nature; …And…; Music; Travel; Work; etc.

Food – Ushqimet

 - *A piece of cake* – shumë e lehtë për t'u bërë, si bukë e djath; (very simple, easy to do)

   e.g. *Making a spinach pie is a piece of cake.*

 - That takes the cake **–** ky është kulmi i gabimit, s'ka ku të vejë më; (that's the worst, that's the limit.) e.g. *Did you hear that Jim smashed up his neighbour's car? That takes the cake, doesn't it?*

Body – Trupi

 - *Go head-to-head with someone* **–** shkoj si macja me miun; (argue or fight with someone) e.g., *Paul and his wife are always going head to head about how to raise their children.*

 - *Get in someone's hair* – më ngre nervat, ma bie në majë të hundës, më mërzit; (to annoy someone, especially by being continually present.)

   e.g., *She finds her children get in her hair during their school holidays.*

Heart – Zemra

 - *Break one's heart* – i thyej zemrën dikujt; (to cause someone emotional pain) *e.g.*
                    It just broke my heart when Tom ran away from home.

 - *A change of heart* **–** ndërroj mendje, mendoj ndryshe; (a changed opinion.) e.g.
            At one time, I liked him. As the time went on, I had a change of heart

Animals – Kafshët

 - *Let sleeping dogs lie* – mos e gric kot, mos ngri problem kur nuk është e nevojshme; (don't cause or make trouble if you don't have to) e.g.

 Alice wanted to tell her father about her argument with her brother but then she decided to let the sleeping dog lie.

 - *A snake in the grass* – njeri i pabesë, të ha mbas shpine; (a person who cannot be trusted.)

e.g. *I am not telling her about applying for the new position. She is just a snake in the grass.*

Money – Paratë

- *Money doesn't grow on trees* – paraja nuk gjendet në rrugë, paraja nuk fitohet lehtë; (money should be valued, it's not easy to get) e.g. *We should tell our children that money doesn't grow on the trees.*

- *Hit the jackpot* **–** 1. Fitoj shumë para; 2. Jam me fat; (1.to win a lot fo money; 2.to be very lucky) e.g., 1. *Aleck had never bought a lotto ticket, but last week he did and he hit the jackpot, he won five million dollars.*

2. *Violeta hit the jackpot when she married Arben.*

Nature – Natyra

- *It never rains, but it pours* – kur vijnë te këqiat, hapu derën; (a lot of bad things tend to happen at the same time) e.g. *He lost his job and his car broke. It never rains, but it pours.*

- *To break the ice* **–** thyej akullin, filloj I pari një bisedë me një të panjohur, bëj dicka për të thyer heshtjen në një mbrëmje ose vend ku atmosfera është e ftohtë; (make a start, begin a conversation with a stranger, do something to make people relieved in the beginning of a party, class, etc.) e.g., *Nancy always be the first to break the ice. She likes socializing with people.*

…And... - …Dhe…

- *Out and about* – jashtë, rreth e rrotull, në vende të ndryshme;
(out and at different places) e.g.
When we visited England, most of the time we were out and about.

- *Hit and run* – aksident (me makinë) ku shkaktari largohet nga vendi I ngjarjes; (an accident in which the driver leaves the scene of the collision.) *e.g.*

He was punished when they found out that his car was involved in a hit and run accident.

Music – Muzikë

- *Music to your ears* – kjo që po degjoj më duket si ëndërr, dicka e bukur që s'më besojnë   veshët; (what you hear is what you want or what makes you happy.) e.g.

Onufri's decision to publish my book was music to my ears.

- *Call the tune* **–** bej ligjin, vendos per gjithqka; (make all the important decisions) e.g., *Keti calls the tune in her family. Her husband and children follow her.*

Travel-Udhëtim

- *In the same boat* – kemi te njëjtin hall, gjendemi në te njëjtën situate te vështirë; (in the same unpleasant difficult situation) e.g., *Martha and Sam are in the same boat: unemployed and divorced.*

- *Wheels fall off-* më ikën situata nga dora; (the situation gets out of control; things start to go wrong) e.g. *When Victor started to cut classes, the wheels fell off the schooling.*

Translation examples used in the dictionary

As part of the research, the translation of idioms/idiomatic expressions used by Drita Tarifa in the 'English Idioms' dictionary have been extracted from the source text (English). Their meaning, and translation in Albanian is provided in the following tables. This research will contain several tables, explaining the translation of different types of idioms in the "English Idioms" dictionary, where they will be divided into different explanations.

Tables of translated idioms

Idiomatic expressions using body part words

The following table will contain body parts idioms, where there will be three columns of the table, in the very first column will be the idiom in source language, in the second column will be the meaning of the idiom explained in English language, in the third column will be the translation of idiom in Albanian language and in the last column will be the strategy used in translation.

Table 1. Idiomatic expressions using body part words.

S	Idiom	Meaning	Translation in Albanian	Translation Strategy
1.	*keep a cool head*	*be calm in a difficult situation*	*ruaj gjakftohësinë në një situate të vështirë*	*translation by paraphrase*
2.	*above someone's head*	*beyond someone's ability to understand*	*e kam shumë të vështirë për ta kuptuar*	*free translation*
3.	*have one's head in the clouds*	*not act according to reality, have no idea what's going on*	*nuk e ka idenë se çfarë po ndodhë*	*Free translation*
4.	*peace of mind*	*free from worry*	*jam I qetë nga hallet*	*translation by paraphrase*
5.	*beat the brain*	*try hard to think*	*vras mendjen*	*word for word translation*
6.	*face to face*	*in person*	*ballë per ballë*	*word for word translation*
7.	*bite your tongue*	*hold your tongue to stop yourself saying something unwise*	*mbaj gojën, nuk flas që të mos shkaktoj konflikt duke thënë diqka të pamenduar mire*	*free translation*
8.	*tongue-tied*	*unable to say a word because of feeling shy or nervous*	*më lidhet gjuha, nga emocioni*	*free translation*

9.	*a sharp tongue*	*a tendency to reply sharply or sarcastically*	*gjuhën brisk*	*translated with an idiom in Albanian*
10.	*under one's nose*	*in plain view*	*nën hundë, perpara syve*	*word for word translation*
11.	*do not have the heart*	*do not feel like telling something hurtful to someone*	*nuk kam zemër(për të bërë diqka që lëndon dikë)*	*word for word translation*
12.	*have a heart of stone*	*be cruel and unkind*	*kam zemrën gur*	*translated with an idiom in Albanian*
13.	*bite the hand that fed you*	*ungrateful to the one who helped you*	*mosmirënjohës ndaj dikujt qe te ka ndihmuar*	*translation by paraphrase*
14.	*cost an arm and a leg*	*it was very expensive*	*me kushtoi shume shtrenjte*	*adaption strategy*

As we can see from the examples above, which are taken from the dictionary, most of the translation strategy is word for word translation, or idiomatic translation, which means idiom translated with idiom. This is only possible if there are almost the same idiomatic expressions in the language which we want to translate idioms to, either way if it wouldn't make sense in the TL we wouldn't be able to translate as an idiomatic expression. Other idioms are translated with different methods and strategies, like adaption, free translation and translation by paraphrase.

Table 2 Idiomatic expressions using words about money

S	Idiom	Meaning	Translation in Albanian	Translation Strategy
1.	*the million-dollar question*	*a very important but difficult question*	*pyetje shumë e rëndësishme por edhe e vështirë për tu përgjigjur*	*free translation*
2.	*look like a million dollars*	*to look gorgeous*	*ndriçoj; dukem në formë të shkëlqyer nga pamja*	*semantic translation*
3.	*save money for a rainy day*	*save money for difficult days*	*kursej para për ditë të vështira*	*literal translation*
4.	*cost a fortune*	*be very expensive*	*kushton shumë para, është shumë e shtrenjtë*	*free translation*
5.	*broke*	*be penniless; have no money*	*me xhepa bosh; më mbarohen të gjitha paratë*	*translation by paraphrase*
6.	*old money*	*money inherited*	*para të trashëguara*	*adaption strategy*
7.	*to spend money like there is no tomorrow*	*spend money foolishly; not saving them for the future*	*shpenzoj para pa menduar për të nesërmen*	*literal translation*
8.	*money is no subject*	*it doesn't matter how much something cost*	*s'ka rëndësi sa kushton diqka*	*free translation*

Table 3 Idiomatic expressions using comparisons

S	Idiom	Meaning	Translation in Albanian	Translation Strategy
1.	*as sick as a dog*	*very well; very healthy*	*I shëndetshëm*	*free translation*
2.	*as cool as a cucumber*	*very calm and relaxed*	*shumë I qetë*	*adaption strategy*
3.	*as free as a bird*	*completely free*	*I lirë si një zog*	*word for word translation*
4.	*as light as a feather*	*very light, of little weight*	*I lehtë sa një pendë*	*word for word translation*
5.	*as pretty as a picture*	*very pretty*	*shumë e bukur*	*semantic translation*
6.	*safe as houses*	*safe*	*e sigurtë*	*semantic translation*
7.	*as stubborn as a mule*	*very stubborn*	*kokëfortë; kokëmushkë*	*literal translation*
8.	*as white as snow*	*very white*	*e bardhë si bora*	*Idiomatic translation*
9.	*as quiet as a mouse*	*very quiet*	*e heshtur, pa fjalë*	*free translation*
10.	*as good as gold*	*A very good person, good hearted*	*njeri shumë I mirë; flori*	*adaption strategy*

Table 4 Idiomatic expressions using work words

S	Idiom	Meaning	Translation in Albanian	Translation Strategy
1.	*a plum job*	*a well-paid job, but not very hard*	*punë jo e lodhëshme por që paguhet mirë*	*free translation*
2.	*work till you drop*	*to work until you are tired*	*punoj sa të rraskapitem*	*free translation*
3.	*work one's way up the ladder*	*to start at the bottom and work hard to get promotion*	*filloj punën në nivel fillestar dhe ngrihem ne detyrë*	*adaption strategy*
4.	*give someone the boot*	*fire, dismiss*	*pushoj nga puna*	*free translation*
5.	*get down to business*	*work seriously, not waste time*	*I shtrohem punës, përvesh mëngët*	*translated with an idiom in Albanian*
6.	*talk shop*	*talk about work*	*bisedoj për punën*	*adaption strategy*
7.	*a dead-end job*	*a boring and endless job*	*punë e mërzitshme dhe pa fund*	*adaption strategy*

As we can see from the table, idioms from English to Albanian, are translated mostly with the strategy of free translation, the translator should give the main meaning of the idiom in the appropriate way, so in this case the correct translation was made by translating the meaning of the idiomatic expressions into Albanian, and not by translating as idioms.

Table 5 Idiomatic expressions using school words

S	Idiom	Meaning	Translation in Albanian	Translation Strategy
1.	to cut class	to skip going to class without an excuse	lë orën e mësimit pa arsye	free translation
2.	to hit the books	to study hard	studioj shumë	adaption strategy
3.	have one's nose in a book	to read all the time	nuk e lëshoj librin nga dora; lexoj gjithë ditën	free translation
4.	pull an all nighter	to study all night	studioj gjatë gjithë natës	translation by paraphrase
5.	a killer course	a very difficult class	një lëndë shumë e vështirë	free translation
6.	bomb a test	to fail a test	ngelem në provim	literal translation
7.	teacher's pet	the teacher's favorite student	student I preferuar I mësuesit	adaption strategy
8.	go by the book	to work according to the rules	jam strikt; zbatoj rregullat me përpikmëri	word for word translation

In this table we can see that the strategies that Drita Tarifa used while translating idiomatic expressions about school were different, but the main one was free translation strategy.

Table 6 Idiomatic expressions using ….and…. idioms

S	Idiom	Meaning	Translation in Albanian	Translation Strategy
1.	high and dry	to leave someone helpless	lë dikë me gishta në gojë	free translation
2.	meat and potatoes	the most important and basic need	gjëja më kryesore; më e domosdoshme	adaption strategy
3.	song and dance	excuses for something that hides the truth	justifikime të kota për të mbuluar të vërtetën	free translation
4.	sick and tired	tired and annoyed with someone or something	I lodhur dhe I mërzitur me dikë ose di<u>c</u>ka	word for word translation
5.	hit and run	an accident in which the driver leaves the scene of the collision	aksident(me makinë) ku shkaktari largohet nga vendi I ngjarjes	word for word translation
6.	ups and downs	good and bad fortune	kohëra të mira dhe jo të mira	translated with an idiom in Albanian
7.	ins and outs	all the details	hollësira; detaje	adaption strategy
8.	out and about	out and at different places	rreth e rrotull	translated with an idiom in Albanian
9.	come and go	existing only for a short time	shkojnë e vijnë; janë të përkohëshme	translated with an idiom in Albanian

10.	*body and soul*	*in all aspects of one's being, both physically and mentally*	*me mish e me shpirt*	*translated with an idiom in Albanian*
11.	*skin and bones*	*very thin*	*kockë e lëkurë*	*translated with an idiom in Albanian*
12.	*by and by*	*after a period of time has passed*	*mbas një farë kohe*	*adaption strategy*
13.	*thick and thin*	*for better and worse, during good and bad times*	*në ditë të mira dhe të këqia*	*free translation*
14.	*forgive and forget*	*forget and forgive arguments with my friends*	*fal dhe harroj*	*translated with an idiom in Albanian*
15.	*pick and choose*	*to have the right to choose*	*e drejta për te zgjedhur diqka; zgjedh e merr*	*translated with an idiom in Albanian*

This table represents different strategies in translating idioms, but we can see that most of them have been translated as idiomatic expressions, because they are idioms both in English and Albanian language.

Discussion

Translation is a simple and effective way to understand another language. In order to understand the message from another text accurately, a translator should have knowledge of both the source and target language. Therefore, a deep understanding of translation will help in producing an accuratly translated text. However, the process of translating itself is not easy. Translation is mainly a process which concerns the rendering of a

message and finding the accuracy and equivalent message of Source Language (SL) into Target Language (TL). By enriching the vocabulary, a translator hopes he can produce a good translation. Because translation is not an easy work, there are many requirements that must be fulfilled by a translator in order to make the translation accurate and understandable.

A translator has to have: (1) complete knowledge of the source language (SL), (2) complete knowledge of the target language (TL), (3) 2 an acquaintance with the subject matter, and (4) complete knowledge of translation theory.

It is known that for any language phraseological units play an important role. Today is commonly accepted that people who desire to master the English language must have knowledge about a wide range of phraseological units in English as a foreign language learner.

An idiom is a phrase or saying that is commonly used in everyday English to express certain ideas or opinions. Understanding English idioms is important because they require a deeper familiarity with the English language to comprehend what someone means when they use them in conversation. Idioms may seem complicated at first, but they can actually be a lot of fun to learn. Idioms give you a new way to express yourself in English Language. The meaning of an idiom generally depends on the specific context in which it is used. This makes this research important and gives it a bigger reason for studying it.

Conclusion

Phraseology plays an important psychological and cultural role in language processing and social cohesiveness. Normal use of phraseological expressions is sometimes self-conscious and creative, at other times uncertain and can also be contentious. Various definitions of phraseological units (idioms) which reflect certain differences in the main criteria used by different authors had been presented concluding in somewhat the same definition of phraseological units, characterized by elements of stability and idiomaticity, inseperability and word-equivalency. The aim of this study was to give some hints into the aspect of phraseology which has scarcely been investigated. Just a few points of interest had been briefly reviewed in connection with the origin of phraseological units and the ways they appear in language. This research indicated the different strategies employed by the translator for rendering idioms. Since the use of idioms is a matter of

style, attempting to find an idiomatic expression in the TL to translate them will help convey the style of the original in the TT. This is an important issue that could be dealt with in translator training courses.

This study represented an attempt to examine the issue of translatability of idioms and idiomatic expressions from English into Albanian. To this end, Drita Tarifa's dictionary "English Idioms" and its translations into Albanian have been analyzed from the perspective of idiomatic expressions. The translator needs to be familiar with SL idioms and learn ways to recognize the ones they do not know. Then the different strategies for translating idioms could be introduced to them. They could learn ways to find appropriate equivalents for idiomatic expressions.

All phrases can be traced back to free word-groups which in the course of the historical development of the English Language have acquired semantic and grammatical inseparability. The sources of phraseological units are numerous and may dominate mostly in one language or the other. They are treated briefly in both languages derived from different sources and fields of life most of which are related with traditions, folklore, phraseological units derived from authors and literary works, mythology, beliefs, historical facts, sports, gambling, the life of sea and seamen, agriculture, politics, economy, bible, parts of body, industry, military sphere, etc.

There are different strategies which can be used for the translation of phraseological units.

The translator should choose a proper strategy according to the purpose of the translation, but at the same time bear in mind that nothing should be eliminated. Every concept in one particular language has its own correspondent in another language. So, omitting a word or an idiom from a text is not a wise action to take. In order to translate an idiom accurately, the translator should identify it from those expressions which are not idioms, and afterwards investigate the classification to which that particular idiom belongs and select the suitable strategy for his translation. During this process, the translator should be careful regarding the naturalness and readability of his text. It would be better if we try to find the best equivalences to transfer both the form and the meaning and be thoughtful of not deleting the whole or eliminating the part of the idiom there is no correspondence for.

As elaborated in the study, the translator of the dictionary has identified and ordered lists of different translation methods of different phraseological idiomatic expressions, where we can easily identify methods

of translation and their meaning in Albanian language. The findings of this study tell that in order to achieve a good and appropriate translation of Idiomatic expressions from English to Albanian language, the translator needs to give the meaning of the idioms by using different, appropriate strategies of translating, as Drita Tarifa did in the 'English Idioms' dictionary.

Based on the presented data in this research, we can see that the translator used appropriate strategies of translation which helped produce a good translated material in TL. There might be various difficulties that the translator might have faced during the translation of phraseological units. For example, an idiom or fixed expression may have no equivalent in the target language. One language may express a given meaning by means of a single word, another may express it by means of a transparent fixed expression, a third may express it by means of an idiom, and so on; or an idiom or fixed expression may have a similar counterpart in the target language, but its context of use may be different; the two expressions may have different connotations, for instance, or they may not be pragmatically transferable.

The answer for the first question of this research is: If the translation of idioms in the dictionary gives the main meaning of the idiom from Albanian to English language, without giving another meaning, then the translation of idioms is accurate.

The answer for the research question number two is: based on the tables in the part of the result of the study, the translator used different methods and strategies of translating phraseological units, some of thems are; literal translation; free translation; translation with an idiom; translation by paraphrase; adaption strategy and word for word tanslation.

The answer for the third question of this research is: the strategy that is mostly used by the translator in the "English idioms" dictionary is the translation with an idiom. The translation of idiomatic expressions might be complex, but never unattainable. The methods and strategies of the scholars mentioned in this study are helpful to young translators.

Recommendations

Based on the results of the study, undoubtedly there are some recommendations for future researchers and translators. This study provides a lot of information on how to translate a phraseological unit in an appropriate way in a TL and some of the recommendations are as follows;

- A translator must keep in mind that the language of idioms reflects the culture of a language;
- A translator should be familiar with both of the languages, SL and TL, to achieve a good and appropriate translation of idioms, because the translator should know different expressions in both languages and have a wide source of words of the SL and TL.
- There should not be word for word translation, to have a successful translation they only have to find the appropriate strategy or method to give the meaning of the phraseological unit, without changing its meaning.

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The stylistic figures in Edgar Allan Poe's "The Raven" and their translation in Albanian

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Abstract

This paper aims to analyze the type of stylistic figures used in the poem The Raven and their translation in Albanian by Fan S. Noli. The objectives of this research paper are: a) to identify and analyze the types of stylistic figures used by both authors; b) to describe and identify the translation strategies used by the translator; c) to investigate whether the same stylistic and semantic effect has been preserved. This study is desk research and for it to be accomplished both qualitative and quantitative methods have been used. The main source of this research is the poem "The Raven" by Edgar Allan Poe and its translation in Albanian ''Korbi'' by Fan S. Noli. The qualitative method is used to identify translation strategies used by the translator and the stylistic devices used by both authors. While the quantitative method is used to calculate how many stylistic figures are found and how many times they are used in both poems. After analyzing the poem, the researcher finds these results related to the objectives of the study: Thirty-six stylistic devices have been found in both poems. Poe in his poem used twenty-nine figures, while Noli in his translation of Korbi in Albanian used twenty-six stylistic figures. Rhyme was treated separately because it is the most used stylistic figure. Edgar Allan Poe used Light rhyme and Internal Rhyme. Since Noli broke the verse in two lines the Internal Rhyme is hard to be present in his poem. But if we unite the lines. For e.g: *"Një mesnate të bezdisur, tek këndonja i zalisur."* then we can achieve the Internal Rhyme. Light Rhyme is also present in Korbi. The translation strategies that Noli used are: phonemic translation, metrical translation and free verse translation.

Keywords: *translation, stylistic figures, rhymes, Noli, The Raven, Korbi, poem*

Introduction

In poetry, translation is considered an important art. Many authors have translated poems in different languages and increased their own popularity (fame) as writers. "The Raven" by Edgar Allan Poe is the most popular poem to ever be translated. By the turn of the nineteenth century "The Raven" had been translated into German, French, Hungarian, Latin, Dutch, Portuguese and Albanian. Poe himself regarded "The Raven" as a masterpiece. In the New-York Tribune of November 26th 1845, Margaret Fuller, who had certainly discussed the poem with him, called it "a rare and finished specimen." She said: "The Raven, of course, is far the best as a work of art" However, the first translation of "The Raven" in Albanian was done by Fan S. Noli.

Noli had translated many books, novels and poems but his best work is said to be "The Raven", in Albanian "Korbi". Noli emphasizes the fact that: "E.A. Poe's poem "The Raven" is the saddest and the most artistic poem. Moreover, we can say that it is one of the best poems in the world." Noli through the translation of "`The Raven" has managed to create a new artistic reality by oftentimes avoiding the original, but by also increasing the value of his translation. About one hundred years after Noli's translation, "The Raven" was translated by Dritan Thomallari. Thomollari had translated many poems and tales of E.A. Poe, but in "Korbi" he discovered a new spirit of translation. This paper focuses on the topic of the stylistic figures especially on rhyme and their translation into Albanian. More specifically, it will analyze the poem "The Raven" by Edgar Allan Poe and its translation into Albanian by Fan S. Noli - "Korbi". The translated version into Albanian will be taken into consideration with the aim of comparing and contrasting both poems in terms of figurative languages (literary devices) with a time lapse of more than 70 years in between.

Research Objectives.

The main research objectives of this study are:
   a) To identify and analyze the types of stylistic figures used by both authors.
   b) To describe and identify the translation strategies used by the translator.

c) To investigate whether the same stylistic and semantic effect has been preserved

Research Questions:

The main research questions of this paper are:
   a) What stylistic figures can be found in the source text?
   b) Has the connotative meaning of these stylistic figures been preserved in the target text?
   c) What are the strategies used by the translator during the process to preserve the same effect of such figures?

Hypothesis:

Considering that, generally speaking, the translation of poetry entails the compromise between the content and the form, I assume that the preservation of content of the stylistic figures prevails over the form in translation.

Definition of poetry

When talking about understanding poetry, we must be aware of the central two-fold approach to the rendering of poetry: it is necessary to know the literal sense as well as the symbolic or the meaning that is supposed to be understood by readers. Diction of poems should be considered seriously. Poets select words that completely express their feelings, thoughts and what they wish the readers' response to be (Deedari, 2004).

The poem is defined by Cudden (1976) in the following manner: "*it is a work of art, a composition, a work of verse, which may be in rhyme or may be blank verse or a combination of the two. Or it may depend on having a fixed number of syllables*" (p.678).

Translation of poetry and its strategies

According to Nida & Taber (1964, p. 126) "*the conflict between the dictates of form and content becomes especially important where the form of the message is highly specialized*" as it is in poetry. Poetry is a means of expressing one nation's feelings and attitudes. Translation acts as a bridging tool through which different cultures can get closer to each other.

Landers (2000, p. 97) argues: Translating poetry is so difficult as to be called impossible by most experts, the late John Ciardi referred to translation as "the art of failure" and yet we go on trying, sometimes with remarkably reduced degree of non-success. If literary translation is itself a leap of faith, poetic translation puts that faith to the severest of all tests.

According to Rose (1981) "*The translator of poetry must be fluent in and sensitive to the source language; he must know the source language's cultural matrices, its etymologies, syntax, and grammar, as well as its poetic tradition. To make the translation become a poem, the translator must also meet successfully the expectations and sensibilities of the poetic tradition of the target language. Thus, the most successful translators of poetry are frequently those who happen to be bilingual and bicultural and, above all, poets in the target Language*" (p. 136).

In the researchers' opinion, translators of literary texts, especially poetry, should at least possess some degree of artistic genius. There are different types of strategies which translators adopt for translating poetry.

Different Types of Literal Verse Translation

Abbasi and Manafi Anari (2007, pp. 67-68) in their article on strategies of poetry translation have mentioned that literal verse translation itself can be subdivided into several categories. They are presented below:

1.2.1.1. Phonemic translation: This is a more literal and faithful type of translation where each phoneme is rendered to a phoneme in the target language. This strategy is applied in languages which have similar phonemic systems such as English and French, so it is very rare.

1.2.1.2. Stanza Imitation: Using this strategy, the translator presents a literal rendering of the original poem and at the same time he/she imitates the stanza pattern or the structure of the source poem. In other words, the translator tries to be faithful to the original content and also reproduce something of the form.

1.2.1.3. Meter Imitation: The translator tries to give a literal verse rendering of the content of the original poem and at the same time reproducing the metrical pattern of it.

1.2.1.4. Imitation of the Rhyme Scheme: In this strategy the translator imitates the rhyming pattern of the original and produces a verse translation.

1.2.1.5. Literal Blank Verse Translation: The translator tries to give the literal translation of the content of the original poem in blank verse. Using this strategy, the translator is not forced to follow the rhyming pattern or structure of the original poem. His only concern will be to render the meaning of the poem in a fluent way.

Types of Free Translation

Abbasi and Manafi Anari (2007) also divided free translation strategy into some categories.

They are as follow:

1.2.2.1. Rhymed Translation: This strategy translates poetry into rhymed verse regardless of the structure of the original text. In this strategy meaning is sacrificed for formal beauty. The translator tries to produce a text which is based on the norms and conventions of the target culture.

1.2.2.2. Blank verse translation: In free blank verse translation the content is of primarily importance to the translator. If a translator uses this strategy, there is no need to be concerned about formal features such as rhyme, rhythm etc.

1.2.2.3. Interpretation: Interpretation is the freest type of translation strategy for translating poetry. Applying this strategy, the translator extracts the main concepts of the original poem and recreates it based on his/her style. The other name of this strategy is imitation. Generally speaking, some of the Roman poets like Horace imitated Greek poets.

The translation difficulties of stylistic figures

Translation in general is a difficult field for authors, especially in poetry. The use of stylistic figures makes a translation even more difficult. In order for a translation to be as close as possible to the original, the poet must firstly identify the stylistic figures used by the original poet and decide

whether or not to convey their use. The accuracy of their translation and use is very difficult and the poet can't use them all in the same form, in the same verses or in the same lines, so it is important to decide the method of translation strategy, especially in poetry.

Baker points out that, so far, any attempts at describing the translator's intervention have been limited to descriptions of general tendencies. He goes a step further and argues that corpora can be used for exploring the stylistic profile of literary translators. Baker suggests that instead of looking at different translations by the same translator, another productive line of research could be comparing different translations of the same text by two or more translators (Baker 2000: 261). For Baker the question is not whether translators should or should not make their presence visible in the text, because he assumes that any translator will inevitably leave traces of their intervention.

Scientists agree that language has two functions: communicative and expressive, to communicate and to show the thoughts. In connection with the second function there arises the problem of the interrelation between the thought and its expression. As for the problem of expression J. Middleton Murry considers that "*Style is a quality of language which communicates precisely emotions or thoughts or a system of emotions or thoughts peculiar to the author.*" (Murry, 1976)

Susan Bassnett, a British scientist, is interested in structural approach seeing translation as a semiotic transformation that deals with "invariant core of the SL". Following A.Popovitch she affirms that "*Semiotic transformations or variants are those changes which do not modify the core of meaning but influence the expressive form*". (Basnett, 1988) This statement can be interpreted as a main problem of any literary translation: how to render expressive means of the Source Text, in other words - its style. S. Basset affirms that specific problems of Literary Translation can emerge from the individual translator's criteria. She believes that failure of many translators to understand that "*a literary translation, which is made up of a complex set of systems existing in a dialectical relationship with other sets outside its boundaries, has often led translators to focus on particular aspects of a text at the expense of others.*" (Basnett, Translation Studies, 1988)

Methodology

This study is a contrastive content – based descriptive research, utilizing both qualitative and quantitative methods. This study involves the poem "The Raven" by Edgar Allan Poe and its translation in Albanian "Korbi" by Fan S. Noli. It analyzes the stylistic figures in the original poem and the poem translated in Albanian, with the aim of comparing and contrasting both poems. Given the time span between the first and the second transition of the "The Raven", the reflection of language used in the respective periods of time might be evident in both variants of the target language. As far as the theoretical part of this study is concerned, it is twofold: The relevant literature is reviewed with regard to the author's life/creative work.

The research uses the qualitative method to identify translation strategies used by the translator and the stylistic devices used by both authors. While the quantitative method is used to calculate how many stylistic figures are found and how many times they are used in both poems.

Firstly, through desk research, the author has identified all stylistic figures that are used in literature. Secondly, a table with three columns has been created. The poems are placed in different columns dividing the verses into lines, while the third column is exploited for comments about the stylistic figures that have been found. Then a stylistic figure was marked and to find it both poems with eighteen (18) verses each were read and it was identified whether that figure was used in any of the stanzas or not. The verse in which the stylistic figure is found is selected in *italics font* and is commented on the third column. This means that the poems have been reread and revised for each stylistic figure. Column comparison is made possible through Microsoft Word and Google Docs. The results found are presented in tabular form and in words. The table used contains numbers and symbols to clarify the amount of figures used by both authors in both poems. Finally, all the founded figures are placed in the diagram numerically and the percentage is calculated to see which author has used the most stylistic figures. Google Sheets and Microsoft Excel are used to make this calculation and the result is presented in graphical form. For some stylistic figures to be properly found, some audios of both poems are read by different readers in order to perceive the correct emphasis of vowels and consonants.

Findings and Results

The identification and the analysis of types of stylistic figures used by both authors.

The author used all these stylistic figures to present his feelings. The poet is not confronting an actual raven, he's confronting his fears, his sadness and his loss of Lenore. The Raven is all of that and more. It stands on a bust of Pallas, meaning that the poet is aware of his loss and his surroundings, but he doesn't want to accept it, so he just argues with his grief that is stronger than his wisdom. Noli, during his translation and in order to convey the same feelings, also used stylistic figures even though some of them are different from Poe. The first objective of this research is to find all the stylistic devices used by both authors. Below all the founded stylistic devices, have been presented in tabular form.

**Table 7: The usage of the same stylistic figures in the poem ''The Raven''
by Edgar A. Poe and their translation by Fan S. Noli
(in alphabetical order)**

The stylistic figure	E.A.Poe	F.S.Noli
Anaphora	*Let* me see, then, what thereat is, and this mystery explore— *Let* my heart be still a moment and this mystery explore;—	*Aq' e hollë ish trokitja* *Aq' e lehtë ish goditja*
Alliteration	*Doubting, dreaming dreams* no mortal ever dared to dream before;	*Tëpërhumbur, të patrembur* *Thuaj, thuaj-më, të lus!"*
Apostrophe	*"Sir," said I, "or Madam, truly your forgiveness I implore;*	*Hesht, moj zemër e zhuritur,* Që ta zgjith këtë mister.

Assonance (Vowels)	E.A.Poe	F.S.Noli
(a)	-	Desha të gëdhihej *dita* se më kot nga librat *prita*
(e)		Mirpo nat' e errët *heshte*, *e*dhe tjatër gjë s' më *theshte*, *v*ec një emër që më *deshte*
(ë)	-	Syrin thellë n' *errësirë*, *s*humë ndenja në *drithtirë*
(i)	-	As u-fal as *përshëndoshi*, as bën tjatër punë *boshi*, *p*o si zot më shkon *trimoshi*
(o)	Presently my soul grew *stronger* hesitating then no *longer*	Shpejt, pra, një kolltuk *rotova, e*dhe derës iu-*afrova*
(u)	-	Edhe Korbi më *mbërtheu* *d*he në gas buzën ma *ktheu*
(y)	-	N' odë prapë me të *kthyer* *s*hpirti ndezur, zemra *thyer*

Consonants	E.A.Poe	F.S.Noli
(d)	Not the least obeisance *made* he not a minute stopped or s*tayed* he	-
(ll)	-	Cporru prapë mu në *djall* Në Skëterrë dhe në *zall*
(n)	-	Edhe syte i *shkëndritin* Prej djajsh që *ëndërritin*
(nj)	-	Dhe i ndenjur *ëndërronja* dhe me mendjen po *kërkonja.*
(p)	But the fact is I was *napping*, and so gently you came *rapping*	-
(r)	-	Një mes-natë të *bezdisur* Tek këndonja i *zalisur*
(s)	-	Asgjë tjater s' *murmuriste* Edhe zemra më *thërriste*
(sh)	-	Sa me-zi ma zuri *veshi* Dhe e hapa derën *sheshit*

(t)	*Presently* my soul grew *stronger, hesitating* then no longer	Era u-dent përmi *qilimet* Me temjan nga *Serafimet*
(th)	-	Dhe më *ngjethte* dhe më *derthte*.

Comparison	And *his eyes have all the seeming of a demon's* that is dreaming	'M'atë Korb të zi si Ferri''
Epithet	Ghastly grim and *ancient Raven* wandering from the Nightly shore	Ishte dimr' *i ftoht' i ngrirë*; Dhe n' oxhakun shkrump *të nxirë*
Exclamation	She shall press, ah nevermore	*Ah*, e mbanj nër ment fort mirë
Metaphor	Presently *my soul grew stronger*; hesitating then no longer	*Shpirti ndezur, zemra thyer*
Onomatopoeia	*Napping, tapping, rapping*	*Fërfëllimë, Murmuriste, gëlltit, tingëllinin*
Personification	Quoth of the raven ''*Nevermore*''	The Raven's quoth - "*Kurrë më.*"
Politonon	*Followed* fast and *followed* faster till his songs one burden bore	*Profet*, thashë, nëmë-rëndë, Po *profet*, qofsh djall a shpëndë!
Periphrase	Over *many a quaint and curious volume of forgotten* lore	'A Shejtan'' i Ferrit Zi'' (Korbi)
Repetition	As of someone gently *rapping, rapping* at my chamber door.	*Duhet* vajtur, *duhet* pare

Rhetorical Question	Is there—*is* there balm in Gilead?—	A ka në Gallad balsam?
Refrain	Nevermore	*Kurrë më*
Synonyms	Peering - wondering; Perched - sat; Shorn - shaven; Seraphim - angels	I mvrojtur - i vrerosur Të gjenja - të zbulonja Pi - gëlltit Qiell - Perëndi - Eden
Symbol	*Bust of Pallas* - It's a greek goddess of wisdom. It represents his interest in learning rationality in general, sane mind in general. *Plutonian shore!"* - The bord (line) between the worlds of living and the death *Seraphim* - Represents an angel with six wings who releases some perfume in the room. *Is there balm in Gilead* - It's a medical substance used for healing (like a perfume). Referred in Bible like a herb in Gilead *Aiden* - a garden in Iraq, referred as a heaven on Earth *Korbi* (The Raven) - symbolizes Lenore's mourning	*Bust Pallade* (bust of Pallas); *Anës detit Plutonian!"* (Plutonian shore); Me temjan nga *Serafimet* (Seraphim); A ka në *Gallad* alsam? (Gilead); A do shoh n' *Eden* të shenjtë (Aiden); *Korbi* (The Raven).

Type of Rhyme

"Once upon a midnight dreary, while I pondered weak and weary" –
First line – Poe

Table 8: Syllabic structure of a verse – Poe (with / representing stressed syllables and x representing unstressed)

Stress	/	x	/	x	/	X	/	x	/	x	/	x	/	x	/	x
Syllable	Once	up	on	a	mid	night	drear-	y,	while	I	pon-	dered	weak	and	wear	y

"Një mesnate të bezdisur,
Tek këndonja i zalisur" – First and second lines – Noli

Table 9: Syllabic structure of a verse – Noli (with / representing stressed syllables and x representing unstressed)

Stress	/	x	/	x	/	x	/	x
Syllable	Një	mes-	na-	te	të	bez-	di-	sur,

Table 10: Syllabic structure of a verse - Noli (with / representing stressed syllables and x representing unstressed)

Stress	/	x	/	x	/	x	/	x
Syllable	tek	kën-	do-	ja	i	za-	li-	sur.

The tables above show that Edgar A. Poe used Light rhyme – (rhyming of syllables where one is stressed and the other is not). Noli in his translation broke the verse in two lines, so instead of having 16 syllables like the original his lines have 8 syllables. However, he managed to have the same structure of poem by rhyming syllables with one stressed syllable followed by one unstressed. He used the Light rhyme. Another rhyme that Poe used almost in the whole poem is Internal Rhyme, when the rhyming happens within a line of poetry.

Table 11: Scheme of Internal rhyme - Poe

Scheme	Lines
AA	*Ah, distinctly I remember, it was in the bleak December,*
B	*And each separate dying ember wrought its ghost upon the floor.*
CC	*Eagerly I wished the morrow; -vainly I had sought to borrow*
CB	*From my books surcease of sorrow-sorrow for the lost Lenore-*
B	*For the rare and radiant maiden whom the angels name Lenore-*
B	*Nameless here forevermore.*

Since Noli broke the verse in two lines so this type of rhyme is hard to be present in his poem. But if we unite the lines. For e.g: *"Një mesnate të bezdisur, tek këndonja i zalisur."* than we can have the Internal Rhyme

Table 12: Scheme of Internal rhyme – Noli

Scheme	Lines
AA	*Ah, e mbaj ndër ment fort mirë, ishte dimri i ftoht' i ngrirë,*
B	*Dhe n'oxhakun shkrump te nxirë, urët shuheshin në hi,*
CC	*Desha të gëdhihej dita, se më kot nga librat prita,*
CD	*Të më ngushëllonte dita, për të lumturën Lenorë,*
D	*Vajz' e rrallë dhe rrezore, q'i thon' ëngjëjtë Lenorë*
E	*Përmi dhe pa emër më.*

The rhyme scheme that Poe used when accounting for internal rhyme is AA, B,CC,CB,B,B. Also in every stanza, the 'B' lines rhyme with the word 'nevermore' and are catalectic, placing extra emphasis on the final syllable. Noli used the scheme AA, B,CC,CD,D,E.

The description and the analysis of the translation strategies

During his translation, Noli used *Phonemic translation*. He attempted to recreate the sound of the work while still trying to maintain the overall meaning. "*Era fryente që përjashta, rrihte perdet e mëndafshta, dhe më ngjethte, dhe më drethte, tmerre që s'i ndjeva kurrë.*" The *Metrical translation* is also presented. He tried to replicate the original meter of the work which is very close to the original. Since he wrote the poem in eight trochaic structures the rhyming scheme is not very close to the original. *Free Verse translation* is applied too, because Noli kept the rhythm and "flow" of the work without trying to maintain the literal rhyme scheme.

The investigation of translation to see whether the same stylistic and semantic effect have been preserved

The table below contains all the stylistic figures used by both Poe and Noli. It also describes the amount of their usage in stanzas in numerical datas.

Table 13: The usage of stylistic devices by both authors in numerical datas

The stylistic figures	Edgar A. Poe	Fan S. Noli	Comments
Anaphora	✓	✓	Poe used Anaphora in 4 stanzas while Noli used it 6 times. 4 < 6
Antithesis	X	✓	0 < 1
Alliteration	✓	✓	4 > 1
Assonance	✓	✓	5 < 16
Apostrophe	✓	✓	2 < 4
Antonomasia	✓	X	5 > 0
Barbarisms	X	✓	0 < 3
Contrast	X	✓	0 < 2

Consonance	✓	✓	4 < 12
Dialectisms	X	✓	-

Enumeration	X	✓	0 < 1
Epiphora	✓	X	18 > 0
Epithet	✓	✓	7 < 11
Exclamation	✓	✓	3 > 2
Gradation	✓	X	-
Inversion	✓	X	3 > 0
Metaphor	✓	✓	9 < 10
Neologisms	✓	X	1 > 0
Onomatopoeia	✓	✓	4 = 4
Oxymoron	X	✓	0 < 1
Personification	✓	✓	1=1 (quoth of the raven)
Periphrasis	✓	✓	2 > 1
Politonon	✓	✓	11 > 2
Paronomasia	✓	X	3 > 0
Pause	✓	X	8 > 0
Polysyndeton	✓	X	3 > 0
Rhetorical Question	✓	✓	1=1

Repetition	✓	✓	7 > 6
Refrain	✓	✓	11=11 (Nevermore - Kurrë më)
Simile	✓	X	1 > 0
Symploce	✓	X	2 > 0
Synonyms	✓	✓	5 =5
Symbol	✓	✓	6=6
Tmesis	X	✓	0 < 4
Total usage	+ 10	+ 7	**127 > 111**

The chart below presents in percentages the use of stylistic devices in both poems by Edgar A. Poe and by Fan S. Noli.

Figure 1: The use of stylistic devices by both authors in percentages

Stylistic devices

Fan S. Noli
47.3%

Edgar A. Poe
52.7%
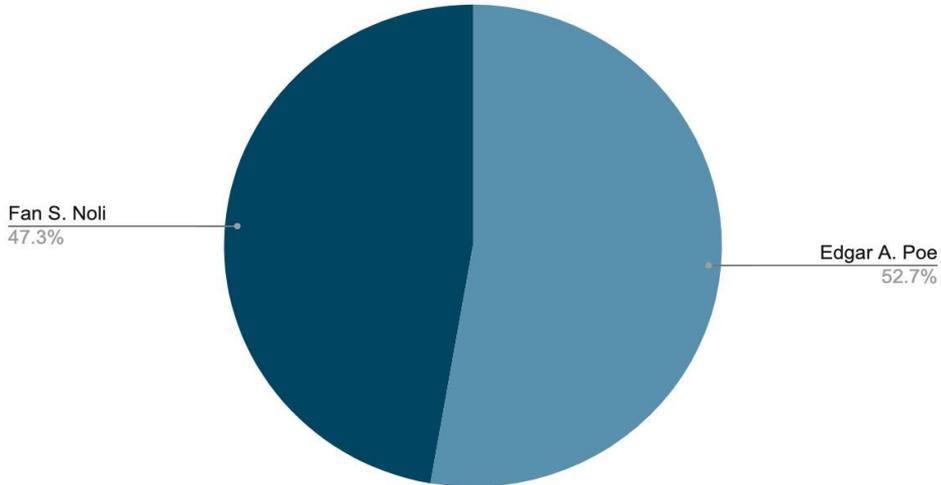
Discussions

After analysing stylistic figures in the poem "The Raven" and their translations in Albanian it can be concluded as follows:

a) Both the author and the translator used many stylistic devices. Both texts have thirty-six stylistic figures, but they were not used in the same stanzas or to express the same things. Poe in his poem used twenty-nine figures, while Noli in his translation of Korbi in Albanian used twenty-six stylistic figures. In Poe's poem The Raven the following figurative devices are found: anaphora, alliteration, assonance, apostrophe, antonomasia, consonance, comparison, epiphora, epithet, exclamation, gradiation, inversion, metaphor, neologisms, onomatopoeia, personification, periphrasis, politonon, paronomasia, pause, polysyndeton, rhetorical question, repetition, refrain, rhyme, simile, symploce, synonyms, symbol. While in Noli's translation Korbi these devices have been identified: anaphora, antithesis, alliteration, assonance, apostrophe, barbarisms, contrast, consonance, comparison, dialectisms, enumeration, epithet, exclamation, metaphor, onomatopoeia,

oxymoron, personification, periphrasis, politonon, rhetorical question, repetition, refrain, rhyme, symploce, synonyms, tmesis. Rhyme was treated separately, because it is the most used stylistic figure. Edgar Allan Poe used Light rhyme – (rhyming of syllables where one is stressed and the other is not). Another rhyme that Poe used almost in the whole poem is Internal Rhyme, when the rhyming happens within a line of poetry. The rhyme scheme that Poe used when accounting for internal rhyme is AA, B, CC, CB, B, B. It should be mentioned that in every stanza the line B (the second line) is rhymed with the word nevermore (the refrain). The words that Poe used to rhyme with nevermore are: lore, before, implore, yore, wore, bore, store, outpour, door, core, floor, ashore, adore. Some of the words are repeated.   Noli in his translation broke the verse in two lines, so instead of having 16 syllables like the original his lines have 8 syllables. Eitherway, he managed to have the same structure of poem by rhyming syllables with one stressed syllable followed by one unstressed. He used the Light rhyme. Noli broke the verse in two lines so this type of rhyme is hard to be present in his poem. But if we unite the lines. For e.g: *"Një mesnate të bezdisur, tek këndonja i zalisur."* than we can have the Internal Rhyme. He used the scheme AA, B, CC, CD, D, E.

b.) Noli used three translation strategies to translate The Raven in Albanian.

The phonemic translation: he recreated the sound of the work and the rhyming while still trying the overall meaning. He used assonance more than because he added more vowels in rhyming.

Metrical translation: the metrical meter of the work is very close to the original even though he wrote the poem in eight trochaic structures. He managed to have the same structure of the poem by rhyming syllables with one stressed syllable followed by one unstressed.

Free verse translation: Noli broke the verse in two and he didn't care to save the rhyme scheme or to maintain all the stylistic figures.

c) After the poems were compared, it was found that Edgar A. Poe used more stylistic devices than Fan S. Noli. Poe in total used twenty-nine (29) stylistic figures. Some of the figures are repeated in different stanzas. In total he used stylistic figures one hundred twenty-eight (128) times. Poe used ten (10) devices more than Noli. Meanwhile, Noli in total used twenty-

six (26) stylistic figures. In total he used the stylistic figures one hundred and eleven (111) times in all stanzas. Noli used seven (7) stylistic figures more than Poe.

To sum up, Noli didn't manage to translate ten (10) stylistic figures that Poe used in his poem, instead he added seven (7) other devices. And the amount of usage is approximately the same. The amount of stylistic figures used by both authors in percentages is 57.2% for Poe and 47.3% for Noli.

Conclusion

After analysing stylistic figures in the poem "The Raven" and their translations in Albanian it can be concluded as follows:

- Both the author and the translator used many stylistic devices. Both texts have thirty-six stylistic figures, but they were not used in the same way. Poe in his poem used twenty-nine figures, while Noli in his translation of Korbi in Albanian used twenty-six stylistic figures. Nineteen of the devices are used the same, and seventeen are different because Noli in his translation added seven more devices, while didn't translate ten of the devices that Poe used.

- For these devices to be found the poems are read and reread many times. In Poe's poem The Raven are found the following figurative devices: anaphora, alliteration, assonance, apostrophe, antonomasia, consonance, comparison, epiphora, epithet, exclamation, gradiation, inversion, metaphor, neologisms, onomatopoeia, personification, periphrasis, politonon, paronomasia, pause, polysyndeton, rhetorical question, repetition, refrain, rhyme, simile, symploce, synonyms, symbol. While in Noli's translation Korbi are identified these devices: anaphora, antithesis, alliteration, assonance, apostrophe, barbarisms, contrast, consonance, comparison, dialectisms, enumeration, epithet, exclamation, metaphor, onomatopoeia, oxymoron, personification, periphrasis, politonon, rhetorical question, repetition, refrain, rhyme, symploce, synonyms, tmesis.

- Rhyme was treated separately because it is the most used stylistic figure. Edgar Allan Poe used the Light rhyme, Internal Rhyme and rhyme scheme that Poe used is AA,B,CC,CB,B,B. Noli in his translation

used the Light rhyme, Internal Rhyme and the rhyme scheme is AA,B,CC,CD,D,E.

- Noli used three translation strategies to translate The Raven in Albanian. During his translation he recreated the sound of thework while still trying the overall meaning. The metrical meter of the work is very close to the original even though he wrote the poem in eight trochaic structures. Noli kept the rhythm and the flow of the work without maintaining some of the stylistic figures. The translation strategies that Noli used are: phonemic translation, metrical translation and free verse translation.

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EFL learners during the COVID- 19 Pandemic (Online vs. Face-to -Face Classroom)

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Abstract

Covid- 19 had a reckless impact on all of us: parents, teachers and learners. All teachers and students faced extensive, unprecedented changes to teaching and learning as a result of the COVID-19 pandemic, which shuttered all schools worldwide. In spring 2020, all homes in The Republic of Kosova were transformed into classes and schools into a virtual space. The lockdown (quarantine) lasted for some months and during this time English classes were delivered online. The remote teaching and learning lasted till the end of the academic year 2020. In October 2020 students and teachers returned to schools. However, when this happened students faced sweeping changes in teaching and learning. This study aims to determine the benefits EFL learners gained during the quarantine time by online learning and at the same time it gives a clear picture of the challenges and obstacles confronted by EFL learners during remote learning. 122 high school students responded to a survey-based questionnaire. The results of this study reveal that learning online has both its advantages and disadvantages and that teachers need to be flexible and welcome any changes they might face during their teaching career. Those changes should not be seen as obstacles which are hard to overcome but as challenges that will help them develop professionally.

Keywords: *Covid-19 pandemic, EFL learners, virtual, face- to- face*

Introduction

What is E-learning? E-learning stands for electronic learning, or as mentioned previously, online learning is identified as courses that are delivered through web to some places other than the real classes where the teacher instructs in a non-virtual way and students can speak and interact with teachers or other students. While it is conveyed in real-time live, students can "electronically" raise their hands and communicate continuously.

There are online lectures which have been pre-recorded and online lecturers where the educator or teacher consistently connects/speaks with students and makes the evaluation notes as usual. Doubtlessly, the new age of digitalization has had a great impact in the education process and it is no wonder that physical classes are being delivered via online platforms.

This research is an attempt to shed light on the advantages of using e-learning for EFL students and to show the challenges faced by the students during the e-learning process.

Research Questions

1. Did students participate in online classes?
2. What were the benefits of e-learning?
3. What were the challenges of e-learning?
4. Do students prefer more online or face to face learning?

Literature Review

A few decades ago, technology advancement greatly increased. Smith (2000) claimed that online learning offers getting rid of the temporal and spatial restrictions that are used in the face to face learning. Research stated that e-learning has been seen to increase the retention of information, and takes less time, which means the changes coronavirus has caused may stay. Lee (2002) in his study said that using synchronous electronic meeting enhances learners' communication skills. Furthermore, Warschauer (1999) and Yang & Chen (2007) pointed out that e-learning enhances students' speaking skills because it allows more equal participation, as opposed to physical learning. Many studies show that EFL students are likely to take

many advantages through e-learning. Yang & Chen (2007) and Shuchi & Islam (2016) mentioned that students can use online courses to earn English language skills which are speaking, reading, listening, and writing. Al-Menei (2008) illustrated that computer-assisted learning plays a great role in the English writing skills of Saudi students. This study showed that the students who used computer programs to correct their paragraphs and to check their grammar have an important improvement in their writing skills in English as Romeo (2008) stated that when learners listen and use complex sentences, they change their understanding and learning.

Moreover, Yang & Chen (2007) stated that e-learning helps students to develop their ability in speaking English by communicating with others in virtual world, more than the traditional classes, for the environment of traditional classes which are full of Arabic language dominance. In addition, virtual classes can have a very large number of students. This can affect their communication with the teacher negatively. So, students cannot be supplied with an apt environment for learning English. Farzi (2016) noted that computers can set up to provide to help students to correct their mistakes. Moreover, some e-learning applications allow students to learn English promptly and get advantage of language assets. Moreover, it can offer them participation in their pronunciation through verbal correspondence and recognition of the English language real environment (Debski and Gruba, 1999; Yang and Chen, 2007; Al- Qahtani, 2016; Al-Hassan and Shukri, 2017). Yet, Westbrook (2006) has contended blending e-learning into the concentrating of EFL is not conveying foreseen results.

However, OECD data, one of the most challenges that impedes online learning is students with unavailable internet access. This gap is different from one country to another. For example, 95% of Switzerland students, Norway, and Austria have technical support, however, only 34% have. Many students around the w orld are having challenges regarding technical support, especially poor country and developing ones. Nevertheless, the importance of education never diminishes and continous work must be done to raise the efficiency of higher educational institutions. Education is the one thing which improves and enhances any country.

Bao (2020) commented on the reaction of the shifting process to e-learning according to the technical infrastructure for each country. Furthermore, many researchers showed the advantages of e-learning. Wang and Hu (2019) commented that e-learning is a great system for making a creative and outstanding student who has self-reliance, also e-learning

requires less time. Moreover, Lalani and Li (2020) added that student's memory saves from the academic material more than in the traditional classrooms. Some educational institutions feel afraid of using e-learning during this pandemic for the technical reliability and worries about students' outcomes from the e-learning (Bacow et al., 2012; Bolliger & Wasilik, 2009; Betts & Heaston, 2014; McQuiggan, 2012). While Biswas (2020) indicated that students face problems which are complicated to them more than technical support. Ananga and Biney (2017) showed that the importance of identifying students' technical status is more important that creating online courses. Skulmowski (2020) has illustrated the importance of the social lives of students. While Skulmowski and Rey (2020) illustrated that alternative media help students to adapt the knowledge through e-learning.

Research design and methodology

The research was conducted by distributing an online questionnaire to high school students. Data gathered from the survey was analyzed with routine statistical software.

Participants

The research participants of this study were 122 11th grade pupils ;72 girls and 50 boys.

The Setting

The research was conducted in the secondary school "Naim Frasheri" in Shtime during the Covid- 19 Pandemic time in October 2020. The time when schools reopened.

Research Instruments

In this study the researcher used a questionnaire to gather data.

Discussion of findings

As mentioned above, 122 students took part in the questionnaire. 72 females and 50 males. All of them answered all the questions of the questionnaire

➡ **Frequencies**

Statistics

		Gender	Participation
N	Valid	122	122
	Missing	0	0

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	72	59.0	59.0	59.0
	Male	50	41.0	41.0	100.0
	Total	122	100.0	100.0	

Student's participation in online classes

The results of this question reveal that the majority of the students participated in online classes. The diagram below gives a clear picture about the answer to this question:

Did you have online English classes during the pandemic crisis ?

122 responses
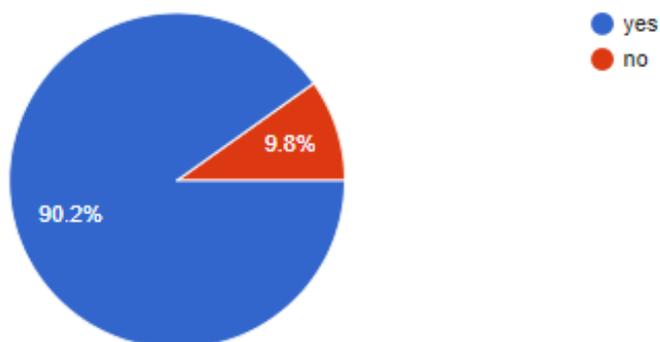
From 122 responses, 90.2% answered that they attended online classes during the pandemic Covid-19 disease and only 9.8% did not participate at all.

Advantages and disadvantages of online learning

According to respondents' answers, the main advantages of online learning were access to online materials (82%), the ability to stay at home (62.3%), and improvement of technological skills (47.5%).

The majority of respondents chose technical problems with IT equipment (87.7%) and poor learning conditions (38.5) as the main disadvantages.

Chart 1. The advantages of e-learning

What are the advantages of e-learning? Pick all that you consider true.

122 responses

Access to online materials (vid…	100 (82%)
Ability to stay at home	76 (62.3%)
Ability to record a meeting	28 (23%)
E- Learning encourages collab…	22 (18%)
Class interactivity	16 (13.1%)
E-learning improves students' t…	58 (47.5%)
E-learning provides me with a v…	46 (37.7%)

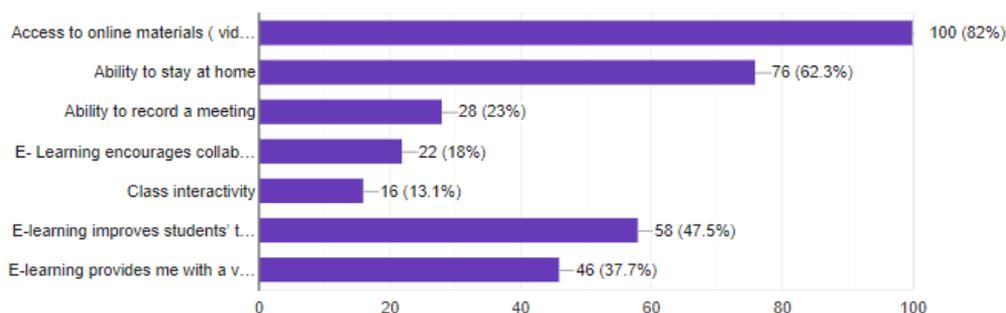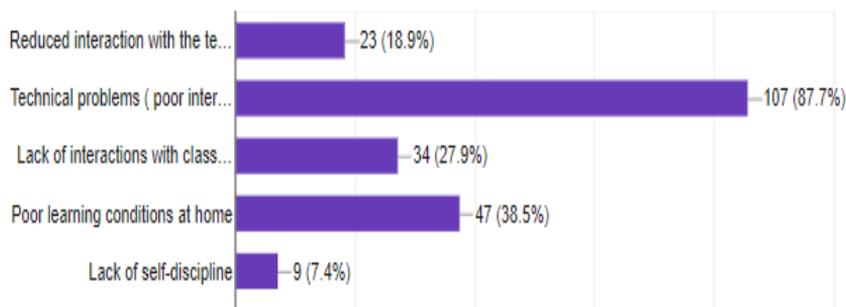### Chart 2. The disadvantages of e-leaning

What are the challanges of e-learning? Pick all that you consider true.

122 responses

Reduced interaction with the te…	23 (18.9%)
Technical problems (poor inter…	107 (87.7%)
Lack of interactions with class…	34 (27.9%)
Poor learning conditions at home	47 (38.5%)
Lack of self-discipline	9 (7.4%)

Online vs. face- to – face learning

There was no statistical difference between face-to-face and online learning in terms of opinions on the ability of the learning method to increase knowledge. E-learning was considered less effective than face-to-face learning in terms of increasing skills. E-learning was rated as enjoyable by 59.8% of respondents and 50% of the students considered e-learning attractive.

Chart 3. Comparison of online and face – to – face learning in terms of increasing knowledge

Online   *Face- to- face*
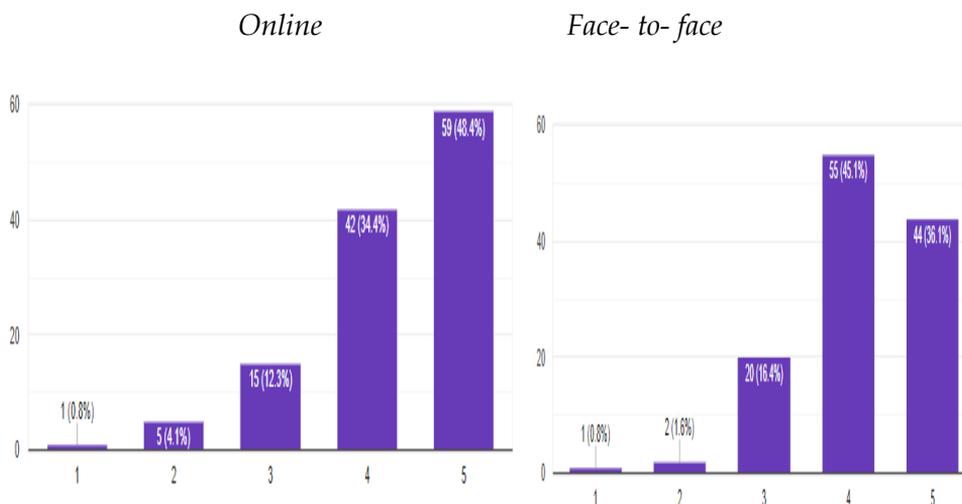
Conclusion

E-learning is a very powerful tool for teaching EFL students. However, successful implementation of online learning into the curriculum requires a well-thought-out strategy and a more active approach. This study shows that the EFL participants agreed on most of the advantages, challenges that are included in the study. The results of this study show the advantages of using e-learning in the EFL classroom by giving students access to online materials and improving their technological skills. On the other hand, the results indicate the challenges of using e-learning in Kosovan high schools.

For example, the lack of technical support that the schools have, the need for training lecturers to improve their technological skills, the unreliable evaluation system, and the poor technological infrastructure. These challenges show the necessity of taking these results into considerations, and make a real step by solving the challenges and helping the students to develop their skills.

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A Pragmatic Study of Political Media Discourse in Albanian and English Newspaper Headlines

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Abstract

This study aims to explore the language and political communication strategies utilized by politicians throughout their election campaigns. *All the discussions and analysis below are detached from politics and are not based directly in politics that is why; different politic member of parties are chosen in regards to their current political communication or regarding the impact that they have had in their particular countries.* Therefore, politicians and their speeches are selected as illustrations solely for the purposes of this paper, to analyze politicians' communication strategies, their communication style, and how pragmatics and linguistic features are employed in their speeches. The presidential debate video between Secretary Clinton and Mr. Trump is the main source to be analyzed in regards to pragmatics by focusing to a greater extent in context, speech acts utilized in political communication, adjacency pairs, and preference structure. The language being used by politicians has a significant impact on its citizens. Their speeches are always followed with a greater interest since they are considered to transmit a significant message. A questionnaire was conducted to identify to what extent the audience trusts media when reporting about politics. Corpus linguistic tools have been used as well to reveal statistics in regards to word frequency and keywords analysis found in the presidential debate. The results indicated that the audience wants from the media to be detached from politics, and in regards to corpus linguistic results, the pronoun 'we' was found frequently in secretary Clinton speech, whereas Trump has employed mainly the pronoun 'I'. To conclude, the language of politicians differs in numerous ways, due to their political communication strategies, their background political experience, and diction that is considered to be one of the most significant aspects when speaking.

Keywords: *language, political communication, pragmatics, audience, media*

Introduction

The objective of this paper is to analyze political communication strategies that each politician chooses upon communicating a particular message and the impact that these kinds of strategies have on citizens in the final election outcome. The analysis of political communication strategies presented below is solely analyzed for the purposes of this study, focusing to a greater extent in their political rather than personal life.

Throughout the years, the language used by politicians has been one of the most debatable and ambiguous topics that has aroused wide interest by many scholars and researchers, although in Albania and Kosovo it remains a rather fragmented field. That is why; this paper might be an aid for researchers that are willing to explore similar topics.

There are various reasons why politicians decide to make a speech. Occasionally the primary objective of those speeches is to inform the audience regarding a particular situation that might be of interest to them. Politicians, along with their language or choice of words, carry responsibility; therefore, they have to be careful in the usage and selection of words.

The language used by politicians is considered to be an educational and formal language because it is followed by numerous people. However, this is not always the case. Politicians' language varies by their personality, and upon the strategies that they select to use when communicating. The choice of words used by politicians depends on the intended audience and on the event that the speech is considered to be carried.

Politicians must persuade, and be likeable by the audience, they should have sarcasm that should not be exaggerated, otherwise it would overcome their competences and professionalism.

The language used by politicians is different compared to years ago; nowadays politicians seem to announce what the audience wants to hear; their vocabulary has experienced transformations as well. One of the reasons why this transformation has happened is because social media has affected the way politicians approach the audience and has also impacted positively and negatively their sentence construction and the message that they are willing to transmit to the audience. Social media is seen as a great effective way to transmit opinions and their beliefs regarding a particular aspect.

Problem Formulation

The objective of this research is to find out the strategies utilized in political communication, the significance of pragmatics in political speeches, and investigate the impact of media on the final election outcome through the questionnaire and by using different corpora to identify word frequency and keywords as well.

Aims and Objectives

- To find out the most frequent words utilized in the presidential debate
- To define the role of Pragmatics in political speeches
- To discern the impact of media on the final election outcome
- To examine the Utilization of Political strategies

Research Hypotheses

- This paper hypothesizes that political communication varies in regards to the goals that a particular party seeks to achieve and how well politicians know the audience to accomplish their support, which is afterwards conveyed in the final election results.
- The audience thinks that media impacts the overall election result.
- Politicians occasionally seek to sound persuasive with a high tone of speech by involving cohesive devices.
- Taking into consideration the fact that they are followed by a greater audience, politicians might promote the appropriate usage of syntax and pragmatics in their speeches.
- When utilizing social media little attention is given to grammar rules in general, including syntax and pragmatics.
- Speech acts are greatly used in political speeches

Research Questions

- To what extent does the audience trust media?
- What political communication strategies politicians tend to choose?
- What is the significance of pragmatics in political communication?
- How are adjacency pairs analyzed?
- Which are the most frequent linguistic expressions utilized in political communication?

Expected Outcomes

o This study will provide useful and beneficial information in manifold fields beginning from the field of pragmatics, political discourse, media and its impact upon the audience.

o Therefore, researchers aiming to explore these kinds of topics might find this study useful or beneficial in researching similar topics.

Literature Review

Political processes are developed and established along with discourse and communication. Political discourse communication is vital in making decisions and gaining political power. Therefore, politicians along with their actions and opinions seek and claim solidarity from the citizens by listening to their requests - by building an interaction with them. That is why politics and discourse altogether have been researched with a great interest in numerous fields. The disciplines that have been involved in politics are mainly divided into two aspects; behaviors, and political beliefs, and the society, individuals, and consequences in regards to political actions. According to (Rorty 1967), the role of language has been increased in these past few years as it has a great impact in the socio-political aspect. As a result, in many research fields has been involved politics altogether with language. It is generally believed that in political communication differs in regards to what a particular politician focuses upon; i.e. different communication styles, and other differentiations as behaviors and attitudes towards a particular issue (Norris 2005). In political communication, the message is interpreted and understood in terms of transmitting a particular message, that is, the message sent and the received message. Hahn (2003)

claimed that vwhen doing research in political communication one should start from the beginning of the social conversation, that is, the beginning of politics. A significant feature when it comes to political communication is undeniably how media covers politics and political communication as well. Althaus (2012). Moreover, these past few years many researchers focused in political rhetoric whose role is to study and find manners to persuade the audience by using argumentative strategies. Finlayson (2007), Martin et al. (2014) and Atkins et al. (2014) stated that rhetorical political analysis is the study of political communication, and political strategies are useful in using concepts from rhetoric in analyzing the political language. This approach emphasizes and focuses on persuasion which is useful in political communication by giving arguments when opposing a particular debate (Wilson 1990; Fetzer 2013).

The focal point of the rhetoric of political discourse (De Landtsheer 2000; Charteris-Black 2005; Atkins et al. 2014; Martin 2014; Ilie 2016b) and the pragmatics, more specifically of political discourse (Wilson 1990; Chilton 2004; Harris, Grainger and Mullany 2006; Jiang 2006; Ilie 2015b) claimed that rhetoric in political communication political rhetoric emphasizes and focuses more on the person and situation as well as in persuasive devices and political communication strategies, whereas pragmatics of political discourse focuses genres and discourse practices in political discourse.

Charles Morris (1938) was the first to use the 'proto-concept' of pragmatics (defined as the study of the relations of the connection of signs to interpreters), by following the cognitive approach of language philosophers (Austin 1962; Searle 1969; and Grice 1975). Leech (1983) defines pragmatics as a bridge to connect the disciplines of linguistic and rhetoric.

To clarify the meaning of pragmatics, Leech started the approach with pragmatics considering that, "whereby the speaker is seen as trying to achieve his aims within constraints imposed by principles and maxims of 'good communicative behavior'" (1983: x–xi). Hence he defined pragmatics as follows; "Pragmatics can be usefully defined as the study of how utterances have meanings in situations" (1983: x–xi).

The field of pragmatics has been further explained by Mey, who claimed that pragmatics "is interested in the process of producing language and in its producers, not just in the end-product, language" (2001 [1993]:

35). Whereas, Thomas stated that pragmatics is concerned with the meaning when interacting and communicating. (1995)

Hence, pragmatics studies the utilization of the language that analyses speakers' intention; what the speaker intended to claim, and on the other hand the strategies that hearers utilize to find out speakers' intentions.

A significant feature of pragmatic studies is focusing on the utterances context, ambiguous sentences, and misunderstandings. Pragmatics also analyses the manners in which the meaning of the sentences varies in regards to context, the time and objectives of interaction, and the relation between interlocutors. Pragmatics is concerned as well with factors like social interaction and the consequences of interlocutors.

When speaking and in theory, we might say everything we want in general. Nevertheless, when it comes to practice we have to abide by some linguistic rules. Social constraints influence the way that we express and compose sentences as well. For instance, when it comes to politeness, when we make use of language we tend to use the language differently when speaking to elder people.

Rhetoric is a very old communication strategy which has been utilized to persuade various audiences in the fields of education, politics, and more. As a discipline, rhetoric has been gradually growing altogether with social and political relations (Booth 1974; Kennedy 1999/1980; Covino and Jollie 1995; Herrick 2001). Bitzer (1968) claimed that rhetoric can vary or change the reality not directly but through interference of thought and action.

Occasionally and mainly in interviews and debates, politicians tend to interrupt each other when speaking, that is why many critics claimed that there are specific strategies to take the turn to speak. See the example below from the presidential debate;

Wallace: ''Secretary Clinton? Go ahead, Mr. Trump.

Trump: '' *Let me ask a simple question*. She's been doing this for 30 years. Why the hell did not you do it over the last 15-20 years?''

Clinton: No, I voted.

As shown, the moderator firstly says to Secretary Clinton that it is not her turn to speak by saying ''Secretary Clinton'. Therefore, the moderator gives the right or turn to speak to Trump by saying 'Go ahead, Mr. Trump', however, Trump uses a turn-taking strategy by taking the turn to speak with'Let me ask a simple question'.

Wallace: ''Sir, your two minutes are up''

Trump: ''The point is, the big winner is going to be Iran''

Clinton: ''*Well, em, you know, once again*, Donald is implying that he did not support the invasion of Iraq. I said it was a mistake. I've said that years ago. He has consistently denied what is''.

The moderator signals Trump that his time is over, and Clinton has had a hesitant start with the words as 'well, em, you know'.

Methodology

In order to reach a conlusion for this paper, the author has utilized descriptive and qualitative data.
Quantitative data was collected from the conducted questionnaire, and the qualitative data were collected from the debate video and the transcript.

Data Collection and Analysis

The presidential debate video along with its transcript found on Google were utilized for this research. A questionnaire was conducted with 255 participants that completed the questionnaire online. Afterwards, a corpus was created to present the word-frequency and keywords list found and compared in two corpora that were utilized: AntConc and Sketch Engine.

Corpora Results

Corpus Linguistics is an area that focuses mainly on the methodology and in following the procedures for studying and analyzing languages. Nevertheless, one of the major schools of corpus linguistics from their perspective does not define and characterize corpus linguistics as related to methodology. Corpus linguistic tools allow the researcher to obtain useful and reliable data which help reach a conclusion. Corpus Linguistics tools as; concordances, frequency data which allow the production of both quantitative and qualitative data. McEnery, Xiao and Tono, claimed that as "corpus linguistics is a whole system of methods and principles of how to apply corpora in language studies (7–8: 2006); they, therefore, noted that corpus linguistics is a methodology.
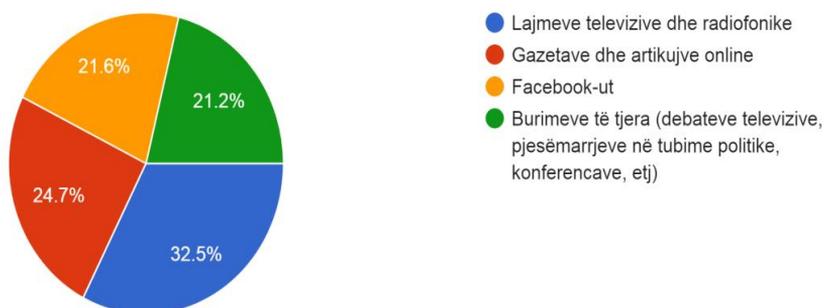
Results

Results from the conducted questionnaire regarding the news that the media serves every day

A significant aspect of political communication is to what extent the audience is affected by the news that the media serves every day. Moreover, where the audience decides to be informed regarding the news, and to what extent is media freedom from doubt.

Chart 1. Information Sources Utilized to obtain information in regards to politics

Nëpërmjet kujt zgjidhni të merrni informacione rreth politikës aktuale?
255 responses

- Lajmeve televizive dhe radiofonike
- Gazetave dhe artikujve online
- Facebook-ut
- Burimeve të tjera (debateve televizive, pjesëmarrjeve në tubime politike, konferencave, etj)

As shown, with slight difference, participants claimed that they choose television and radio news to get information. The sources that nowadays are chosen to get information compared to years ago have changed. For example, the television does not seem to have the same significance as it did in the past and the impact of social media in regards to politics is growing every day.

Therefore, 21.6% of participants chose Facebook to be informed about the latest news.

Despite the concerns regarding the validity of the news shown in social media it seems that Facebook is one of the quickest ways to become updated with the latest information.

Chart 2. The Trust and Validity of Mass Media in Kosova

Deri në çfarë mase ju besoni mediave në lidhje me informacionet që transmetojnë?
255 responses

- ● Shumë
- ● Jo dhe shumë
- ● Aspak
- ● Varet nga media
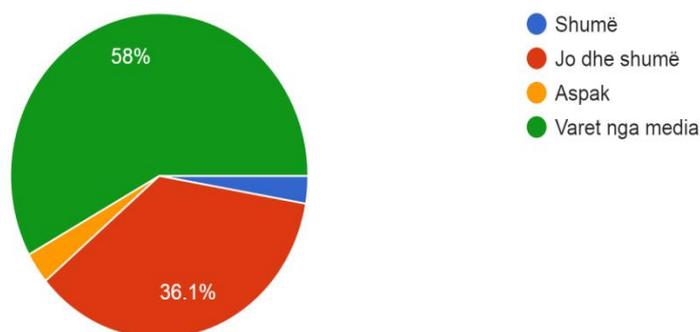
The chart above displays that voters and in general the audience has a target and specific source or television that chooses to inform about the latest news. The participants answered that the news transmitted by media, in general, are not valid, and they do trust them to some extent. A further concern is that only a low percentage believes the information transmitted by the media in general. Therefore, the media should not only transmit the news, but also reference its sources.

Chart 3. Media and Impartiality

A duhet të jenë mediat dhe sistemi informativ në përgjithësi plotësisht të pavarura nga ngjyrimet politike?
255 responses

- Po
- Në shumicën e rasteve
- Jo

86.3%
11%
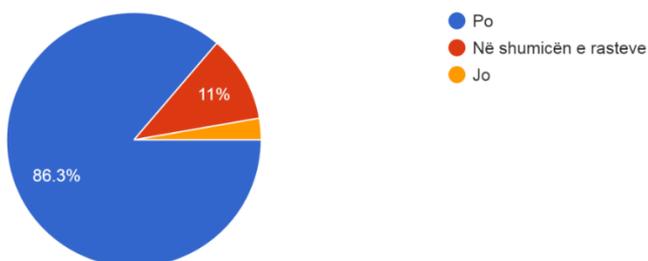
A very debatable issue in regards to media in general is the separation of media from politics.

Throughout these years, the media has had an impact and a significant role in the final election outcome. Therefore, the role of media is to transmit news impartially by informing the audience appropriately. Hence, 86.3% of the participants agreed that media should be excluded from politics by not acting unilaterally, whereas 11% agreed on the opposite.

Chart 4. The Impact of the Media in the Final Election Outcome

A mund të ndikojnë mediat në rezultatet zgjedhore?
255 responses

- Po
- Ndonjëherë
- Jo

43.9%
11.4%
44.7%
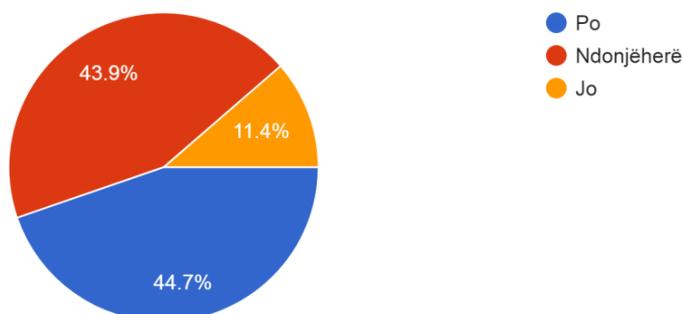
Media has been and continues to be one of the most powerful sources that has an impact in election campaigns and the electoral outcome. More than half of the participants agreed that the media can impact the final election outcome. A low percentage have claimed that media does not have the 'power' to impact the final electoral result.

Chart 5. The Impact of the Media in the overall Election Result

A ndikoheni ju personalisht në votën që jepni nga informacionet e marra nga mediat gjatë fushatës zgjedhore?

254 responses
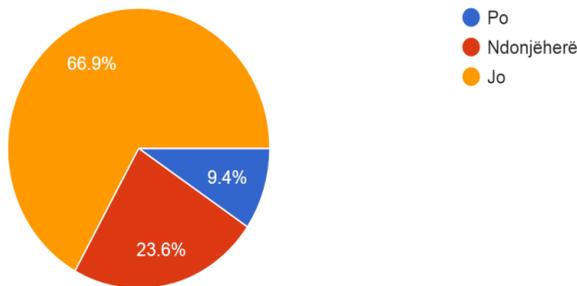
It is widely recognized that the media affects many people, sometimes unconsciously.

However, from the chart above, it can be seen that most of the participants (66.9%) believe that throughout the election campaign, the media does not impact their voting.

There may be different reasons why; first and foremost, they know whom they are going to vote prior to the election campaign, so they are not affected by media.

On the other hand, 23.6% of the participants mentioned that they sometimes may be influenced by the media. They may be swing voters who pay attention to what the media claims and the election campaign, and then decide whom to vote for.

While a small number of participants (9.4%) agreed that they indeed are affected by mass media during elections. Those participants showed that the media can affect their opinions, so based on the election campaigns that

they see on media they can change opinions and vote for someone whom they thought are more powerful by just following their campaigns.

Some of the answers above were displayed in the charts with percentages, but the survey contained some open-ended questions as well which will be discussed throughout this paper.

From the open-ended questions the participants were asked to reflect upon their own experience in regards to media in general. They were also asked to share their opinions on what they would personally change in the current media system as shown below;

"Mediet kanë arritur që të depertojnë në mendjen dhe vendimin e votuesve të papërcaktuar, si dhe votuesve lehtësisht të ndikuar apo manipuluar. Në këtë grup të votuesve bëjnë pjesë shprehimisht mosha më e vjetër, 45+, të cilët çdo medie i qasen me besueshmeri dhe nuk arrinë t'i dallojne burimet e sigurta prej atyre të rreme apo te manipuluara. Mediet më së shpeshti nxjerrin fjalë nga koteksti, që për këta votues, apo këtë pjesë të qytetarëve është vet kryefjala dhe besueshmëria".

"Sinqerisht, mundohem sa më shumë të u largohem lajmeve nga mediat shqiptare, aq shumë kanë degradu saqë në individët të cilet i marrin inormatat pa menduar kritikisht ndaj tyre, po ua shperlajnë trurin e kjo e gjitha po ndikon tek familja, e rrethi social! Në vend që mediat të përçojnë informata (programe) çfarëdo qoftë që kontribojnë pozitivisht në rrethin tonë dhe t'i "edukojnë" shoqerinë tonë, po e bëjnë të kundërtën. Të mos harrojmë që janë një armë tejet e fuqishme që po përdoret nga politika si po ua don qejfi".

"Mediat në vendin tonë në përgjithësi janë me kohë në informacionet lidhur me temat dhe problemet e mundshme qe mund të ekzistojnë. Ka prej tyre që i trajtojnë këto tema si duhet por ka edhe prej atyre që i shtremberojnë të vërtetat, kështu që mbetet që të përpiqen të kryejnë punën e tyre në mënyrë plotësisht të pavarur".

"Mendoj që këto ditë janë krijuar shumë media apo portale, që shumë pak po kontrollohen nga organet kompetente dhe po rezultojnë me informata të pa dinjitetshme".

For extended responses, see Appendix A ...

Results from Corpora

The figure below shows the corpus created to produce useful data and information. Furthermore, this figure displays the frequency of pronouns used by Secretary Clinton in the first presidential debate of 2016 by using the full transcript using the answers of Secretary Clinton.

Figure 1. Pronouns' Frequency utilized by Secretary Clinton in the first presidential debate of 2016

10/6/2020   Wordlist | Sketch Engine

pronoun (21 items | 780 total frequency)

	Lemma	Absolute Frequency		Lemma	Absolute Frequency		Lemma	Absolute Frequency
1	we	170	11	their	19	21	mine	1
2	I	154	12	his	18			
3	it	86	13	my	11			
4	you	78	14	him	7			
5	he	67	15	me	6			
6	our	43	16	she	4			
7	they	41	17	her	3			
8	them	23	18	yourself	2			
9	your	23	19	myself	1			
10	us	22	20	yours	1			

As presented, the most frequent pronouns found in the answers of Secretary Clinton have been the pronouns 'we', and 'I'.

Figure 2. Pronouns' Frequency utilized by Trump in the first presidential debate of 2016

10/9/2020 — Wordlist | Sketch Engine

pronoun (21 items | 1,291 total frequency)

Lemma	Absolute Frequency	Lemma	Absolute Frequency	Lemma	Absolute Frequency
1 I	283	11 your	19	21 thou	1
2 you	223	12 my	19		
3 it	194	13 he	19		
4 we	157	14 their	17		
5 they	120	15 us	15		
6 our	62	16 him	9		
7 she	46	17 his	4		
8 them	40	18 myself	3		
9 me	37	19 yourself	1		
10 her	21	20 themselves	1		

As shown, Trump has utilized different pronouns compared to Secretary Clinton. Trump has used the pronoun 'I' 283 times.

Figure 3. Single keywords found in Sketch Engine Corpora utilized by secretary Clinton in the first presidential debate of 2016

10/6/2020 — Keywords | Sketch Engine

Word	Word	Word	Word	Word
1 Donald	11 squeegee	21 praiseworthy	31 hurtful	41 Gee
2 Lester	12 watchlist	22 frisk	32 wealthy	42 Well
3 birther	13 outgun	23 Hofstra	33 Clinton	43 caliphate
4 cyberattack	14 slob	24 Machado	34 refinance	44 retrain
5 drapery	15 Baghdadi	25 businesspeople	35 Trump	45 unfit
6 checkers	16 CAFTA	26 stamina	36 cognizant	46 sailor
7 taunt	17 silkscreen	27 precipice	37 loophole	47 repatriation
8 Rahami	18 Piggy	28 Isis	38 Woo	48 whirl
9 Raqqah	19 radicalize	29 dismissive	39 vibrancy	49 destabilize
10 cyberwarfare	20 cavalier	30 idly	40 troubling	50 installer

As seen, most of the single keywords are names as Donald, adjectives as hurtful, verbs as radicalize, adverbs as well.

Figure 4. Single keywords found in Sketch Engine Corpora utilized by Trump in the first presidential debate of 2016

Word	Word	Word	Word	Word
1 Hannity	11 trillion	21 Cavuto	31 defective	41 Giuliani
2 frisk	12 Hillary	22 Blitzer	32 Trump	42 debtor
3 Lester	13 Clinton	23 purposely	33 Wasserman	43 gratifying
4 NAFTA	14 renegotiate	24 squander	34 piggy	44 cyber
5 underleveraged	15 Isis	25 McClatchy	35 Sean	45 Bibi
6 DNC	16 trump	26 Patti	36 unbelievable	46 Hispanics
7 Blumenthal	17 disgraceful	27 cavalier	37 unsatisfied	47 garb
8 stamina	18 itWho	28 LaGuardia	38 Sidney	48 Bernie
9 admiral	19 conversationa	29 Yellen	39 tremendous	49 awfully
10 temperament	20 braggadocio	30 Fed	40 NATO	50 behemoth

Whereas, Trump seems to utilize adjective 'tremendous' to give more significance to a particular sentence. Moreover, the adverb 'awfully' gives the audience the feeling that particular information is significant.

Figure 5. Multiwords' keywords found in Sketch Engine Corpora utilized by secretary Clinton in the first presidential debate of 2016

Word	Word	Word	Word
1 birther lie	14 whole racist birther	27 dire negative picture	40 common sense gun safety
2 trumped-up trickle-down	15 great businesspeople	28 entire global situation	41 sense gun safety
3 implicit bias	16 close working cooperation	29 many military style	42 working cooperation
4 sector information	17 fact violent crime	30 intelligence surge	43 fair growth
5 military alliance	18 loose cyber	31 gun epidemic	44 only secret
6 federal income tax	19 new modern electric grid	32 difficult mental health	45 good middle-class
7 nuclear material	20 independent hacking	33 man of great dignity	46 private sector information
8 federal income	21 racist birther lie	34 plague of gun violence	47 nearby ship
9 equal pay	22 whole racist birther lie	35 private e	48 watching tonight
10 criminal justice system	23 good middle-class life	36 modern electric grid	49 profit motivation
11 billion tax benefit	24 lot of great businesspeople	37 racist lie	50 brave police
12 intelligence benefit	25 lot of new economic activity	38 enough nuclear material	
13 racist birther	26 disadvantage middle-class	39 top percent	

As shown, most of the terms in the figure below consist of economy definitions.

Figure 6. Multiword' keywords found in Sketch Engine Corpora utilized by Trump in the first presidential debate of 2016

10/9/2020   Keywords | Sketch Engine

Word	Word	Word	Word
1 bad experience	14 beautiful thing	27 lovely everything	40 crime rate way
2 campaign manager	15 trade deal	28 certain garb	41 nuclear alternative
3 unbelievable company	16 tax cut	29 kind of bad experience	42 tremendous income
4 enemy everything	17 great thing	30 presidential look	43 tremendous money
5 back law	18 defective agreement	31 serious debtor nation	44 young black youth
6 debtor nation	19 mess anyone	32 word super predator	45 cutting regulation
7 wrong button	20 ugly bubble	33 obligation right	46 tremendous stamina
8 bureaucratic red tape	21 numerous conversationa	34 illegal server	47 rate way
9 third world country	22 serious debtor	35 providing tremendous service	48 tough community
10 big league	23 terrible disrespect	36 governmental society	49 winning fight
11 great credit	24 major terror division	37 whole governmental society	50 super predator
12 world country	25 small car division	38 winning temperament	
13 birth certificate	26 terror division	39 only gratifying thing	

Multiwords presented below consist mostly of adjectives and nouns together, and as shown Trump utilizes in greater way adjectives compared to Secretary Clinton.

Whereas, using the AntConc corpus, the most frequent words of former Secretary Clinton found in the presidential debate of 2016 are as in the table below;

Table 1. Word list Frequency found in AntConc Corpora utilized by Secretary Clinton in the first presidential debate of 2016

Rank	Frequency	Word
1	16	Word
2	4	Document
3	4	Theme
4	3	By
5	2	Content

Table 2. Word types and tokens found in AntConc Corpora utilized by Secretary Clinton in the first presidential debate of 2016

Word Types	Word Tokens
2018	19042

Table 3. Word list Frequency found in AntConc Corpora utilized by Trump in the first presidential debate of 2016

Rank	Frequency	Word
1	16	Word
2	5	By
3	4	Document
4	4	Theme
5	2	App

Table 4. Word types and tokens found in AntConc Corpora utilized by Secretary Clinton in the first presidential debate of 2016

Word types	Word tokens
2347	22409

Discussion

The 'political interview', was defined as a kind of speech event (Hymes 1972) or activity type (Levinson 1979), that includes interaction, with roles defined to the interviewer and interviewee. Politics and communication are related and inseparable in a democratic society. The objective and goal of political parties along with their program and projects is to persuade voters to have greater support afterwards.

It occurs occasionally that linguists are not satisfied with the way language is represented by the media. Taking into consideration the role

and the significance of the media, nowadays, it is crucial to understand and analyze the language that is being used.

For many people watching the news and reading newspapers is a standard and daily routine. With the advancement of technology, it became easier and easier to get informed within a few minutes about the latest news in the whole world.

However, journalists have great responsibilities in reporting and writing an article as it occasionally can result in misinterpretations and misunderstandings, especially when it comes to health issues, or when a country declares its independence from another country. In case of the latter, the journalist should be well informed about the background history of that particular country, therefore, she/he should be enlightened and aware of what is being reported.

Multiple sources believed that economic, social, and political components have an impact on how the media represents the world. Therefore, Dijk (1988a) noted that the media conventionally promotes the power of the dominant classes in society. When reporting the news; all the actors involved should not be biased towards what they are reporting. This is because media in general is assumed to be neutral when representing a cause, event, or story. In the reports, the journalist or the reporter should not include their own opinions and perspective in a story.

Conclusion

Political communication has been mostly related to comparative politics in regards to its relationship with mass media always being connected and impartial on informing the audience. Therefore, the main actors in political communication are thought to be the voters (audience), mass media, and politics.

Social media networks have the power to modify the news and in a study conducted by Pew Research study in 2016, it resulted that 62% of adults are informed with the latest news on social media.

This explains why the media should be detached from politics, be impartial when communicating a particular event and transmitting a message to the audience. Television has been known as the traditional way of informing the audience with the latest news in regards to electoral campaigns, however, social media has proven to be a great asset in reaching

voters, because it doesn't require additional charges from the audience's part.

Big News Network survey of U.S. showed that 44% of the U.S. adults were informed about the details and news regarding the election by social media compared to newspapers.

Holbrook noted that debates in previous years were conducted in order to provide voters with more information regarding the candidates. Impartiality of media when reporting political information is one of the factors that measure the media's quality and is somewhat related to accurate information.

Reporting balanced information without being biased is one of the most challenging problems the media faces. The media is always more reliable when reporting particular information while considering different points of view

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Appendix A

The responses from the questionnaire regarding the actual system of media in Kosovo, and the changes that the audience would like to see regarding the media.

"Për mendimin tim, mediat janë politikisht të ndikuara në aspektin e shikueshmërisë së lajmit. Pra, japin informacione pro ose kundër një krahu politik(duke i ikur lajmit të vërtetë) që të rritet shikueshmëria...Sidomos debatet televizive kanë bërë që të ndikojnë në mënyrën e të menduarit të shumë personave, e që personalisht mendoj se të njejtat janë të nxitura nga persona me interesa të ndikojne në bindjen e njerëzve... Gjithsesi, meqë është formë demokratike, dhe njerëzit kanë të drejtë të ndryshojnë mendim, per mua mbetet e rëndësishme vetëm të mos jepen lajme të rreme për nxitjen e kësaj çështjeje."

"Sistemi aktual i mediave është jo i mirë sidomos në kohën kur ka fushata zgjedhore ose tashmë në kohën e pandemisë, kohë kjo e cila na detyron ta përcjellim median nonstop. Kjo për arsye që bëjnë shumë panikë ndoshta edhe pa nevojë... Më shumë e mbeshtesin interesin e vet tek përfitimet se sa informimin e drejtë të qytetarëve. Gjithashtu edhe në kohën e fushatave zgjedhore mbështesin ato parti të cilat i financojnë gjatë fushatave dhe nuk i paraqesin vlerat reale të çdo partie ose punët e mira qe çdo parti ka bërë gjatë kohës së tyre në detyrë. Me një fjalë, secila medie e ka të preferuarin e tij dhe atë mundohet të ja servojë edhe popullit."

"Sot mediat, portalet, gazetat po ndikojnë shumë në informimin e gabuar të populates. Duhet të punohet më shumë që servimi i një informate të bëhet në mënyrë të duhur dhe të mos përhapen lajme jo të nevojshme dhe dezinformata."

"Fatkeqsisht partitë që kanë udhëhequr deri tani kanë pas shumë media nën kontroll, dhe është e dhimbshme kur sheh se disa ish politikan janë kthyer në gazetar, gjithashtu edhe gazetarët në politikanë. Kjo është shumë e dëmshme për shoqërinë tonë, sepse mediat duhet të jenë të pavarura dhe të paanshme."

"Para se të ndryshojnë mediat, mendoj se duhet që së pari të aprovohet një ligj mbi median, që do t'i definonte detyrat dhe përgjegjësitë e mediave në përgjithësi. Përderisa nuk ka ligj, media si e tillë është e lëndueshme, e ndikueshme, si dhe e papërgjegjshme. Duhet të ketë përgjegjësi të

informacionit, me qëllim të garantimit të raportimit të drejtë dhe të paanshëm. Mediat shpeshherë e perdorin fuqinë e tyre mediale për të shantazhuar apo goditur target të ndryshëm. Media duhet t'i respektoj të drejtat dhe liritë themelore të njeriut me theks të veçantë të drejten e privatësisë. Shumë raste gjatë raportimit të lajmit është cenuar privatësia e palës tjetër. Media në Kosovë mendoj se duhet të reformohet rrënjësisht. Media aktualisht me keqardhje e them se një pjesë e madhe e tyre i shërbejnë politikës. Sa ma larg duart e politikes në media, aq më afër suksesit dhe avancimit të medias në Kosovë."

"Mediat, fatkeqesisht janë të prirura të marrin anë, e madje edhe të vihen hapur në shërbim të subjekteve politike. Nëse kjo është deri diku e tolerueshme për mediat private, animi i transmetuesit publik është deformim. Viteve të fundit skena mediale në Kosovë ka bërë shumë hapa prapa duke u shpërdoruar nga politika me qëllim të vendosjes dhe mbivendosjes së agjendave."

"Dua që mediat të pasqyrojnë vetëm situaten reale e jo të japin dezinformata! Në lidhje me ndryshimet që do të doja në media: niveli i debateve politike le shumë për të dëshiruar si prej palës së politikanëve por edhe prej palës së gazetarëve dhe analistëve. Nuk argumentohet gati fare pse dikush mendon ashtu ose pse ka ardh në atë peërfundim. Andaj do të dëshiroja shumë që të kishim nje nivel të debatit më lartë edhe të dëgjohen mendimet ndryshe por të argumentohen ato."

"Sistemi aktual i mediave është plotësisht politik, dhe do duhej që shoqata e gazetarëve të bëjë diçka në lidhje me këtë, në mënyrë qe jo secili postim/lajm të jetë i lidhur me politikën. Duhet që lajmet të kenë karakter njoftues dhe jo anues nga liderët apo antarët e partive politike."

"Se per cilën parti do të votosh nuk duhet të bazohesh asnjëhere në media, kjo për faktin se shumë nga ta janë të paguar të përkrahin parti të caktuara varësisht nga ryshfeti që kanë marrë."

"Mendoj se mediat kane nje rol shumë të rëndësishëm në jetën politike, ato duhet të jenë në çdo aspekt apolitike, të mos bijnë pre e korrupsionit nga disa politikanë të pandërgjegjshëm. Për mendimin tim mediat në Kosovë duke perjashtuar disa prej tyre kanë arritur nivele evropiane."

"Duhet të ketë ndëshkime për njerëzit që përdorin dhe nxisin gjuhë urrejtëse në rrjete sociale. Duhet të bëhet më shumë në kontrollimim e lajmeve falso si dhe rritje te pavarësisë së mediave."

"Media dhe sistemi informativ duhet të jenë të pavarura, edhe pse te ne në shumicën e rasteve është e kundërta dhe çdoherë popullatësë i servohet vetëm ana pozitive, të mirat e pakta që i bëjnë, sigurisht që ka ndikimin negativ pasi që dikush mund të krijojë bindje pozitive apo negative për diçka vetëm nëpërmjet një reklame."

Adjectives in William Shakespeare's play "Othello" and the translation in Albanian

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Abstract

While Shakespeare's plays are known all over the world and many authors have taken the courage to bring to us these magical writings, they also have undergone some difficulties to achieve this great work. This research will show the difficulties that one translator faces when translating an artistic play. Moreover, an analysis of adjectives in Shakespeare's "Othello" with its translation "Otello" in Albanian will be given. What are adjectives in the first place, how are they being translated into Albanian language and what methods did the translator use when translating this play are the main questions that the author of this paper has taken into account. Therefore, this paper deals with adjectives in particular, their use, translation, the differences in use and some recommendations based on the results that have been found in this research.

Introduction

Language is that magic tool that separates us humans of other living beings Therefore, it requires a special treatment and a deep analysis. Different groups of people created different traditions, thoughts and different ways of expressions, hence, a variety of languages. There are more than 6000 different kinds of languages spoken around the world. In order to be in touch or to know a little about another culture, the role of translators was and continues to be very important. Every language holds a particular grammatical structure, and an important part of speech in grammar are adjectives.

Adjectives typically denote properties of objects, persons, places, etc. The properties refer to different things, like **age**, for example: old, young; **size**: big, small; **shape:** flat, round; **weight**: heavy, light etc. The most

commonly used adjectives are attributive and predicative. Attributive adjectives function as internal pre-head modifier to a following noun, whereas predicative function mainly as predicative complement in clause structure.

In English language one is bound to find comparative and superlative adjectives. All these traits create a unique system of grammar. This paper places special focus on English adjectives and their translation in Albanian. More specifically, it will analyze the adjectives in William Shakespeare's "Othello" and their translation.

Research Objectives

The major research objectives of this paper are:

a) To identify main patterns of adjectives in the play, and their translated versions in Albanian

b) To describe strategies used by the translator in translating the adjectives in the play and

c) To identify similarities/differences between translators in regard to the translation strategies used.

Research Questions

This paper will try to provide answers for the following research questions:

a) Has a particular adjective been transferred from the source language into the target language?

b) Which are the translation strategies used in translating adjectives?

c) Which translation strategies are prevailing and more commonly used?

d) Are adjectives problematic for a translator?

e) What are the key issues in translating adjectives between Albanian and English in "Othello"?

History of Translation

Translation has its roots in the earliest times of mankind. It is thought that it happened before any writings occurred in the history. This is the reason why it is considered one of the oldest crafts of mankind. Therefore,

translation comprises not only translation of written texts, but translation of speech as well. As language itself first existed in its spoken form, translation of speech, that is, interpreting also preceded translation of written texts. The history of translation is in fact the history of contacts between people in general, between members of different language communities. Even in ancient times such contacts existed and were very frequent. For instance, in cases, when different tribes were confronted in battles, eventually they had to sit and negotiate terms of peace agreement, or when in times of peace they wanted to exchange their goods, they also had to negotiate terms of exchange. However, these contacts could not have been accomplished without the mediation of mediators, that is, of people who spoke languages of both parties in negotiation, which means of both language communities. (Gërmizaj.Sh, "*Translation Theory in the Classroom*", 2005, Prishtinë)

Documented evidence of translation can be traced back for at least two millennia. However, the oldest partially preserved literary translation is Homer's *Odysseus*, translated from Greek into Latin by a slave in Rome called Livius Andronicus. The most distinguished translators of that time were Cicero and Catulius. The Arabic school of translation of the 8th and the 9th century AD is of particular importance for the European practice of translation. A group of Arabic (Syrian) translators/scholars formed a centre in Baghdad where works of Aristotle, Plato, Hyppocrates, and other Greek philosophers were translated into Arabic. These translations came to Europe after the Major invasion of Spain in the 11th and the 12th century when a translation centre was established in Toledo., where these texts started to be translated into Latin. (Gërmizaj.Sh, "*Translation Theory in the Classroom*", 2005, Prishtinë)

Texts that were translated in the Middle Ages were texts of religious nature like translations of the Bible, which contributed not only to the development of translation, but also to the establishment of linguistic and literary standards in Europe as well. A similar situation occurred in Albanian language. The first written documents of Albanian are also religious texts. *Liturgy* of Dom Gjon Buzuku dated 1555, survives as a single imperfect copy in the Vatican Library. Then follows *Doctrina Christiana* of Lekë Matrënga, *Cuneus Prophetarum* of Pjetër Bogdani, the translation of the Bible of Konstandin Kristoforidhi, and many other works.

So translation is a process through which we shift from one language into the other making attempts at retaining the equation mark. Some linguistics such as J. C. Catford define translation as the substitution of a

textual material of one language (source language/ original language) with an equivalent textual material of another language (target language). A philological view of translation defines it as a procedure in which a literary text is substituted by another (literary) text (in a different language), retaining the artistic and aesthetic value of the original text.

In everyday life, we do not speak or write for the sake of producing texts. Therefore, a text is not translated in order to have the same text in two different languages. The translator has to know what message the original sender wants to transmit to the receivers, and afterwards to try to express that message in the language used by the receivers who are unable to understand the original message. Due to the communicative approach, translation is viewed not just as a linguistic operation or procedure, but as a social activity as well. (Gërmizaj.Sh, 2005)

Translation Methods

The central problem of translating has always been whether to translate literally or freely. Up to the beginning of the19th century, many writers favoured some kind of "free" translation. For them it came more important to transmit the spirit not the letter, the sense not the words, the message rather than the form, the matter not the manner. This freedom in translation came from those writers who seek the truth to be read and understood like Tyndale, Dolet, Whycliff etc.

Some of the methods that translator use in translating texts according to the author Gërmizaj are:

    a) **Word for word translation** - This method of translation is demonstrated as interlinear translation, with TL (target language) immediately below SL (source language) words. The SL word order is preserved and the words translated simply by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process.

    b) **Literal translation -** The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.

c) **Faithful translation -** A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammar structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' in the translation. It attempts to be completely faithful to the intentions and the text realization of the SL writer.

d) **Semantic translation** - Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is the beautiful and natural sound) of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents. The distinction between 'faithful' and 'semantic' translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original.

e) **Adaptation** - This is the 'freest' form of translation. It is used mainly for plays (comedies) and poetry; the themes, the characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays.

f) **Free translation** -Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingual translation' often prolix and pretentious, and not translation at all.

g) **Idiomatic translation** - Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialism and idioms where these do not exist in the original.

h) **Communicative translation -** Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and

comprehensible to the readership.(Gërmizaj.Sh, *A textbook of Translation*, 1988, Britain)

Literature Review

Adjectives and their function in English

In general adjectives may be defined as a syntactically distinct class of words whose main function is to modify nouns. They typically denote properties – such as size, shape, colour, worth and age. For example, 'good' means 'having positive worth or value'; the words 'bad', 'small' and 'large' also have their own meaning and are adjectives.

The core semantic function of adjectives is to provide terms for individual properties of the kinds just listed, and other as well like physical properties like hardness and heaviness, human tendencies like kindness and cruelty, properties like speed of movement, and so on.

The three main functions of adjectives are: attributive, predicative, and complement.

Attributive adjectives are those functioning as pre-head internal dependent in the structure of the NP (nominal phrase). Internal dependents are those which are part of the nominal, and hence in NPs containing a determiner they are located between the determiner and the head noun. Attributive Adjps (adjectival phrases) are almost always modifiers rather than complements.

Predicative complements are dependents in clause structure, licensed by particular verbs, such as intransitive *be* and *seem* or transitive *find.*

Postpositive adjectives function as post- head internal modifier in NP structure. They usually occur after the compound determinatives *something, anyone, nobody* etc. They occur also in NPs with nouns, as head. Postpositive adjectives are not as frequent as attributive or predicative.

Some examples of adjectives as attributive: *My **new** job; all **other** opportunities; **good** work.*

Some examples of adjectives as predicative: *This is **new**; they seem **comfortable**; We found it **hard**.*

Some examples of adjectives as complement: *something **unimportant**; a woman **full of her own importance**.*

The majority of adjectives occur in all of these three main functions. Nevertheless, there are a significant number of adjectives which, either

absolutely or with a certain meaning are restricted to attributive functions (e.g. mere, former, main) or excluded from (e.g. alone, asleep, glad). Some adjectives that function predicativily can also occur in postpositive function. (Huddleston/ Pullum, *The Cambridge Grammar of the English Language*, US Cambridge, 2002)

Adjectives in present-day English have the same form no matter whether they refer to people or things in the singular or plural, masculine or feminine. They do not agree with their noun in number and gender, for example: a **tall** man, a **tall** woman, **tall** men, **tall** women etc.

The adjective *tall* denotes only the positive degree, whereas in Albanian the adjective stem is directly preceded by an adjectival article (i, e, të or së), which reflects the gender, case and number of its referent. For example:

He is young.	'Është **i** ri.'
She is young.	'Është **e** re.'
They are young.	'Janë **të** rinj/reja'
To the young girl.	'Vajzës **së** re.'
To the young boy	'Djalit **të** ri.'(Kabashi.J, *English Grammar Morphology*, 2000 Prishtinë)

Comparison of Adjectives

Adjectives can be compared to three different degrees:

-To a higher degree

-To the same degree

-To a lower degree

When we compare gradable adjectives to a higher degree (Alb. Krahasimi i sipërisë), then we distinguish three degrees of comparison: adjective itself or positive degree (Alb. Shkalla pohore), comparative degree (Alb. Shkalla krahasore), and superlative degree (Alb. Shkalla sipërore). We use comparative degree when we compare the the quality of to persons or two objects, whereas we use the superlative degree when we compare more than two persons or objects, e.g.

Positive	**comparative**	**superlative**
Large	larger	largest
Big	bigger	biggest
Pretty	prettier	prettiest
Beautiful	more beautiful	most beautiful

Comparison of adjectives to the same degree

This type of comparison (Alb. Krahasimi i barazisë) is used when we want to compare two persons or objects of equal quality. In that case comparison is realized following the formula as+positive+as. In Albanian it is equal to 'po aq+pohore+sa, e.g.

My sister is **as old as** you.

Jane is **as happy as** Tom.

My grandma is **as smart as** you.

Comparison of adjectives to a lower degree

Adjectives can be compared to a lower degree as well (Alb. Krahasimi i ultësisë), and this is performed in two ways. One way is: not so/ as+positive+as, e.g.

*This cake is **not as expensive as** that one. 'Kjo torte **nuk** është **aq** e shtrenjtë **sa** ajo.'*

And the other way is performed by *less* and *least* e.g.

*This book is **less interesting** than the other one. 'Ky libër është **më pak** interesant se ai tjetri.*(Gërmizaj.Sh, *A Comprehensive Handbook of English Grammar*, 2004, Prishtinë)

Adjectives in Albanian

Adjectives (Alb.mbiemrat) in Albanian belong to open-set system items. Their main function is to modify nouns. Like in English adjectives in Albanian also have attributive (Alb. mbiemra cilësorë) and predicative functions (Alb. mbiemra marrëdhëniorë).

Some of the attributive adjectives in Albanian are: *shumë, e bukur-*modifying a noun;*i bardhë, i kuq-* colors; *i ëmbël, i shijshëm-*senses; *i dobët, i fortë-*physical ability etc.

Whereas predicative: *unazë e artë, kullë e gurtë-* substance; *shtëpi atërore, dukuri natyrore-*possessive relation; *ngjarja e djeshme, prodhimi i sivjetshëm-*relation to a particular time; *kati i poshtëm, pamja e jashtme-* relation to a particular place; *klasa e dytë, grupi i tretë-* relation to a particular number.

Different from adjectives in English, adjectives in Albanian have gender, case and number.

In Albanian the adjectives take articles when used in gender for example:

Vajzë e bukur (beautiful girl)

Djalë i bukur (beautiful boy)

So in Albanian the article 'e' denotes the feminine gender, whereas the article 'i' the masculine. In other case of gender is where the feminine word not only takes the article 'e' but also the suffix'e' as well e.g. *i kuq – e kuqe* (red).

The adjectives that do not take articles are formed with only a suffix 'e', e.g. *dinak- dinake,* others do not change the form, that means are the same in both gender e.g. *gojëmbël- gojëmbël*

Adjectives as said above have the category of case as well. The adjective is usually placed after the noun, but in cases where it is supposed to emphasize a quality it can precede it e.g. *i miri djalë, i dashuri vëlla* etc. The adjectives that do not take article do not alter e.g *Sokoli njihet për krenar*. When the adjective is before the noun it takes the endings and the article for the particular case e.g.

Emërore	i miri djalë
Gjinore i…	të mirit djalë
Dhanore, Rrjedhore	të mirit djalë
Kallëzore	të mirin djalë

Adjectives also take the category of number just as nouns do. When being masculine with the article they alter the article 'i' into'të' to form the plural e.g. *i lehtë- të lehtë, i mire- të mire*.

Some masculine adjectives however not only alter the article but also change the bare forms and take suffixes e.g *i keq- të këqinj, i madh- të mëdhenj.*

The masculine adjectives that do not have articles form the plural with the suffix 'ë' e.g. *besnik- besnikë.* And some others don't change their form e.g. *djalë sypishë- djem sypishë.*

The feminine adjectives with article form the plural in converting the article 'e' into 'të' e.g. *gazetë e sotme- gazetë të sotme*; and in convertin 'e' into 'të' and also taking the suffix 'a' e.g. *e mire- të mira, e dashur- të dashura*.

The feminine adjectives without article form the plural without altering its form e.g. *vajzë guximtare- vajza guximtare.* And taking only the suffix 'a' e.g. *gojëmbël- gojëmbla*.(Jashari

Et al, Morfologjia e zbatuar, Zero Print, Prishtinë, 2013)

Adjectives in Albanian language are similar to those in English. The Albanian has positive (Alb. Shkalla pohore), comparative (Alb. Shkalla krahasore) here it has four other comparison related (Alb. Shkalla krahasore e barazisë, shkalla krahasore e sipërisë relative, shkalla krahasore e sipërisë

absolute, shkalla krahasore e ultësisë) and superlative (Alb. Shkalla sipërore).

The positive is the adjective itself like :*bora **e re**, koha **e brishtë*** etc.

The comparative in Albanian like in English compares two things, objects with each-other e.g. *Ajo ishte vrapuesja **më** e shpejtë e skuadrës*.

In the first distinguished tail of comparative (shkalla krahasore e barazisë) is the comparison of adjectives with the same degree e.g. *Tina u trgua **aq** e shkathët, **sa** dhe e zgjuar*.

In the second (shkalla krahasore e sipërisë relative), here the first object is at higher value than the same value of another person or object e.g **Djali ishte më i gjatë** *se vajza.*

In the third (shkalla krahasore e sipërisë absolute) here the adjective shows comparison with a group of other people or substance and is higher then them e.g *Flatra njihet si një ndër vajzat **më të bukura** të qytetit tonë.*

The fourth comparison- comparison of adjectives to a lower degree (Shkalla krahasore e ultësisë) compares two things where the first shows a lower degree of the other e.g. *Sot moti ishte **më pak** i ftohtë e dje.*

The superlative comparison in Albanian is the same as in English. Here the comparison is higher than all other things wich is compared to it e.g. *Ai ishte një gjest **shumë fisnik**.*

Methodology

In order to achieve results for his paper a qualitative research methodology is used that consists in collecting secondary data. Based on the data obtained from this research, I have deemed it necessary to make a contrastive translation of both languages English to Albanian, to give the meaning and the function of adjectives in particular, in order to have a better understanding of the analyses that will follow.

The main purpose of this research was to know how difficult it is to translate adjectives from English to Albanian, and to test the hypothesis of this study through both qualitative and quantitative research in order to reach a conclusion. The author has also conducted quantitative methods of research for this paper. This has been realized analyzing a number of sentences, more spesifically, the translation of adjectives in Shakespeare's play "*Othello*" and their translation in Albanian. This analysis helped me reach the conclusion regarding the difficulties that an Albanian translator

undergoes in order to find the equivalent adjective and method that is more suitable to give accurate meaning.

Results/ Discussion

As discussed above translation is a very complex and difficult process that has its roots in Medivial Ages. The translators' role is very unique and important. Translators have enabled us to acknowledge and understand different cultures, along with the great works of art, philosophy, and recognize others' achievements, civilizations as well. We would truly be isolated and unfortunate if we did not have this kind of knowledge.

As mentioned previously, the author frst gives a contrastive analysis of adjectives in both English and Albanian, and secondly analyses sentences in order to understand how adjectives are translated and the number of translation methods that were used.

Othello" by William Shakespeare

Shakespeare probably wrote The Tragedy of Othello, the Moor of Venice, in 1603 or 1604, since we know that it was first performed at court on November 1, 1604. A classic story of love, jealousy, and betrayal, Othello is considered one of Shakespeare's greatest tragedies. It tells the story of Othello, a Moorish (North African) general who marries a Venetian lady and then is cruelly tricked into believing that his wife is unfaithful. The plot itself was taken from a novella by the Italian writer Giraldi Cinthio, which was published in 1565. (See page 218 for a translation of this tale.) This should not be considered plagiarism; in Shakespeare's day, it was common for playwrights to borrow subjects and storylines from other works and then adapt them for the stage. Furthermore, although Shakespeare's plot was not original, his gift for dialogue, characterization, and poetic imagery and phrasing transformed the story into something of his own.

Here we are goinng to take some sentences from Shakespeares play "*Othello*" and the translation in Albanian and analyze the translation of adjectives in particular:

　　1. "*Three **great** ones of the city* […]"

1a. "*Tre njerëz **të mëdhenjë** të Venedikut* […]" (Shekspi. Uiliam, "*Otello, Arapi i Venedikut*", Onufri, Tiranë, 2005; translated by: Fan S. Noli, P.6)

In this example, the translator has translated the adjective '*great*' in Albanian as '*të mëdhenjë*'. Here the translator didn't use the faithful translation word-for-word, because it would sound strange in Albanian. So he adapted the adjective in order to give the right message to the receiver. The adjective in English is positive degree and has not the category of number although the noun that follows is in plural. On the other hand, the translated adjective in Albanian '*të mëdhenjë*' takes the category of number and correlates with the noun. So the noun is in plural and also the adjective. This kind of adjective in Albanian is with article whereas the article in singular masculine would be 'i' and in plural it converted into 'të'. It also has the category case. In this example '*të mëdhenjë*' would be in accusative. The function in both cases is attributive.

2. […] "*Evades them, with a **bombast** circumstance*" […]

2a. […] "*Shpëton si **ngjalë** të përfryra*"[…] (Shekspi. Uiliam, "Otello, Arapi i Venedikut", Onufri, Tiranë, 2005; translated by: Fan S. Noli, P.6)

In this example the adjective '*bombast*' is translated to the Albanian '*ngjalë*'. Here we do have another word equivalent to '*bombast*' that is '*bombastike*', but if the translator would choose the faithful translation in this case, then the translation would be very poor because it would alter the complete meaning of the sentence and it would give an extra emphasize that is not needed. The translator did use in this case again the adaptation translation, in order to convey the right message and the semantic translation to give the right sound of the play. The adjective '*bombast*' is of positive degree, although it is extraordinary. Whereas in Albanian '*ngjalë*' is a noun, giving the meaning of a modifier to the other noun with the word 'si' (in English 'like'). The function of the adjective is attributive.

3. […] "*A fellow almost damn'd in a **fair** wife*"[…]

3a. […] "*Që shet shpirtin për një grua **bukuroshe***" […](Shekspi. Uiliam, "Otello, Arapi i Venedikut", Onufri, Tiranë, 2005; translated by: Fan S. Noli, P.6)

In this case the translator has translated the adjective '*fair*' into Albanian '*bukuroshe*'. As we know that English language is very rich in vocabulary, they have a number of words that can be used as synoyms, like in this case '*fair*' that could be translated also as '*beautiful*', '*pretty*' etc. Albanian is not as rich as English in vocabulary therefore the suitable translation for 'fair' is

'bukuroshe'. Here the adjective is also positive in both languages, but in Albanian the adjective has the category of gender so the adjective is feminine where the suffix 'e' is attached to it. It is without an article and singular. The position of the adjective in English is pre-modifier, whereas in Albanian post-modifier. In both cases it has the function of attributive. We can say that this translator is also adapted and semantic.

4. […] "*As masterly as he:* **mere** *prattle, without practice*" […]

4a. […] "*Një mburrj'* **e zbrazët** *pa praktikë fare*" […] (Shekspi. Uiliam, "Otello, Arapi i Venedikut", Onufri, Tiranë, 2005; translated by: Fan S. Noli, P.6)

In this example the translator used again both the adaptation and semantic translation, so unfaithful translation, in order to give to the audience the right voice and meaning. The adjective 'mere' is translated into 'e zbrazët' and correlates very good. Here again we have the case of positive degree in both adjectives. The distinguish is between the adjective of Albanian ' e zbrazët' that has an article and is singular and feminine, because of the article 'e'. The position of the adjective 'mere' is pre-modifier, whereas in Albanian again post-modifier. Both are with attributive function.

5. […] "*And not by* **old** *gradation*" […]

5a. […] "*Dhe jo pas* **vjetërsisë**, *pas së cilës duhet*" […] (Shekspi. Uiliam, "Otello, Arapi i Venedikut", Onufri, Tiranë, 2005; translated by: Fan S. Noli, P.6)

In these sentences the adjective '*old*' is translated with the meaning of '*oldness*' in Albanian 'vjetërsisë'. The adjective '*old*' in English is of positive degree. In this case the translator again used the adaptation and semantic translation. The position of '*old*' is pre- modifier, whereas in Albanian the word '*vjetërsisë*' is a converted noun from the adjective ' *vjetër*' So this translation is unfaithful, but again a good translation because it gives again the meaning and the right voice of the narrative in the play.

Recommandations

As far as it was shown in this research, the translation process is a very complex and difficult work. In order to be a good translator, the translator has to overcome many obstacles that come along during the process of translation. Translation is a work that not everybody can do, because it requires at firsthand the knowledge of at least two languages. The

languages take within the culture, tradition, idiomatic expressions and so on, so to be able to transfer that message the translator should bear in mind all these things and to fully be aware of them in order to transmitt one to another language.

A creative translator can overcome the obstacle easier. Within this prcess the translator has to have perfect knowledge of the grammatical system of languages he wants to put his work on. This effort comes also with his interests in a particular text type. So a good translator loves to translate and chooses the materials he wants to work on. This is done in order to give people the joy he had in reading and aknowledging someone else's work. It is also thought that in a way a translator is also a creator, because he converts a text in his language, in his culture and makes it reachable for the people of his community.

Nowadays translators have a much better aknowledgement than they had back in the history. Today the role of translators is appreciated and known as a very important one. Thanks to translators we can read and understand great works of art. Because of them humanity expand ther viewpoint, with different perspectives towards the world and life in general.

Conclusion

This paper respresents the difficulties and obstacles a translator encounters and must go through in order to provide a decent translated text.

In this research we have seen that from all sentences taken in the examples of analysis (1,1a; 2,2a; 3,3a; 4, 4a; 5,5a) the translator always used the adaptation and semantic method of translation. It is notable that when translating a play or a poem that faithful translation is not a good method to chose because it would product a very poor translation and it would not transmit the message to the receiver. We have seen also that the great number of cases the adjectives had the function of attributive except in 5a, where in Albanian the adjective 'vjetërsisë' is a noun converted from an adjective and the example in 2a, where again the noun 'ngjalë' is used with the word 'si' that is in English 'like' to express the meaning.

The position of the adjective also differed. In English the adjectives in Examples: 1, 2, 3, 4, 5, were positioned as pre-modifiers, whereas in Albanian in Examples 1a, 3a and 4a, the adjectives are post-modifiers. The degree in the Examples 1, 2, 3, 4, and 5 is positive degree, whereas in

Albanian the Examples 1a, 3a and 4a only are positive because the others not adjectives are. A very important difference between the English adjectives and the Albanian is that the Albanian adjectives have the category of gender, number and case and correlates to the noun, what in English not the case is. They differed also in the positions that attributive adjectives took. In English they mostly take the pre-head position, in Albanian the take the post-head. The similarities between the adjectives of the two languages was only in the degree of comparison. In conclusion, translators must continue searching and exploring more methods that will help them transmit messages accurately.

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An assessment on different grammar learning and teaching strategies to EFL learners. Case study: "The Loyola Gymnasium" Prizren"

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Abstract

Teaching grammar and learning a foreign language can be difficult for both teachers and students. Furthermore, this paper will investigate the strategies and different techniques to teach grammar effectively. This paper aims to identify EFL learners' and teachers' perceptions about grammar knowledge and grammar teaching.

To conduct this research two data collection methods were used. The instruments that were used include a questionnaire for students, and interviews with teachers. The purpose of these data collecting instruments was to compare them with the research questions and to have a clear picture of the teachers' and learners' perceptions about the need and the effect of grammar courses in the foreign language classroom.

The findings demonstrated a very positive attitude towards grammar knowledge and its instruction. This research showed that a vast majority (68.9%) agree that grammar is essential to master a language, the learners indicated that grammar courses are extremely effective in learning English as a foreign language.

This study also showed that both students and teachers have different perceptions towards grammar instructions. The EFL learners hold more positive views towards implicit teaching than the EFL teachers. This suggests that there is a need for consideration of learners' beliefs before adopting different teaching strategies, and methods.

Moreover, this research aims to identify, describe and explain the learners' attitudes towards grammar instruction in the classroom and how it affects their proficiency in the target language.

Keywords; *grammar, effectiveness, Learning English as a Foreign Language.*

Methodology

The following section will provide information about the methodology of this research, which consists of participants' information, data collection procedures, as well as the instruments that were used.

Participants

The study involved two groups of participants. The number of respondents involved in this study was 96; 90 students and 6 teachers. The high number of participants contributes to the reliability of this paper since there was the possibility to engage all different types of learners. The main reason for choosing these participants is that they have already covered four years of learning English language as a foreign language. Most of the students started learning English when they were 8 and 10 years old. Furthermore, in this study there were some participants who were born and they have studied in America, and they came back to Kosovo and continued their studies at the school "Loyola Gymnasium".

Ninety students studying in different classes aged from fourteen to seventeen years old participated in this study. They were included for participation in the study voluntarily, and they were provided with full information about the purpose and procedures of this research. Most of the respondents agreed to fill in the questionnaire. The students who have different proficiency levels participated in this study (7 from elementary levels, 40 from low intermediate/intermediate levels, and 43 from upper intermediate levels.)

The second sample comprised six teachers; they had over three years of experience of teaching English, they were therefore chosen due to the fact that experience might lead to new insights.

Procedures

The process of data collection was completed in several steps. The study included the questionnaire with the students as well as interviews with the teachers. This research was conducted using an online questionnaire with the students of "Loyola Gymnasium" in Prizren.

The first step involved asking permission from the principal of the school. After the approval of the permission to conduct the survey, the teachers as well as students were informed about this research and they were asked to participate in this study.

The questionnaire was created using an online survey software and questionnaire tool. It was conducted through online means, more specifically, through email. Students were invited to join the survey by email, and they were informed about the scope of the study and how important it was to answer the questions. It was explicitly expressed in the questionnaire that the collected data would be used for research only and would have no impact on the participants themselves or their teachers.

Each submitted questionnaire was automatically added to the collection of statistics.

The interview for teachers also consisted of eight questions. The interview was conducted on the phone, as well as over email. For the interviews over email, the article of Edgar Alan Burns (2010) "Developing Email Interview Practices in Qualitative Research" in *Sociological Research Online* was taken into consideration, which provides guidance on how email interviews can be used to gather data for research purposes.

The interviews over the phone did not take longer than 20 minutes. Their answers were written down, and the interviews were carried out in English.

The reason for using interviews as a method is that it is easier to get as much information as possible. The answers in the interview with the teachers were more extensive than the answers in the questionnaire with the students.

Teachers were allowed to share their opinions about the assessment on different grammar learning and teaching strategies to EFL learners.

Instruments

To conduct this research two data collection methods were used, which means the mixed methods approach was applied. The instruments that were used include a questionnaire for students, and interviews for teachers. The purpose of these data collection instruments was to compare them with the research questions and to have a clear picture of the teachers' and learners' perceptions about the need and the effect of grammar courses in the foreign language classroom. The questions were calculated in percentage and they are displayed in the tables under the results section.

Results

This section shows the tables presenting the results according to the questionnaires and interviews that were completed by both teachers and students. Their perceptions about the grammar courses were investigated through questionnaires. Responses to each question were converted into percentages and presented in the tables below for the purpose of analyzing and interpreting the results.

Figure 2. Perspectives about the role of grammar knowledge in language learning process
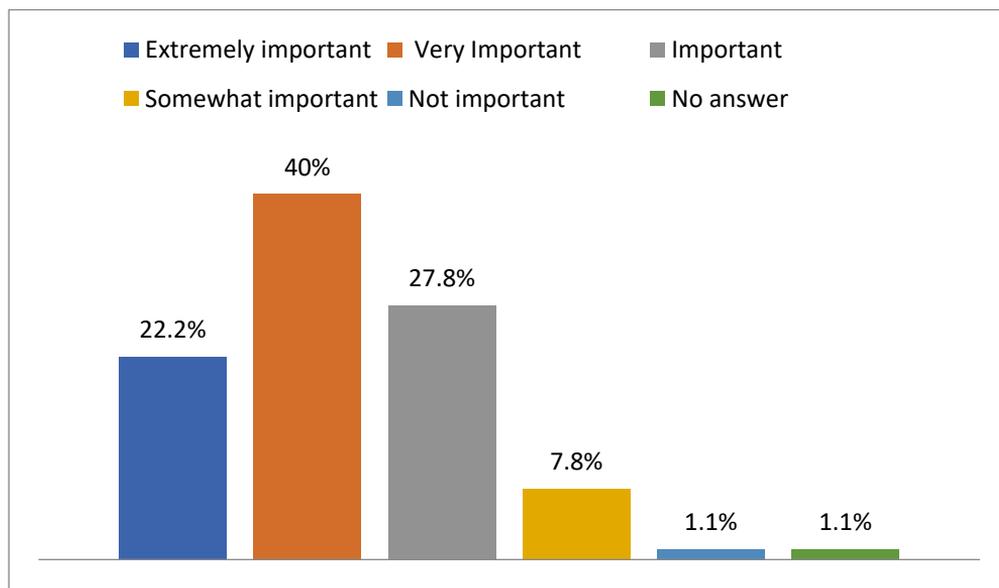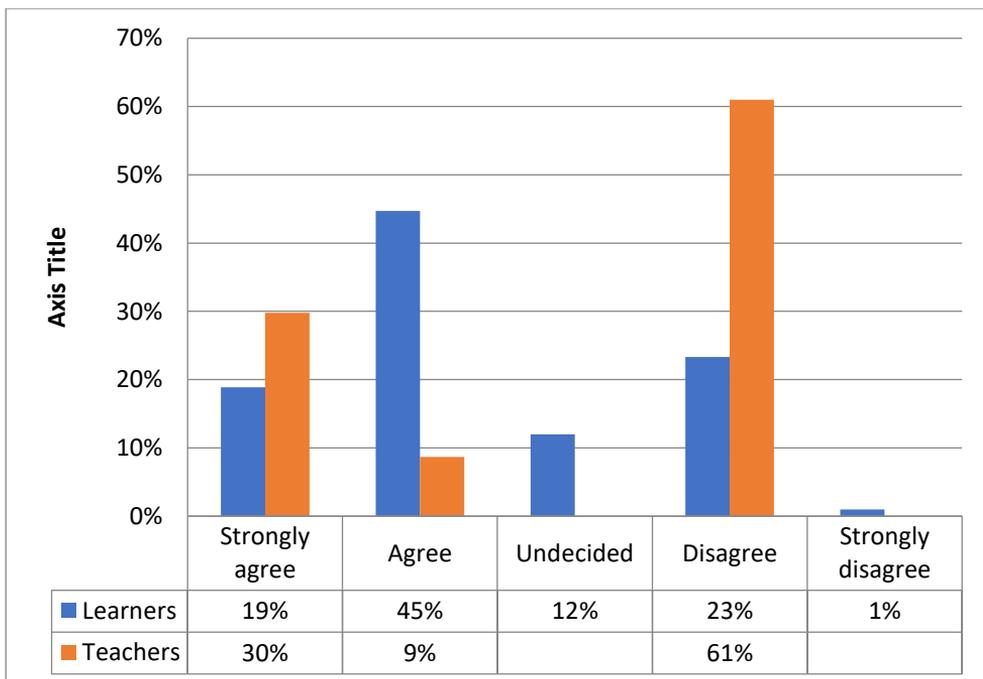
Figure 1. shows the importance of grammar knowledge when learning English as a foreign language. Most of the students (62.2%) claimed that learning grammar is very important in the language learning process. Similarly, twenty-two percent of the learners mentioned that grammar is extremely important. These students are extremely aware about how grammar affects their language proficiency in learning a target language. They understand that grammar is the system of a language. It is worth mentioning that English teachers as facilitators should guide students into understanding the role of grammar and vocabulary in learning English. Teaching grammar in a creative and effective way will make students participate in different activities that require the studying of grammar.

However, there are also some participants who were not very certain about the importance of grammar knowledge in learning a target language. These students (7.8%) indicated that grammar is somewhat important.

On the other hand, there are also some students, even though in a small percentage, who thought that grammar is not important. They believe that English grammar does not affect them in their language learning process.

Figure 2. Memorization of Grammar Rules.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Learners	19%	45%	12%	23%	1%
Teachers	30%	9%		61%	

In figure 2, the results reveal that according to the perceptions of the teachers and the students, the majority of the participants (64%) who agreed with the statement were composed mostly by the learners. The difference between the teachers' and the students' views is significant for this question. Students believed that teachers make them memorize grammar structures and rules. While the number of the teachers (39%) who agreed with the statement is considerably smaller in comparison with the students. On the other hand, it seems that more teachers (61%) disagreed about the question that they make the learners memorize grammar rules inside the classroom. While only 24% of the students disagree with the statement. This means that they have different perceptions about the memorization of the rules in class.

Those differences between the teacher and students occurred because of a misunderstanding. Teachers may think that their students are not forced to memorize the grammar rules in class. While students assume that they are required to memorize everything that their teachers write on the board.

Figure 3. Teachers' and Learners' Perceptions About How Grammar Should Be Taught
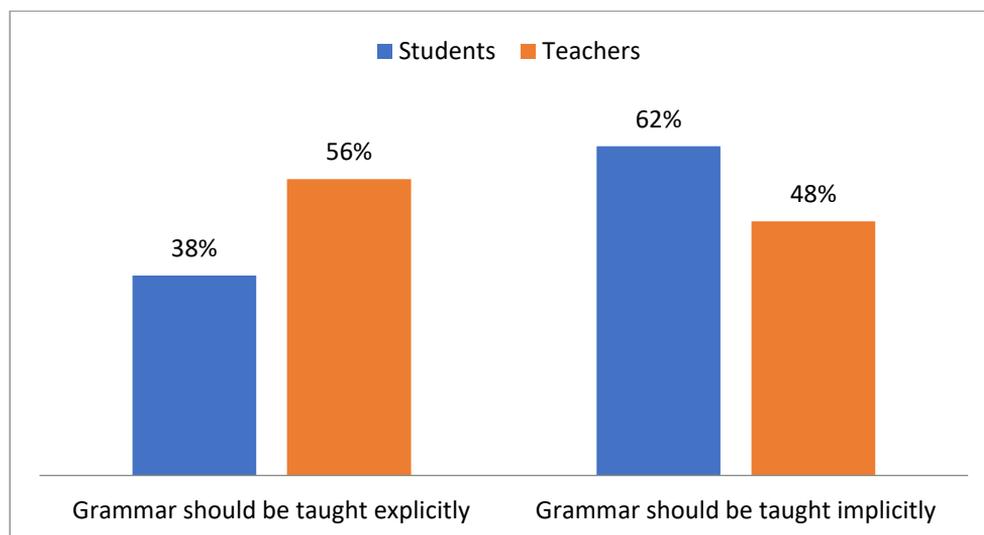
This figure presents a clear comparison of students' and teachers' perceptions towards grammar instruction. From figure 3. it is clear that students have a more positive view towards implicit grammar teaching.

Most of the students (62%) thought that grammar should be taught implicitly, they want to discover the grammar rules themselves. In doing so, teachers should only guide them to notice the grammar pattern, without them directly giving the rules.

It is evident that students were positive with the use of implicit teaching for language learning and engagement. Students presumed that implicit grammar teaching has a significant impact; this way of teaching increases their motivation toward learning.

While teachers (56%) had a different opinion towards grammar instruction, they agreed that grammar should be taught explicitly. Those teachers do not support the idea of using implicit teaching during English classes. However, a great number of teachers (48%) had different opinions about how grammar should be taught, agreeing that grammar should be taught implicitly.

On the other hand, there are also some students (38%) who believe that grammar should be taught explicitly. Since students learn in different ways, every student prefers different grammar instructions.

Considering these results, teachers should be encouraged to take into consideration the students' beliefs regarding grammar.

Teachers should become more aware of which of the methods students prefer. The findings of this study can guide the teachers that there is a need for both implicit and explicit teaching. Additionally, teachers should be able to motivate their learners so they can achieve greater results and be aware of their current work and performance.

Table 1. The most frequently used strategies

	I take notes when my teacher explains a new grammar structure	While writing or speaking if I am not sure of a grammar structure, I try to use another one	I encourage myself to speak English even when I'm afraid of making a grammar mistake	When my teacher corrects my grammar mistakes, I repeat the correct form	Total →
Elementary	3 (42.9%)	0 (0.0%)	2 (28.6%)	2 (28.6%)	7 (100%)
Low intermediate	14 (35.0%)	6 (15.0%)	12 (30.0%)	8 (20.0%)	40 (100%)
Upper intermediate	10 (23.3%)	7 (16.3%)	19 (44.2%)	7 (16.3%)	43 (100%)
Total ↓	27 (30.0%)	13 (14.4%)	33 (36.7%)	17 (18.9%)	90 (100%)

Regarding the strategies of learning grammar, there is a significant difference between low intermediate and upper intermediate levels in terms of the strategies they used. Every student learns in a different way, meaning that they have different learning styles and learning strategies. In this table are shown the most frequently used strategies by learners when they are learning English grammar.

"I encourage myself to speak English even when I'm afraid of making a grammar mistake" is the strategy that is mostly used by upper intermediate learners (44.2%).

While the strategy "I take notes when my teacher explains a new grammar structure" is mostly used by low intermediate students (35%).

Discussion

This section will present the findings from the research project based on the literature review, and questionnaires that were done with the students as well as interviews with the teachers. The study was conducted to examine students' and teachers' attitudes towards learning English grammar, and to analyze their attitudes regarding the methods about how grammar should be taught. It should be noted that this study provides crucial findings which have further proven that grammar knowledge can assist in learning English as a foreign language.

As results revealed, the participants share a very positive attitude towards grammar knowledge and grammar instruction in the EFL classroom. A great number of learners (68.9%) agree that grammar instructions are beneficial and it may help improve the foreign language learning as well as adding up the learners' knowledge. Grammar is essential to mastery of the language, the learners indicated that grammar courses are extremely effective in learning English as a foreign language. To a certain degree, these findings and conclusions are consistent with those of Schultz (2001), he found that Colombian and American students agreed that the formal study of grammar is vital for mastering a foreign language. Those students expressed their opinion for grammar and they believe that they improved their English language when they have practiced grammar. They also think that learning English as a foreign language is basically learning its grammar, and that grammar is one important element of communicative competence. Moreover, it is claimed that students cannot use English properly without the help of grammar instruction.

Similarly, Zhou (2009) revealed that learners in their study had a positive view towards grammar knowledge, they also use grammar to develop their writing, mostly to avoid any mistakes. Regarding the strategies of learning grammar, there is a significant difference between low intermediate and upper intermediate levels in terms of the strategies they used. The low intermediate levels (35%) agreed that they take notes immediately after the teacher explains the new grammar structure. On the other hand, the upper intermediate levels (44.2%) encourage themselves to speak English despite the grammatical mistakes they make. Moreover, the higher-level students are not afraid to make grammatical mistakes while they are able to speak English, this means that those students focus more on their speaking skills rather than grammar. While the lower-level students

pay more attention to correct grammar use. Making grammatical mistakes is part of learning English. If students hesitate in speaking English, they will avoid making mistakes, though their English will not improve. Learning from the mistakes is an essential skill that will help learners in making progress.

Bryce and Withers (2003) suggest in their book that learning is supposed to be seen as a form of problem-solving; to help students set their own learning goals. A goal that the teacher is required to have is to change traditional teaching just as is suggested that "Learner involvement in goals setting, acquisition of knowledge, self-assessment, and self-reflection reflects a change from traditional education" (Collins, 2009, p. 8). It may require a lot of effort but the result is certainly better than what it is.

Oxford (2001) claimed that students should use strategies to learn grammar easier, in this way learning will become more effective and more entertaining. Each learner has different learning styles, as well as different learning strategies. Those learning strategies should fit their style, and they should associate with the foreign language tasks. Accordingly, for learning a foreign language, the strategies that help students engage especially with grammar tasks are vital. Cohen (1998) & Oxford (2001) mentioned that students may not be aware of the strategies they use while learning a foreign language. They might use a variety of strategies unconsciously when they are learning English. They also discussed that teachers should be the ones to motivate the learners to use strategies with more relevance. It is also believed that teaching strategies is most effective when it is incorporated into regular classroom instruction.

This study revealed the types of strategies that learners of "Loyola Gymnasium" use. The paper investigated English learning strategies practiced by advanced, low intermediate, and elementary students and compared the grammar learning strategies between them.

It is possible to conclude that the strategy ("I encourage myself to speak English even when I'm afraid of making a grammar mistake"), together with the other strategy ("I take notes when the teacher explains grammar rules") are the most frequently used strategies by the EFL learners. This indicates that using a variety of strategies is important for students when learning and using grammar structures. This is in line with Cohen (2011) who argued that good learners use many different strategies to achieve what they accomplish. Those students use grammar to develop

their speaking skills, furthermore, grammar would be more beneficial if teachers would teach grammar more communicatively.

Gürata (2008) showed that the learning strategies can be provided in an explicit way.

Teachers should make sure that their students are aware about the learning strategies that differentiate high grammar achievers from the low ones. In his study, the participants thought that the strategies (encouraging oneself to speak English when being afraid of making grammar mistakes, taking notes of new grammar structures, and trying to practice new structures in speaking or writing) were useful. A difference among the teachers and students occurred in practicing the grammar rules. The teachers had different perceptions about the memorization of the rules in class. The students (64%) believed that they memorize the grammar rules, while the teachers had quite different opinions. The majority of the teachers (61%) disagreed that they want their students to memorize grammar rules. This difference may have resulted from a misunderstanding between the teachers and the students about grammar course requirements.
These results are similar to Gaye's (2001) study, based on the responses of his participants; it was concluded that students agreed with the statement; teachers make them memorize grammar rules. Whereas teachers disagreed with the same statement. This means that both teachers and students have different opinions about the memorization of grammar rules.

"This difference may have resulted from a misunderstanding between the teachers and the students about course requirements. The course objectives may not be presented to the students in advance. The perceptions of the students related to this issue may also resulted from the testing system. These perceptions may be motivated by the kind of examinations in which the students aim at scoring as many points as possible." (Gaye, 2001, p.54)

In his study, it was revealed that students were motivated to discover the grammar rules themselves.

Moreover, he claimed that teachers and students agreed that memorization is emphasized in teaching English grammar.

In another question about grammar rules, both teachers and students proclaimed that grammar rules were presented in context. Which means that they have similar opinions about the presentation of the grammar rules in English class. Teaching grammar rules in context has a great importance,

and it requires making connections between the meaning of text and grammatical patterns.

An example on how to teach grammar in context is to give students real world examples of how and when grammar is used.

The teachers also addressed the online teaching and how it is affecting the way they teach grammar. One teacher mentioned that online learning is linked to the learners through social media on the Internet. In addition, teachers agreed that social media has been constantly having a great impact on different aspects such as communication, education, and the performance of the participants seems to be improving in terms of writing accuracy. Menon (2013) also mentioned that teachers are starting to use various tools in order to break the traditional isolation of the classroom, this could be a key component to draw in learner's attention and interest. They are using these online social – networking tools to make the English classes more interesting, and have the students motivated and engaged during their learning process. McConnell (2000) agrees on the benefits of learning English through socialization, as it helps simplify unclear concepts, progress in critical thinking, develops communication skills while discussing various topics with native speakers, and provides a place for validation of learners' thoughts through interaction with other people.

Teachers agreed that the social media sites offer the learners enough opportunities to cooperate with their classmates and give many activities in learning a foreign language. Those teachers agree that they use social media in the writing process and that makes learning more creative and interactive. According to Waxman & Tellez (2002) the use of technology in the classroom increases the EFL learners' motivation. Technology also has the capacity to make the students become independent as well as to create opportunities to communicate. However, a study by Selwyn (2007) showed that social media does not offer an appropriate environment for learning and teaching purposes.

Teachers also claimed that they need to take into consideration the importance of providing authentic materials for teaching English grammar. They showed that every student has different learning styles and different strategies; they mentioned that there is no textbook that can effectively address the individual learning styles, and the requirements of every classroom setting.

Teaching English as a foreign language without a textbook with supplementary authentic material will stimulate better the development of

language acquisition via motivation than mastering language skills only based on English textbooks. This is coherent with Harmer (1998) who pointed out that some teachers do not support the idea of using textbooks while teaching. It is boring to use the textbooks by both the teachers and the students on account of that books provide materials that lack different activities and games and they are not interesting enough for them, there is no variety in textbooks, which makes both teaching and learning destructive. presenting material in an authentic context could be a key component to draw in learner's attention and interest. However, there are also some disadvantages, teaching without a textbook is more time-consuming, it implies that teachers need to adopt a curriculum from a wide variety of sources, including journals, and various Web sites.

This study shows that both students and teachers have different perceptions towards grammar instructions. The EFL learners hold more positive views towards implicit teaching than the EFL teachers. Diab (2006) also found differences between EFL teachers' and learners' preferences for grammar instructions. Borg (2006) agrees that in some classes, learners are more willing to employ implicit teaching and in some other ones they might prefer to employ explicit teaching. Such differences may result in unsatisfactory learning outcomes (Riazi & Riasati, 2007; Katayama, 2007).

This was also demonstrated in this study, the majority of the teachers (56%) strongly agreed that they use the explicit method while teaching English. Teachers express reasons such as "explicit instruction saves more time", "explicit teaching enables students to use grammar correctly inside and outside the classroom".

In addition, teachers in these EFL contexts traditionally teach with a focus on improving students' speaking and writing skills. It seems that EFL learners do not agree upon the perception they take towards explicit grammar instruction, more than half of the learners (62%) agreed that they prefer the implicit grammar instruction in learning English. This signifies that learners are more inclined towards the implicit instruction of grammar in the process of language learning. These learners do not view the explicit grammar instruction as effective. It is evident that students were positive with the use of implicit teaching for language learning and engagement. Their opinions reflect the previous studies by Ikpia (2001) & Imai (2007), who found out that the students' belief that learning grammar in an explicit way was not effective are based on their current language proficiency along with their previous learning experiences. In this research, it is presumed

that implicit grammar teaching has a significant impact since learners find that more challenging; this way of teaching increases their motivation toward learning.

Some of the teachers' perspectives during the interview seemed to agree with some authors that were discussed in the literature review. Richards et al., (2002) agree that despite the present movement toward a communicative approach to English language teaching, explicit grammar teaching is helpful for learners.

Similarly, Hedge (2000) specifies that teaching grammar in an explicit way increases the acquisition of grammar, furthermore, students will be able to have a better understanding of those grammatical forms. Ellis (2006) also has a positive view towards explicit teaching, saying that this method supports language development. In a study done by Lingli and Wannaruk (2010), they presented that explicit instruction outperforms the implicit teaching. They agree that explicit teaching has a better effect on improving the grammar of EFL learners. Regarding the question whether explicit teaching or implicit teaching is a better method, a study by Nazari (2012) showed that the students who were taught under the explicit conditions performed better than the students who had been taught under the implicit conditions.

In this study, most of the teachers prefer to teach grammar in an explicit way, they agree that learners would feel more motivated in the classroom if they are more informed of the grammatical rules

Even though most of the teachers use the explicit instruction because they believe that it is more effective in their classroom, Barnard & Scampton, (2008) in their study claimed that those teachers are not opposed to the integration of implicit instruction to teach grammar. The educators agree that they will also incorporate implicit teaching during English classes. They see teaching grammar in an implicit way is required when it can benefit the students' learning. Moreover, teachers agree that they do not resist using implicit teaching when it benefits their learners in certain situations.

This shows that the educators in that study take into consideration the students' needs to help them improve their learning, they claim that the institutional necessity leads the teachers to teach grammar explicitly in order for students to get better results as well as pass the course. This study should serve as a recommendation for other teachers, to take into account the students' beliefs regarding the grammar instruction.

Teachers can incorporate different materials in this way grammar instruction could be learned through interesting and meaningful communicative activities

Despite the fact that there are many debates regarding the role of implicit and explicit learning in the classroom, that study agreed that there is a need for both. Thus, it would be highly appreciated that teachers, and course book designers should take careful measures in planning grammar teaching strategies. These changes can help the learners with the acquisition of grammar points.

In conclusion, the results supported the first null-hypothesis. That is to say, EFL teachers hold a more positive view regarding the role of explicit grammar instruction.

Conclusion

Teaching grammar in learning a foreign language has been a major issue for both students as well as teachers. This study was conducted to examine students' and teachers' attitudes towards learning English grammar, and to analyze their attitudes regarding different grammar instruction.

All these results showed a positive attitude towards grammar knowledge and its position in learning and mastering a foreign language. This paper showed the importance of grammar knowledge in learning English as a foreign language. 90 students who have different proficiency levels (elementary, intermediate, and upper-intermediate,) as well as teachers of the private school "Loyola – Gymnasium" participated in the study.

The study revealed that there are significant differences in grammar instructions according to students and teachers. The EFL learners hold more positive views towards implicit teaching than the EFL teachers. This implies that teaching in an implicit way has a great advantage which includes the student-centered method, but it also includes many challenges which learners find interesting and motivating.

Considering these results, teachers should be encouraged to take into consideration the students' beliefs regarding grammar instruction. Teachers considered that explicit grammar instruction is an important part of learning and they think that this has a major impact because it can be attributed to the learners' familiarity with traditional language teaching.

Despite the fact that there are many debates regarding the role of implicit and explicit learning in the classroom, that study agreed that there is a need for both.

Some methods are applicable to specific students, another challenge would be to elicit them and to train English teachers to apply both of the methods to teach students.

The teachers briefly touched the online teaching and how it is affecting the way they teach grammar. In addition, teachers agreed that social media has been constantly having a great impact on different aspects, and how the participants' performance seems to be improving in terms of writing accuracy.

It is revealed from the questionnaire that EFL students use a variety of strategies when learning and using grammar structures. The study revealed that there are significant differences in grammar strategy use according to proficiency level, low intermediate students focus more on grammar rules, in comparison to upper intermediate students, they also try to use different strategies to avoid making mistakes.

Regarding the importance of grammar courses when learning English as a foreign language, the difference between the teachers and the students was not significant for that question. The results reveal that according to the perceptions of the teachers and the students, learning grammar is very important in the language learning process. Students confirmed that without the help of grammar instruction, they could not use English accurately. Students share preferences for grammar study and grammar practice which accounts for the importance they think grammar knowledge has in EFL learning.

However, there is a significant difference between teachers and students in terms of memorizing grammar rules. While the students felt that memorization of the rules was emphasized in the grammar courses at, the teachers disagreed with this opinion.

This research attempted to present a picture of Albanian EFL learners' perceptions of the role of grammar knowledge and its instruction in EFL learning.

This paper does not attempt to judge or imply anything about the teachers of the school. Moreover, it attempts to show whether students are being exposed to the English grammar, and what kind of English learning strategies they are applying in schools. It was also important to examine

which of the methods teachers use when they are teaching English grammar.

According to Horowitz, (1990) those studies that were conducted based on the students' beliefs typically pay more attention to language learning in general.

They do not focus specifically on the role of grammar instruction. Even though this topic has been the topic of many debates in the field.

Moreover, the study demonstrated that students are ready for an alternative instead of the traditional way of teaching in their classrooms.

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Përparësitë dhe sfidat e zbatimit të planit individual të arsimit: perspektiva në Kosovë

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Abstrakt

Një prej sfidave më të përhapura në arsim gjatë viteve të fundit janë vështërsitë me të cilat përballen mësimdhënësit gjatë zbatimit të planit individual të arsimit, i cili hartohet për fëmijët me nevoja të veçanta arsimore dhe për të cilat ekipi vlerësues kanë marrë vendim për hartimin e tij. Qëllimi i studimit të kësaj teme është të eksplorojë se si mësimdhënësit e kuptojnë edukimin gjithëpërfshirës në një sistem arsimor që po pëson ndryshime të shumta. Popullacionin e hulumtimit e përbëjnë të gjithë mësimdhënësit e shkollave fillore në Kosovë, kurse grupin përfaqësues e përbëjnë 200 mësimdhënës dhe 30 mësimdhënës mbështetës. Mënyra e pjesëmarrjes së mësimdhënësve është e rastësishme. Studimi është i natyrës sasiore dhe për realizimin e tij si instrument do të përdoret pyetësori për mësimdhënës, i shkallës Likert. Analiza e të dhënave do të realizohet përmes programit SPSS 21, dhe do të përdoren analiza deskriptive, e besueshmërisë, korrelacionare, regresioni dhe T-testi. Përmes këtij hulumtimi do të merr përgjigje pyetja kërkimore. Cilat janë sfidat e mësimdhënësve në zbatueshmërinë e planit individual të arsimit? Me një karakter përshkrues ky hulumtim do të mbledh të dhëna sasiore. Të gjeturat e këtij hulmtimi kanë synim që të vlerësojnë përparësitë dhe sfidat me të cilat përballen mësimdhënësit në implementimin e edukimit gjithëpërfshirës (inkluziv) në Kosovë sidomos zbatueshmërisë së planit individual të arsimit.

Fjalë kyç: *Plan individual, Përparësi, Perspektivë, sfidë.*

Hyrje

Gjithëpërfshirja është bërë pjesë e pandashme e të gjitha institucioneve arsimore në Kosovë, ku dita ditës është duke u përforcuar si nga legjislacioni ashtu edhe nga qasja në praktikën e përditshme për nxënës. Vendi ynë pati nevojë për pilotimin e praktikave të reja dhe ky synim u arrit përmes mbështetjes së disa organizatave që mbrojnë të drejtat e fëmijëve, siç janë: *Save the Children*, *UNICEF*, *UNESCO*, të cilat kanë reflektuar pozitivisht në vendin tonë. Edukimi i fëmijëve me aftësi të kufizuar i referohet edukimit të veçantë të tyre që kanë ngecje ose dëmtime në shqisa, dëmtime fizike, vështirësi në të nxënë, çrregullime sociale, emocionale dhe në komunikim. (Kuvendi i Kosoves, 2001). Secili fëmijë ka tiparet e veta të veçanta, nevoja të veçanta, interesa për nxënie dhe për aftësim.

Një rol të rëndësishëm për socializim dhe zhvillim akademik e luan shkolla, vend ky ku fillon arritja akademike, duke e konsideruar si shumë ndikuese për nxënësit me aftësi të kufizuar. Arsimi gjithëpërfshirës është mjedis mësimor që mundëson qasje, akomodim dhe mbështetje për të gjithë nxënësit. Nga kjo nënkuptojmë që institucionet arsimore duhet përshtatur për të gjithë fëmijët, pavarësisht kushteve të tyre fizike, intelektuale, sociale, emocionale, gjuhësore ose kushteve tjera. Sistemi edukativ ka potencialin të sigurojë arsim cilësor për të gjithë individët dhe të ngrihet përtej stigmës që ende ekziston në shoqëri. Në të kundërt, sistemi edukativ mund të përjetësojë pabarazitë që lidhen me gjininë, etninë, klasën ose aftësinë e kufizuar. (Beckett, 2009).

Duke u mbështetur në shumë studime, hulumtimin tonë e kemi orientuar me një fokus të veçantë lidhur edhe me ndikimin apo rolin që ka mësimdhënësi mbështetës në hartimin dhe zbatimin e planit individual të arsimit si dhe bashkëpunimin midis mësimdhënësve dhe prindërve të fëmijëve. Roli i mësimdhënësit mbështetës pasqyrohet më së miri në dokumentin e MASHT- "Arsimi gjithëpërfshirës - E drejtë e secilit", ku thuhet se mësimdhënësi mbështetës në bashkëpunim me mësimdhënësin e klasës apo kujdestarin e klasës identifikon nevojat e veçanta të nxënësve dhe organizon, planifikon aktivitete të përbashkëta sipas nevojave individuale që ka nxënësi dhe në raste kur është e nevojshme bënë punë individuale, përpilon planin individual të arsimit bashkë me mësimdhënës apo kujdestarin e klasës, prindin, drejtorin e shkollës dhe po ashtu ndihmon në vetëdijësimin e stafit të shkollës për procesin e gjithëpërfshirjes. (MASHT, 2017).

Qëllimi i hulumtimit

Hulumtimi ynë ka për qëllim të analizojm sfidat me të cilat përballen mësimdhënësit gjatë zbatimit të planit individual të arsimit si dhe të ofroj mundësi për lidhje bashkëpunimi mes mësimdhënësve dhe prindërve në mënyrë që nxënësi të përfitojë arritje akademike nga ky bashkëpunim.

Pyetjet e hulumtimit:

Përmes këtij hulumtimi do t'i japim përgjigje këtyre pyetjeve kërkimore:
1. *Sa zbatohet gjithëpërfshirja në sistemin parauniversitar në Kosovë?*
2. *Sa ndikojnë mësimdhënësit mbështetës në zbatimin e planit individual të arsimit?*

Hipotezat:

H1: Gjithëpërfshirja zbatohet në masë të madhe në sistemin parauniversitar në Kosovë

H2: Mësimdhënësit mbështetës ndikojnë shumë në zbatimin e Planit Individual të Arsimit.

Shqyrtimi i literaturës

Sipas Raportit Botëror të Monitorimit të Arsimit për të Gjithë nënvizohet se mungesa e mundësisë për edukim dhe defiçitet në procesin e të mësuarit, "mposhtin" edukimin për të përmbushur funksionin e vet si një agjent i barazisë. (UNESKO, 2015). Sistemi arsimor me sfidat e veta "dështon" përballë nevojave të nxënësve me aftësi të kufizuara për t'u arsimuar, prandaj është e domosdoshme identifikimi i barrierave dhe eleminimi i tyre. Që të ndodhë përfshirja, duhet të ndryshojnë qëndrimet dhe praktikat e shoqërisë, në mënyrë që fëmijët me aftësi të kufizuar t'u ofrohet mundësi të jenë të barabartë, si dhe të kontribuojnë në jetën dhe në kulturën e komunitetit të tyre.

Në mënyrë që fëmijët të bëhen të rritur të suksesshëm, të zhvillojnë potencialin e tyre, ata para së gjithash duhet të arsimohen. Nga ky konstatim kuptojmë se jo të gjithë fëmijët e të njëjtës moshë kalendarike mund të jenë njësoj të gatshëm dhe të zhvilluar. Të gjithë fëmijët kanë

karakteristika dhe nevoja individuale të tyre. (Zhitija-Gjelaj, 2014). Arsimi gjithëpërfshirës është pararendës dhe kontribuon në krijimin e një shoqërie gjithëpërfshirëse. Për nxënësit me aftësi të kufizuar, niveli i pamjaftueshëm akademik, marrëdhëniet e varfëra me bashkëmoshatarët dhe mësuesit, bashkëpunimi jo i mirë mes prindërve të nxënësve dhe mësimdhënësve luajnë një rol kryesor në shpjegimin e niveleve të ulta të përfshirjes shkollore dhe kënaqësisë nga shkolla në përgjithësi. (Bossaert, 2015). Po çfarë ndodh me fëmijët me aftësi të kufizuara të cilët qëndrojnë të izoluar në shtëpi dhe nuk kanë mundësi të mësojnë as fjalën "shkollë"? Po në rastet kur fëmijët janë integruar në sistemin arsimor, sa përfitojnë ata, a i zhvillojnë potencialet e tyre? Po fëmijët që frekuentojnë shkollën dhe janë në bankat shkollore fizikisht por jo me pjesmarrje në procesin mësimor, me cfarë sfida ballafaqohen? Po ata që braktisin shkollën pas klasës së V-të dhe të IX-të? Kjo listë pyetjesh nuk është shteruese, por duhet t'i shërbejë zhvillimit të politikave që adresojnë problemet me të cilat ballafaqohet sistemi arsimor sot.

Zhvillimi i gjithëpërfshirjes në sistemin shkollor në Kosovë-sfidat

Arsimi gjithëpërfshirës nuk është thjesht një rregullim i pjesshëm i sistemit të edukimit, por rinovim tërësor i tij dhe reformë e thellë e shkollës. (Stangvik, 1997). Zbatimi i reformës së arsimit gjithëpërfshirës krijon kushtet për një sistem arsimor, që përfshin brenda vetës një shumëllojshmëri nxënësish dhe që e diferencon edukimin sipas kësaj shumëllojshmërie. Në Republikën e Kosovës, pos zhvillimeve shumë pozitive në arsim, statistikat rreth mospërfshirjes së fëmijëve në shkollim ende mund të konsiderohen shqetësuese. (Zabeli, 2010). Ministria e Arsimit Shkencës dhe Teknologjisë është në përpjekje të vazhdueshme në përmirësimin e kushteve në të gjitha drejtimet për përfshirjen sa më të madhe të të gjithë fëmijëve në institucionet arsimore.

Avansim shumë pozitiv është bërë në drejtim të gjithëpërfshirjes (inkluzionit), baza e të cilit gjendet në arsimin special. Arsimi special në Kosovë funksionon që nga viti 1950, kur edhe fillon funksionimi i shkollave speciale. Në këto shkolla speciale ofrohej arsimim për një numër të vogël të fëmijëve duke marrë parasysh numrin e vogël të shkollave dhe kuadrin joprofesional. Gjatë periudhës (1990-1999) kanë funksionuar katër shkolla

speciale dhe katër klasë të bashkangjitura në kuadër të shkollave të rregullta. Ky arsimim që ende ishte segregues në raport me gjithëpërfshirjen, vazhdoi si i tillë deri në vitin 2000. Nga viti 2000, fillon një periudhë e re për arsimin kosovar, në përgjithësi dhe arsimin special në veçanti. Bëhet fjalë për përqindje më të madhe të përfshirjes së fëmijëve me aftësi të kufizuar në shkollim dhe për avancim të infrastrukturës ligjore.

Në fillim të kësaj periudhe, paralelisht me themelimin dhe funksionimin gradual të Ministrisë së Arsimit Shkencës e Teknologjisë (fillimisht nën udhëheqjen e UNMIK-ut), disa agjenci ndërkombëtare nisin të mbështesin ndër të tjera edhe sektorin e arsimit special. Këtu vlen të përmendet: Save the Children, Përkrahja Finlandeze në Zhvillimin e Sektorit të Arsimit Special në Kosovë (e njohur si: FSDEK – Finnish Support to the Development of Education in Kosovo), UNICEF, Handikos etj. Periudha e pas vitit 2000, shënon përparim drejt zhvillimit të një varg dokumentesh nga ana e Ministrisë së Arsimit Shkencës dhe Teknologjisë. (Naser Z., Lulavere B., 2014).

Roli i mësimdhënësit mbështetës në përfshirjen e nxënësve me aftësi të kufizuar në shkollë

Modeli i një shkolle që synon integrimin e nxënësve, të cilët ndiejnë detyrimin për t'u përshtatur kushteve të saj, duhet të zëvendësohet me një shkollë për të gjithë, që u përgjigjet nevojave të ndryshme të nxënësve. Faktorët që kontribojnë në përfshirjen e nxënësve me aftësi të kufizuar në shkolla të rregullta janë të shumtë, por ne do të paraqesin edhe rolin që ka mësimdhënësi mbështetës brenda shkollës i cili ka ndikim mjaft të madh sa i përket socializimit dhe zhvillimit akademik të nxënësve me AK.

Roli i mësimdhënësit mbështetës është kyç sepse ndihmon në përgjithësi gjithëpërfshirjen pa dallime, duke i ndihmuar shkollës për identifikim, këshillim, intervenim dhe vlerësim. Mësimdhënësit mbështetës mund të nxisin përfshirjen duke ndihmuar nxënësit të pranojnë dallimet njerëzore. Duke qenë se edukimi gjithëpërfshirës është modeli i edukimit ku të gjithë nxënësit janë pjësë e komunitetit shkollor dhe ndiejnë se i përkasin atij, është e rëndësishme që mësimdhënësit mbështetës me anë të aktivitetit të tyre profesional të kontribojnë në realizimin e kushteve të nevojshme për të mundësuar akses të barabartë në edukim për fëmijët me AK.

Një element shumë të rëndësishëm që mësimdhënësi mbështetës duhet të ketë parasysh janë edhe dosjet për secilin fëmijë/nxënës të cilat duhet të përbëjnë:

- *Vendimin për arsim me nevoja të veçanta arsimore;*
- *Dokumentin e identifikimit nga ekipi vlerësues në nivel komunal;*
- *Plani individual i arsimit (PIA);*
- *Fletoret e punës, fleta vizatime punime të ndryshme të cilat realizohen nga ana e mësuesit të klasës dhe mësimdhënësit mbështetës;*
- *Takimet me prindër;*
- *Raportin nga psikologu dhe profesionist tjerë në shkollë;*
- *Raport këshillimi nga ana e mësuesit* mbështetës. (MASHT, 2017)

Zbatueshmëria e Planit Individual të Arsimit

Vendosja e Planeve Individuale të Arsimit për fëmijët me aftësi të kufizuar është e domosdoshme për mbështetjen individuale, e cila është e përcaktuar edhe me ligjet e arsimit parauniversitar. Plani Individual i Arsimit (PIA) është dokument zyrtar pedagogjik, i cili hartohet për fëmijët me aftësi të kufizuar, për të cilët ekipi vlerësues komunal apo edhe ekipi në nivel institucioni ka marrë vendim. Hapi i parë dhe më i rëndësishmi në zbatimin e PIA-së te i cili mund të hasim edhe vështirësinë kryesore në zbatimin e tij zakonisht është komunikimi i drejtëpërdrejtë me personat përgjegjës (mësimdhënësit) për sigurimin e shërbimit në zbatimin e PIA-së. (Grup Autorësh, 2016).

Të gjithë nxënësit kanë nevoja të ndryshme për të mësuar në varësi të stileve të të mësuarit dhe të intelegjencës së tyre. (Tardi, 2012). PIA është një dokument i besueshëm (konfidencial) dhe informatat për të mund t'u jepen të tjerëve vetëm me lejen e prindërve. Zbatimi në praktikë i Planit Individual të Arsimit kërkon një bashkëpunim të vazhdueshëm në mes të gjithë pjesëmarrësve që kanë të bëjnë me zbatimin e tij në praktikë. Pjesa më e madhe e literaturës ka konsideruar efikasitetin e bashkëpunimit ekipor në zbatimin e PIA-së si elementin kryesor. (Guranlick, 2001).

Karakteristikat kryesore të një Plani Individual të Arsimit janë:

- *Të jet*ë *special*
- *Të jet*ë *i individualizuar*
- *Të ket*ë *nj*ë *jet*ë *koh*ë*zgjatje prej nj*ë *viti*
- *Specifikohen q*ë*llimet dhe synimet*
- *Specifikohen metodat e m*ë*simdheies dhe strategjit*ë *mb*ë*shtet*ë*se*

- *Rishikohet rregullisht n*ë *koh*ë *n e caktuar*
- *Duhet t*ë *ndahet me prind*ë*rit ose kujdestar*ë*t*
- *Të jet*ë *nj*ë *dokument pune.* (Nugent, 2005).

Në zbatimin e PIA-së mund të hasim në vështërsi të shumta, duke filluar nga ato për njohuritë rreth zbatimit të PIA-së si: infrastruktura, pjesa ligjore, administrative, mentalitetet e ndryshme në shoqëri, të cilat i hasim çdo ditë në jetën e përditshme. (Crawford, 2016). Një plan individual nuk është përsëritje e planeve tjera, por duhet të jetë pjesë plotësuese e planifikimit nga ana e mësimdhënësit. (Save the Children, 2017). Ai i referohet përshtatjes së kurrikulës dhe fokusohet në nevojat me prioritet të nxënësit. (Down Sindrome Kosova, 2017). Kërkesën për hartimin e PIA-së e paraqet edukatori, mësimdhënësi apo kujdestari i klasës te drejtori i shkollës, i cili atë ia përcjell Ekipit Vlerësues Komunal për vlerësim apo rivlerësim të nxënësit. Drejtori i shkollës është përgjegjës për punën që zhvillohet, në mënyrë që të sigurojë kushte për mbarëvajtjen e gjithëpërfshirjes. (Memedi, 2015).

Metodologjia

Ky hulumtim ka përshkruar gjendjen momentale të sfidave të mësimdhënësve në zbatimin e PIA-së si dhe ndikimin e tij në arritjet akademike të nxënësve me aftësi të kufizuar. Studimi është i natyrës kuantitative. Popullatën e këtij studimi e përbëjnë mësimdhënësit nga dhjetë Komunat e Kosovës nga klasa e parë deri në të nëntën, ndërsa mostra është 200 mësimdhënës si dhe 30 mësimdhënës mbështetës. Ky hulumtim i modelit përfaqësimor ka mbledhur të dhëna përmes pyetësorit dhe të dhënat e grumbulluara i kemi analizuar përmes paketës SPSS 26.

Mostra

Popullacionin e hulumtimit e përbëjnë të gjithë mësimdhënësit e shkollave fillore në Kosovë, kurse grupin përfaqësues e përbëjnë 200 mësimdhënës dhe 30 mësimdhënës mbështetës. Mënyra e përzgjedhjes ka qenë e rastësishme. Respodentë të këtij hulumtimi do të jenë mësimdhënësit e sistemit Parauniversitar.

Instrumentet

Për mbledhjen e të dhënave sasiore për hulumtimin tonë, kemi përdorur pyetësorin për mësimdhënës prej 10 pyetjeve si dhe pyetësorin për mësimdhënës mbështetës të përbërë po ashtu prej 10 pyetjeve. Pyetësori përmbante të dhëna demografike të mësimdhënësve dhe posedonte pyetje të hapura e alternative, si dhe ishte i përpiluar në mënyrë anonime për të gjithë respondentët.

Procedura

Të dhënat që janë mbledhur për këtë hulumtim kanë qenë të dhëna parësore, të mbledhura posaçërisht për nevojat e këtij hulumtimi. Për kryerjen e analizës së të dhënave kemi përdorur analizen statistikore, mbas mbledhjes së të dhënave kemi realizuar kodimin e tyre ku më pas kemi ndërtuar bazën e të dhënave.

Analiza e të dhënave dhe rezultatet

Rezultatet nga përpunimi dhe analiza statistikore e të dhënave të nxjerra nga pyetësori me mësimdhënësit e shkollave fillore të Kosovës. Mostrën e hulumtimit tonë e kemi ndarë në dy grupe. Në vazhdim kemi paraqitur rezultatet e marrra nga përgjigjet e mësimdhënësve nga klasa e parë deri në të nëntën.

Nga 200 përgjigjie që përfituam nga komunat e Kosovës i listuam si në vijim:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Prishtinë	51	25.5%	25.5	25.5
	Gjilan	30	15.0%	15.0	40.5
	Pejë	9	4.5%	4.5	45.0
	Prizren	13	6.5%	6.5	51.5
	Mitrovicë	15	7.5%	7.5	59.0
	Ferizaj	28	14.0%	14.0	73.0
	Kamenicë	13	6.5%	6.5	79.5

Viti	14	7.0%	7.0	86.5
Obiliq	2	1.0%	1.0	87.5
Vushtrri	9	4.5%	4.5	92.0
Suharekë	6	3.0%	3.0	95.0
Lipjan	4	2.0%	2.0	97.0
Fushë Kosovë	6	3.0%	3.0	100.0
Total	200	100.0%	100.0	

Tabela 1. Komunat e përfshira në hulumtim

Të dhënat në vazhdim paraqesin qëndrimet e mësimdhënësve të komunave të Kosovës lidhur me sfidat që ata hasin gjatë zbatueshmërisë së Planit Individual të Arsimit. Këto të dhëna do t'i paraqesim me anë të figurave.
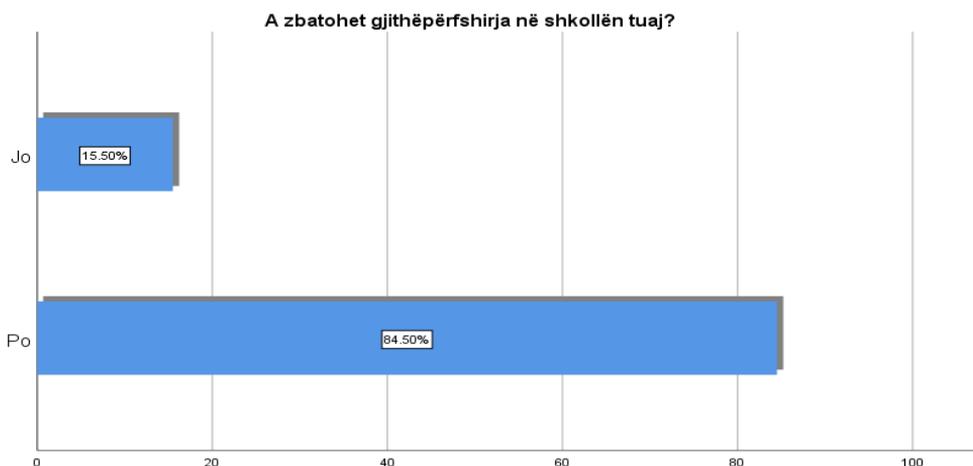
Figura 1. Njohuritë e përgjithshme për zbatimin e gjithëpërfshirjes

Në figurën 1. Janë paraqitur të dhënat për pyetjen e parë të pyetësorit: A zbatohet gjithëpërfshirja në shkollën tuaj? Nga përgjigjet e marra nga të anketuarit shohim se 84.50% janë deklaruar që zbatohet gjithëpërfshirja ndërsa 15.50% janë përgjigjur që nuk zbatohet gjithëpërfshirja në shkollat ku ata punojnë.
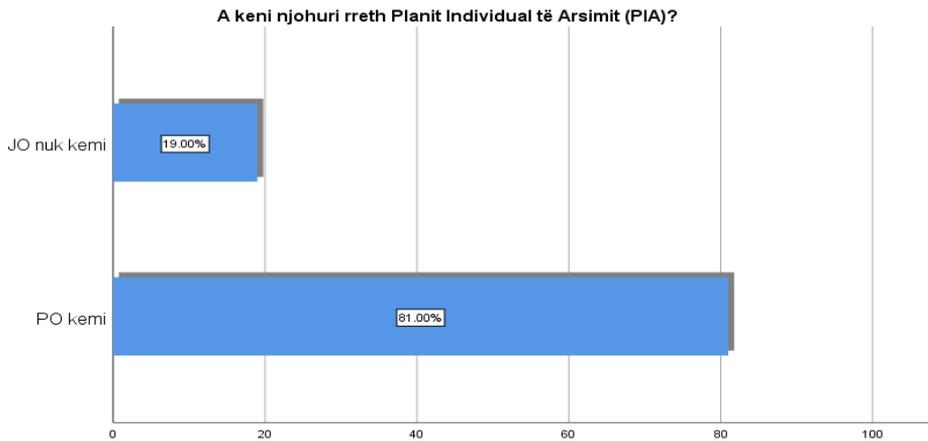
Figura 2. Informacionet e mësimdhënëseve rreth njohurive për Planin Individual të Arsimit

Janë dhënë përgjigjet për pyetjen e 3-të të pyetësorit, se a kanë njohuri rreth Planit Individual të Arsimit. Përgjigjet e marra janë: 81.00% e tyre se kanë njohuri rreth PIA-së ndërsa 19.10% janë deklaruar se nuk kanë njohuri për PIA-në.
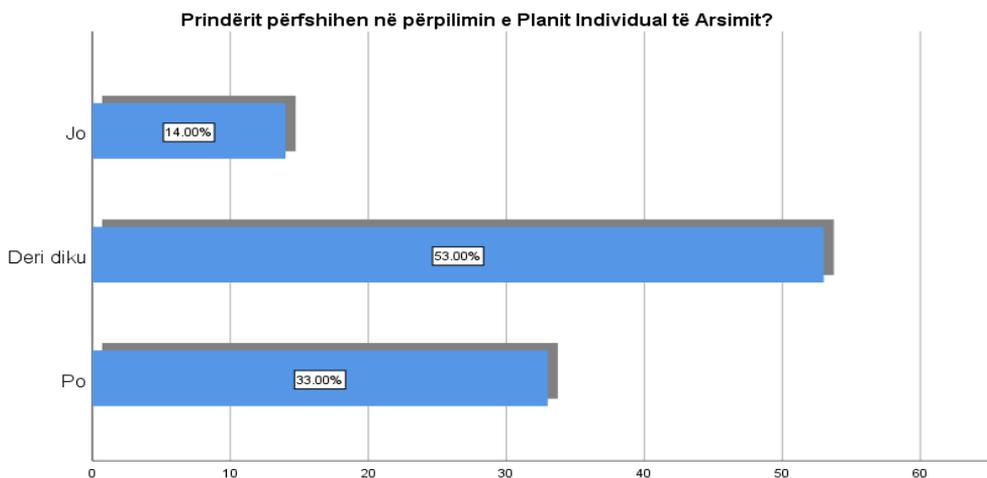

Figura 3. Përfshirja e prindërve në përpilimin e PIA-së

Nga të dhënat që janë paraqitur në figurën 3. Shihet se 53.00% e prindërve përfshihen deri diku kur përpilohet plani individual dhe nga kjo përqindje vërejmë se prindërit nuk përfshihen sa duhet në përgatitjen e PIA-së, ndërsa 33.00% janë përgjigjur se prindërit përfshihen kurse 14.07% nuk përfshihen fare kur përpilohet plani individual i arsimit.
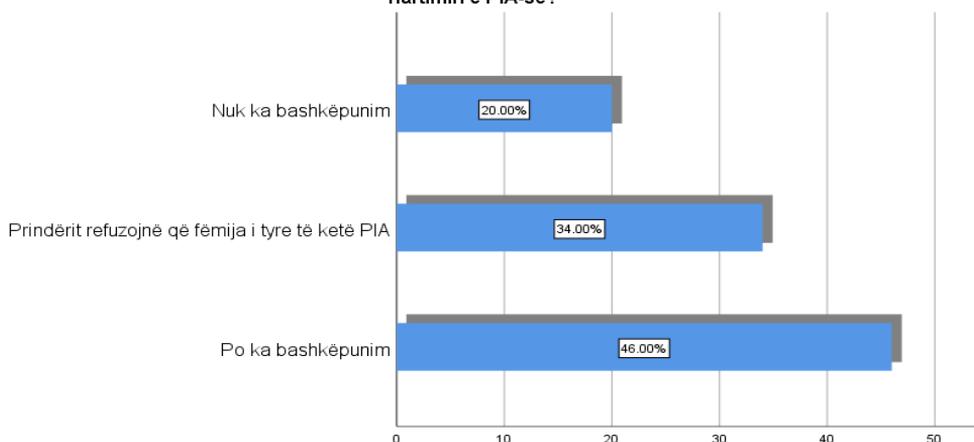
Figura 4. Bashkëpunimi me prindër dhe mësues mbështetës

Në figurën 4. Janë paraqitur të dhënat e përgjigjeve të marra nga mësimdhënësit rreth bashkëpunimit të tyre me prindërit e nxënësve me aftësi të kufizuar dhe mësimdhënësve mbështetës për hartimin e PIA-së. Nga përgjigjet e marra, 46.00% e tyre janë përgjigjur që ka bashkëpunim, kurse 34.00% janë deklaruar që prindërit refuzojnë që fëmija i tyre të ketë PIA, 20.00% e tyre janë përgjigjur që nuk ka bashkëpunim mes tyre.
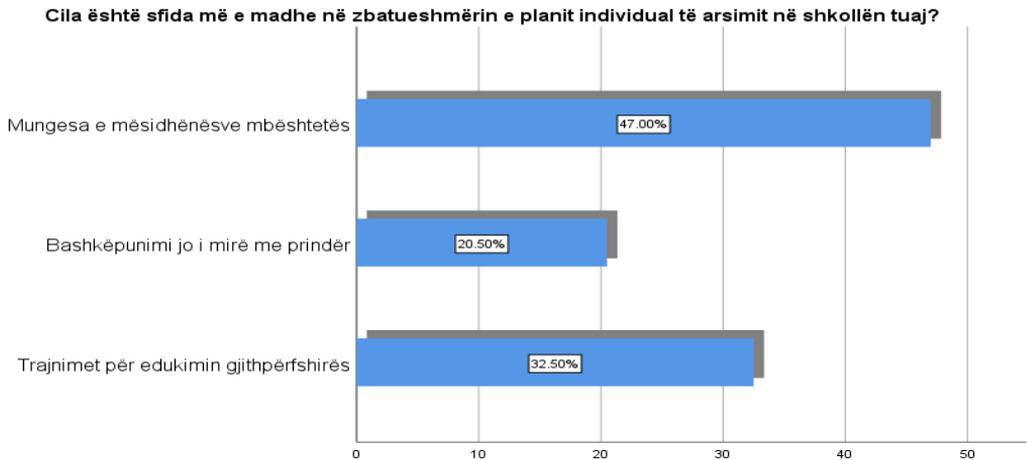
Figura 5. Sfidat që hasin mësimdhënësit në zbatimin e PIA-së.

Në figurën e 5. Janë paraqitur përgjigjet për pyetjen drejtuar mësimdhënësve: Cila është sfida më e madhe në zbatimin e planit individual? Për këtë pyetje kemi marrë këto përgjigje: 47.00% thonë - mungesa e mësimdhënësve mbështetës është sfidë për mësimdhënësit për zbatimin e PIA-së, 32.50% mendojnë, trajnimet për edukimin gjithëpërfshirës sidomos trajnim për Planin Individual të Arsimit është mjaft sfidues në punën e tyre dhe 20.50% janë deklaruar se mungesa e bashkëpunimit është një tjetër sfidë që vështërson procesin e zbatimit të Planit Individual të Arsimit.
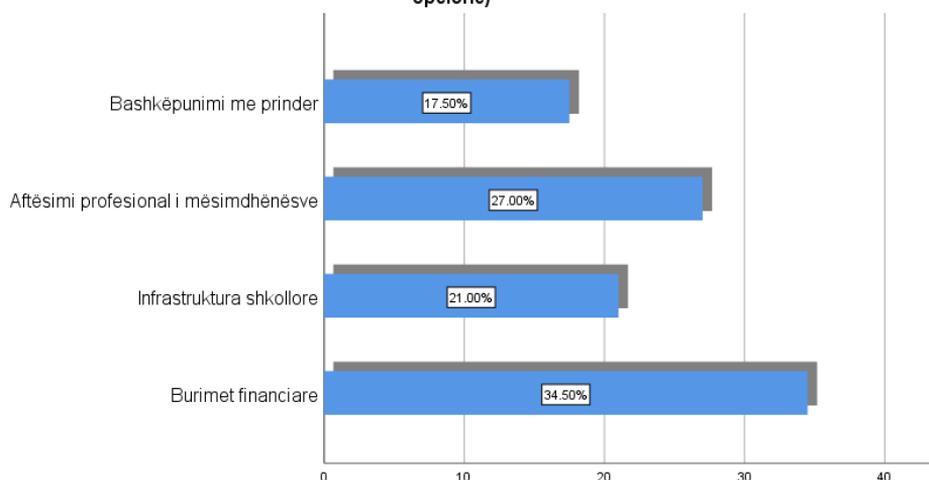
Figura 6. Vështërsit në zbatimin e arsimit gjithëpërfshirës në shkollë

Figura 6, Përmban të dhënat për pjesën më të rëndësishme të hulumtimit: Problemet më të mëdha në zbatimin e arsimit gjithëpërfshirës. Prej të anketuarve 27.00% mendojnë që aftësimi profesional i mësimdhënësve shihet si problem në zbatimin e arsimit gjithëpërfshirës, 34.50% mendojnë që burimet financiare janë mjete të domosdoshme për nevojat e shkollës në mënyrë që gjithëpërfshirja mos të ballafaqohet me vështërsi gjatë zbatimit në praktikë. Mësimdhënësit në lidhje me infrastrukturën shkollore janë përgjigjur 21.00% si dhe 17.50% janë deklaruar që edhe bashkëpunimi me prindërit është një faktor shumë i rëndësishëm në zbatueshmërin e arsimit gjithëpërfshirës në sistemin parauniversitar në Kosovë.

4.2. Rezultatet nga përpunimi dhe analiza statistikore e të dhënave të nxjerra nga pyetësori me mësimdhënsit mbështetës të shkollave fillore të Kosovës.

Të dhënat e marra nga mësimdhënësit mbështetës gjatë hulumtimit tonë do t'i paraqesim në vazhdim, në mënyrë që të shohim mendimet e tyre rreth sfidave dhe vështërsive në zbatimin e planit individual te arsimit.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PO	24	100.0%	100.0	100.0

Tabela 2. Zbatimi i gjithëpërfshirjes në shkollat e Kosovës

Në tabelën 2. janë dhënë përgjigjet për pyetjen e parë të pyetësorit, se a zbatohet gjithëpërfshirja në shkollën tuaj. Përgjigjet e marra janë: 100.0% për përgjigjen që – po, shkolla jonë është gjithëpërfshirëse.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Po ka bashkëpunim	23	95.8%	95.8	95.8
	Prindërit refuzojnë qe fëmija i tyre të ketë PIA	1	4.2%	4.2	100.0
	Total	24	100.0%	100.0	

Tabela 3. Bashkëpunimi mes prindërve dhe mësimdhënësve për hartimin e PIA-së

Në tabelën 3. Janë paraqitur mendimet e mësimdhënësve mbështetës për pyetjen: A ekziston bashkëpunim me prindërit për hartimin e Planit Individual të Arsimit. Nga përgjigjet e marra shohim që 95.8% e tyre janë deklaruar që po ka bashkëpunim ndërsa vetëm 4.2% kanë dhënë përgjigje që nuk ka bashkëpunim me prindërit kur vendoset të hartohet PIA.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Trajnimet për edukimin gjithpërfshirës	21	87.5%	87.5	87.5
	Bashkëpunimi jo i mirë me prindërit	2	8.3%	8.3	95.8
	Bashkëpunimi jo i mirë me mësimdhënësin e klasës	1	4.2%	4.2	100.0
	Total	24	100.0%	100.0	

Tabela 4. Sfida më e madhe në zbatimin e Planit Individual të Arsimit

Në tabelën 4. Kemi paraqitur përgjigjet e marra nga mësimdhënësit mbështetës se cila është sfida më e madhe që ata hasin në zbatimin e PIA-së, 4.2% janë përgjigjur se bashkëpunimi jo i mirë me mësimdhënësin e klasës është sfidë sepse mosbashkëpunimi pengon arritjet akademike të nxënësve, 8.3% janë deklaruar se bashkëpunimi jo i mirë me prindërit paraqet sfidë si për mësimdhënësin ashtu edhe për nxënësin dhe mësimdhënësin e klasës, kurse 87.5% e të anketuarve kanë deklaruar se mungojnë trajnimet për edukimin gjithëpërfshirës e sidomos për Planin Individual të Arsimit.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Të mirë	16	66.7%	66.7	66.7
	Mesatar	8	33.3%	33.3	100.0
	Total	24	100.0%	100.0	

Tabela 5. Bashkëpunimi mes mësimdhënësve mbështetës dhe Ekipit Vlerësues Komunal

Në pyetjen drejtuar mësimdhënësve mbështetes rreth bashkëpunimit mes tyre dhe ekipit vlerësues komunal kur bëhet fjalë për zbatimin e PIA-së kemi marrë këto përgjigje të nxjerra në tabelën 5. Sipas kësaj figure 66.7% e

të anketuarve janë deklaruar se kanë bashkëpunim të mirë, 33.3% kanë dhënë përgjigje se bashkëpunimi mes tyre është i nivelit mesatar.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Burimet financiare	9	37.5%	37.5	37.5
	Infrastruktura shkollore	7	29.2%	29.2	66.7
	Aftësimi profesional i mësimdhënësve	6	25.0%	25.0	91.7
	Bashkëpunimi me prinderit	2	8.3%	8.3	100.0
	Total	24	100.0%	100.0	

Tabela 6. Vështirësitë në zbatimin e arsimit gjithëpërfshirës

Tabela 6. Përmban të dhënat për pjesën më të rëndësishme të hulumtimit: Problemet më të mëdha në zbatimin e arsimit gjithëpërfshirës. Prej të anketuarve 25.0% janë deklaruar që aftësimi profesional i mësimdhënësve shihet si problem kyç sa i përket gjithëpërfshirjes, 8.3% e të anketuarve kanë dhënë përgjigje se bashkëpunimi me prindërit e nxënësve me aftësi të kufizuar mbetet një prej problematikave në zbatim të arsimit gjithëpërfshirës ndërsa pjesa tjetër e të anketuarve 37.5% mendojnë që burimet financiare janë sfida që ata ballafaqohen dhe pjesa tjeter 29. 2% deklaruan se infrastruktura shkollore është një prej pengesave sa i përket zbatimit të arsimit gjithëpërfshirës.

Përfundime dhe rekomandime

Qëllimi i këtij studimi ishte për të matur përparësitë dhe sfidat që hasin mësimdhënësit gjatë zbatimit të Planit Individual të Arsimit, i cili i dedikohet fëmijëve me aftësi të kufizuara si dhe ndikimin që kanë mësimdhënësit mbështetës. Në këtë punim janë paraqitur të dhëna, të cilat i kanë munguar shkencës së Edukimit Inkluziv dhe jemi munduar që ta pasurojmë këtë fushë me ngritje të nivelit të vetëdijes për rëndësinë e PIA-së

dhe përfitimet e arritjeve akademike që kanë ata nga Plani Individual i Arsmit.

Literatura e përdorur në këtë hulumtim na ka ndihmuar që të arrijmë në përfundime se sa i rëndësishëm është bashkëpunimi institucional, bashkëpunimi me komunitet, mësuses klase, mësues mbështetës dhe prindër. Fokusi ynë është mbështetur në këto hipoteza: *Plani Individual i Arsimit zbatohet në masë të madhe në sistemin parauniversitar në Kosovë. Bashkëpunimi midis mësimdhënësve/mësimdhënësve mbështetës dhe prindërve është në nivelin e duhur.* Hipotezat tona janë shoqëruar nga pyetjet e hulumtimit: *Sa zbatohet Plani Individual i Arsimit në sistemin parauniversitar në Kosovë? Sa është niveli i bashkëpunimit midis mësimdhënësit/ mësimdhënësit mbështetës dhe prindërve në zbatimin e Planit Individual të Arsimit.*

Nga të dhënat e mbledhura prej mësimdhënësve si dhe mësimdhënësve mbështetës, shumica e tyre (84.5%) janë deklaruar gjithëpërfshirja zbatohet në sistemin parauniversitar në Kosovë. Nga gjithsej 13 komuna që kanë qenë të përfshira në këtë hulumtim, janë deklaruar që mësimdhënësit mbështetës ndikojnë në masë të madhe në zbatimin e PIA-së. Përmes hulumtimit janë gjetur nivele të larta të bashkëpunimit të mirëfilltë me prindërit e nxënësve me aftësi të kufizuar si dhe mësuesit të klasës dhe mësimdhënësit mbështetës duke u konsideruar si përparësi në vendin tonë. Mësimdhënësit janë shprehur se shkollat kanë nevojë për më shumë mësimdhënës mbështetës, e po ashtu edhe mungesa e trajnimeve për edukimin gjithëpërfshirës pastaj aftësimi profesional i mësimdhënësve, burimet financiare, infrastruktura shkollore mbesin sfida të cilat po e vështërsojnë zbatimin e edukimit gjithëpërfshirës e në veçanti zbatueshmërinë e PIA-së.

Nga përgjigjet e marra nga hulumtimi i realizuar, kemi vërtetuar hipotezat e vendosura lidhur me përparësitë dhe sfidat që ballafaqohen mësimdhënësit në zbatimin e Planit Individual të Arsimit në sistemin parauniversitar në Kosovë.

Rekomandime

Për të pasur rezultatet më të mëdha në zbatimin e Planit Individual të Arsimit rekomandojmë si vijon:

- *Në shkollat e Kosovës të rritet numri i mësimdhënësve mbështetës, sipas numrit të nxënësve me aftësi të kufizuar.*
- *Në praktikë është e nevojshme që të organizohen trajnime për hartimin e PIA-së.*
- *Duke e parë mungesën e kushteve infrastrukturore, drejtoritë komunale duhet të krijojnë hapsira dhe kushte të përshtatshme për fëmijët me aftësi të kufizuar brenda shkollës.*
- *MASHT dhe DKA-të duhet të organizojnë fushata vetëdijësuese për rëndësinë e gjithëpërfshirjes, në veçanti rëndësinë e hartimit të PIA-së.*
- *Duke u mbështetur në praktikat e përditshme, Fakultetet e Edukimit të Universiteteve Publike duhet të rekomandojnë që KNF-në ta kenë lëndë të veçantë për studentë, të cilët i përgatisin për tregun e punës.*
- *Të formohen Ekipet Mbështetëse Komunale në ato komuna ku mungojnë dhe të jenë sa më profesionale me qëllim që roli i tyre mos të jetë i zbehtë.*
- *Të përfshihen interpretues të gjuhës së shenjave dhe për Alfabet të Brailit në shkollat ku kanë nevojë për këto shërbime.*
- *Te orgnizohen orë të veçanta të mësimit praktik të studentëve të Fakultetit të Edukimit nëpër mësimdhënës mbështetës.*

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Cross-Linguistic and Language Specific Characteristics of Child-Directed Speech

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Abstract

This study aimed to investigate the way that parents/caregivers of different nationalities talk or address their children on a daily basis. While studies have attempted to prove the universality of certain linguistic phenomena and characteristics when addressing children, other scholars have shown that not all aspects can be viewed from a cross-linguistic perspective. Adding to the differences and similarities in child-directed speech (CDS) based on different languages. The main characteristics of child-directed speech across languages are the following: from paralinguistic: slow speaking rate, tone, pitch and regarding linguistics characteristics: replacement, simplification, reduolication of words, repetition, shorter phrases and it is evident a special lexical unit used when addressing children. Also, a specific study was conducted on Albanian-speaking mothers and these characteristics elicited above are also valid for the Albanian CDS and are found using the questionnaires distributed to Albanian-speaking mothers. Consequently, this research depicts the main characteristics of child-directed speech or "baby talk" asnd the differences and similarities that occur cross-linguistically.

Key words: *Child-directed speech (CDS), baby talk, Albanian-speaking mothers, characteristics, parents/caregivers, speed, tone, replacement, short phrases etc.*

Introduction

It is very important to note in the beginning that there are many terms related to child-directed speech (CDS), but still they mean the same thing and they are correlated with each other. Many books and articles discuss about child-directed speech, but using different terms such as "baby talk" or "infant directed speech" (IDS), sometimes even "motherese", although they are all talking about the same thing.

This study aims to collect information and analyze findings about child-directed speech, or in other words, how parents/caregivers talk to children in different languages and what are the similarities and differences in those languages.

It has long been recognized that parents/caregivers speak differently to children than to other adults and this has important implications for infant development (Saint-Georges et al., 2013; Soderstrom, 2007). This specialized speech is contrasted with adult-directed speech by a variety of properties including higher ad more variable pitch, limited vocabulary, shorter utterances, and vowel alterations (e.g., Fernald et al., 1989).

Baby talk is a linguistic subsystem regarded as being primarily appropriate for talking to young children; it consists of intonational features, patterned modifications of normal language, and a special set of lexical items according to Ferguson, (1964). Ferguson (1864) states that the special lexical items typically number between 25 and 60 and cover kin names and appellations, bodily functions, certain simple qualities (*e.g., dirty, pretty, hot, cold*), and vocabulary concerning animals, nursery, games, and related items. Baby talk words typically contain stops, nasals and a limited selection of vowels, have the structure CVC (consonant-vowel-consonant) or CVC(C)V are frequently reduplicated, and often have a diminutive suffix characteristic of baby talk in that language. Replacement of *r* by another consonant (e.g., English *wabbit for rabbit*), either by a liquid *l, y, or w* or by an apical stop *t* or *d*, occurs in many languages. Replacement of velars by apicals (e.g., English *tum on* for *come on)* is attested for all except for Arabic and Gilyak. Also, greater use of nouns rather than pronouns and verbs is general: equational clauses without verbs replace normal construction with verb (e.g., English *dollie pretty* for the *doll is pretty*), and third person constructions replace first and second person ones (e.g., English *daddy wants for I want*). Another element is that in two languages, Arabic and Marathi, a shift gender is used as a mark of endearment; i.e., a feminine noun,

pronoun, adjective, or verb form is used in reference to a boy or vice versa. For example, in Arabic *wen ruhti ya binti*? 'Where did you go(fem.), little girl?' said to a boy. Ferguson, C. (1964). Baby Talk in Six Languages. According to this statement, it is clearly seen that there are some similarities in languages when talking to children., but also there are particular differences in various languages.

Another element that is quite distinguishable, related to child-directedness is the rate of speaking that parents/caregiver talk to the children. Slow speaking rate is commonly considered a typical characteristic of infant-directed speech.

A number of studies suggest that infant-directed speech is slower than talking to adults. Fernand and Simon (1984) showed that German IDS addresses to newborns had shorter utterances, longer pauses, and slower articulation rate compared to adult-directed speech. American English addressed to toddlers was also found to have a slower speech rate (Bernstein-Ratner, 1985). Slow speaking rate has also been found in Cantonese-speaking mothers (Tang and Maidment, 1996). Also, in a longitudinal study on IDS articulation rate, Narayan and McDermott (2016) showed that Tagalog and Korean mothers spoke faster in adult-directed speech compared with IDS. Despite the robust findings that infant-directed speech is slower than adult-directed speech in various languages, there is still conflicting evidence which shows that a slower speaking rate in infant-directed speech cannot be generalized to all languages. For example, Narayan and McDermott (2016) found that Sri Lankan Tamil IDS was not slower than adult-directed speech for any of the infant age groups under investigation. As well as in Japanese, Martin, Igarashi, Jincho, and Mazuka, (2016) they found out that it was slower at certain utterance positions and that it was slower only in phrase-final and utterance-final positions. Thus - based on previous studies - there is no conclusive evidence that infant-directed speech is slower than adult-directed speech in all languages.

Research Design and Methodology

The purpose of this study is to find out the ways that parents/caregivers talk to their babies/children and which are the characteristics and similarities that occur cross-linguistically in infant-directed speech (IDS), baby talk, or child-directed speech. However, the research is mostly desk

research, connotation the information will be gathered from former studies that have been made associated to the topic, also from reliable books which are relevant. Apart from that, since the research is about finding cross-linguistic and language specific aspects of child-directed speech, the information will be getting from another point of view, that of Albanian speaking mothers, accomplished by a questionnaire. It is sought to realize from their perspective, and also from my own perspective whether there are similar characteristics or universals as compared to other languages.

The questionnaire was taken by 24 participants. All of them were Albanian-speaking mothers that have children of the age 6 months to 2 years. Albanian-speaking-mothers were chosen in order to understand how they address or talk to their babies. These participants were a great source of getting to know more about the subject, because there could not be found any research related to this matter that was made particularly from Albanian language speakers

Findings

Maincharacteristics of Child-Directed Speech (CDS) and discussions - Pitch, tone, speed

Regarding to paralinguistics, to the question "When you talk to your babies, do you change your tone?", 75% or 18 mothers answered that they do change their tone, whereas only 25% or 6 mothers do not change their tone, therefore it could be concluded that Albanian mothers do change their tone when talking to babies, only a small percentage don't. Below, figure 3 clearly shows the results.

1. When you talk to your child/children, do you change your tone?
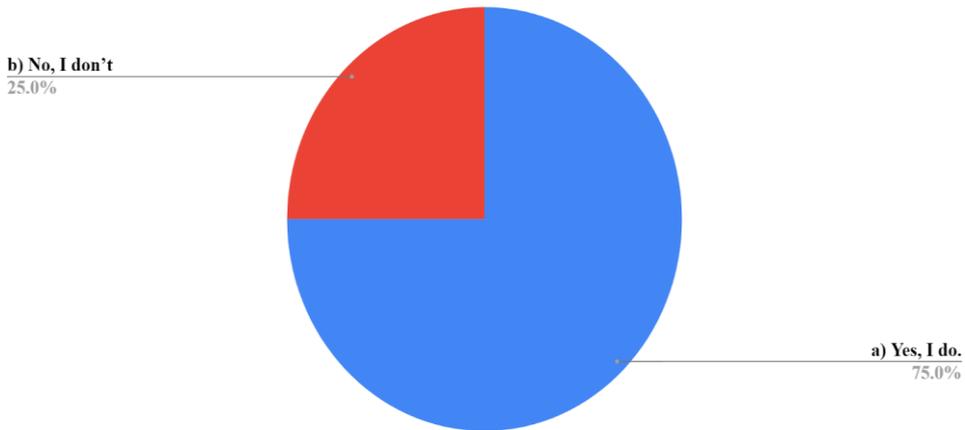

Figure 2. The chart is divided into two colors, the blue one is with the higher percentage, whereas the smaller part of the chart, the red one is with the lower percentage.

Having these responses, surely provides a great support of our hypothesis that when Albanian parents/caregivers talk to their babies, they certainly change the tone of talking, meaning they talk differently with a child compared to an adult. According to Fernald, 1989; Trainor, Clark, Huntley, & Adams (1997) infant-directed (ID) speech is often referred to as musical speech 7) because its exaggerated prosody gives it a sing-song quality. Many studies have shown that infant-directed speech has higher pitch, has more exaggerated pitch contours, has a larger pitch range, has slower tempo, and is more rhythmic than typical adult-directed (AD) speech (e.g., Ferguson, 1964; Fernald, 1991; Katz, Cohen, & Moore, 1996; Papousek, 1992; Stern, Spieker, & MacKain, 1982; Trehub, Trainor, & Unyk, 1993). Added to this, the same feature happens to Albanian-speaking mothers, they do change their tone when they address their babies.

Vocal Expression of Emotion

**Table 2.** *Confusion matrix for emotion identification*

| | Emotion identified | | | | | | | |
| | Infant-directed samples | | | | Adult-directed samples | | | |
Emotion expressed	Love	Comfort	Fear	Surprise	Love	Comfort	Fear	Surprise
Love	**.55**	.33	.05	.07	**.24**	.58	.12	.07
Comfort	.55	**.32**	.07	.07	.17	**.47**	.28	.08
Fear	.02	.01	**.80**	.17	.03	.06	**.71**	.20
Surprise	.31	.04	.09	**.55**	.00	.02	.10	**.88**

Note. The diagonals (in boldface) show the proportion correct for each emotion.

A question related to pitch was asked in the questionnaire to the participants in our study, and surprisingly the answers that were acquired were unexpected. Since the participants answered that they do change the tone when they talk to their babies, when asked the way they describe their pitch when talking to their babies, 55.6% of the participants answered that they use a normal pitch, 38.9% answered that they use a lower pitch, and only 5.6 % answered that they use a higher pitch. Therefore, referring to this result, it can be concluded that Albanian-speaking mothers use a normal pitch when addressing their babies, even though some of them use a lower pitch, consequently, normal pitch and lower pitch are used for Albanian-speaking mothers but it might change in different situations or emotions. Sometimes it is normal, sometimes it is lower, and even in some special occasions, like in fear or surprise it could get higher.

Here is the result shown in the chart, fig 3.

2.If you answered 'yes' for the above question, which are the ways that best describe your tone when talking to your child/children?

b) I use a lower pitch.
38.9%

c) I use a normal pitch.
55.6%

a) I use a higher pitch.
5.6%
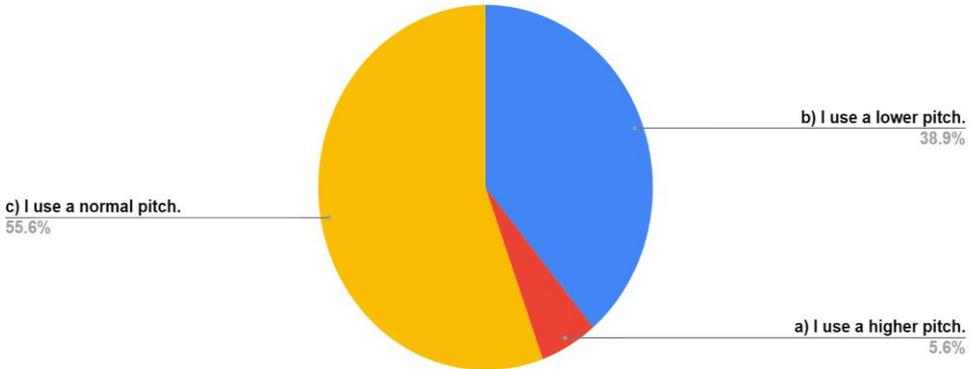
In continuity, as predicted, was found that Albanian-speaking mothers, when asked whether they talk to their babies the same way as to an adult, 70.8% of them said they don't and only 29.2 said that they do talk the identical way. Having seen this result and the studies done up to now, child-directed speech is unlike adult directed speech and that is seen to be almost universal for all languages.

The result is shown in the figure 5 below and it is quite obvious the differentiation.

3. When speaking to your child/children, do you speak the same way as you talk to an adult?
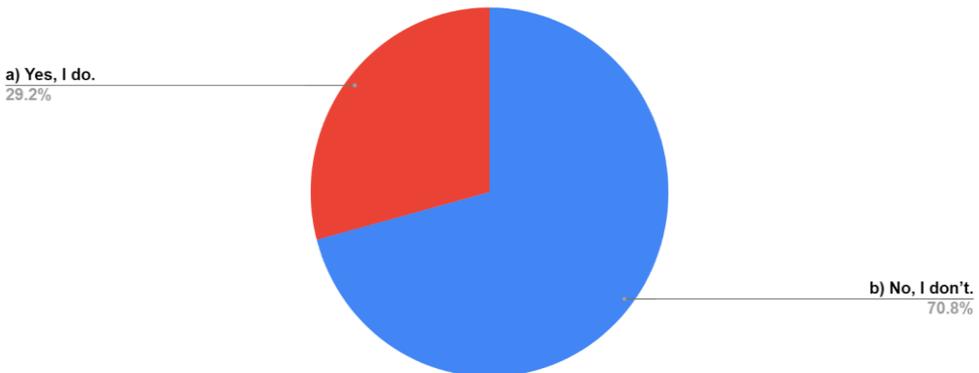

a) Yes, I do.
29.2%

b) No, I don't.
70.8%

Figure 5.

In the next question, the women were asked to describe the way they talk to their child/children, they had to check one of the choices given to them in the questionnaire. Consequently, and even a slight bit of a surprise result, 58.3% of the women responded that they talk with their child/children at an average/normal speed, whereas 41.7% responded that they talk slower with their child/children. Nevertheless, the percentage is quite ambiguous and there is not a profound separation between the options. Therefore, it cannot be entirely concluded that Albanian-speaking mothers talk with a normal or slower speech when addressing their babies.

The result is shown in the chart below, figure 6.

4.Check the sentences below that best describe the way you speak with your child/children.

b) I talk slower. 41.7%

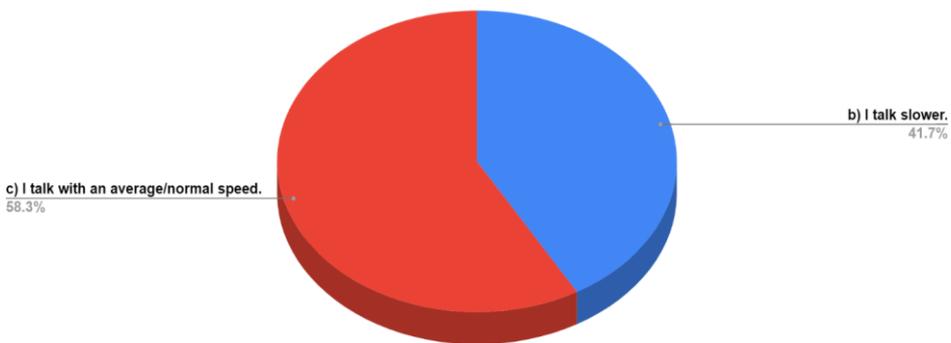c) I talk with an average/normal speed. 58.3%

Figure 6.

Even though slow speaking rate is commonly considered a typical characteristic of infant-directed speech, these phenomena don't seem to occur for every Albanian-speaking mother because of their responses in our study, likewise it cannot generalize without further studies related to this issue. This stereotypical feature of infant-directed speech, the slow speaking rate, however has been generalized from only a small number of studies on a small selection of languages, without the support of data from other languages such as Japanese and Sri Lankan Tamil (Martin, Igarashi, Jincho, and Mazuka, 2016; Narayan and McDermott, 2016). Therefore, it is still unclear whether infant-directed speech is universally slower than adult-directed speech cross-linguistically. Previous investigations suggest that

infant-directed speech is slower than adult-directed speech in languages such as English, German, Cantonese, Korean, and Tagalog, but not so much in Sri Lankan Tamil or Japanese. To date, no studies have compared the speaking rate in infant-directed speech cross linguistically under the same experimental conditions. Even though a number of studies suggest that infant-directed speech is slower than adult-directed speech. Slow speaking rate has not only been found in the IDS of Germanic languages. Despite the robust findings that IDS is slower than ADS in various languages, there is still conflicting evidence which shows that a slower speaking rate in IDS cannot be generalized to all languages. For example, Narayan and McDermott (2016) found that Sri Lankan Tamil IDS was not slower than ADS for any of the infant age groups under investigation (4 to 16 months). Also, Martin, Igarashi, Jincho, and Mazuka (2016) found that Japanese IDS addressed to toddlers (17- to 25-month-olds) was only slower than ADS at certain utterance positions. Their study focused on speech at the utterance-level and word-level, using mean mora duration as an indication of articulation rate. The results showed that IDS was slower than ADS only in phrase-final and utterance-final positions. It can be exclaimed that Albanian-speaking mothers talk with their children at a normal speed, but without excluding 41.3 % of them that labeled their talking with a slower speed. Probably, the rate of speaking, depends on the situation or emotion of conversation, or the slow speaking rate is used when they introduce unfamiliar words to children in order to promote word learning, though this statement is just a presumption. Regarding to Albanian speakers, this is a great research question that needs to further study in the future, there could be the possibility that they responded in that way depending on the gender of the children they have, that could affect their responds, because sometimes the gender of the child that defines the way of talking addressing to him/her. One possible explanation is the age of infants under investigation. General prosodic modifications in IDS are known to change in accordance with the child's stage of language development (Kitamura, Thanavisuth, Burnham, 341 and Luksaneeyanawin, 2001; Stern, Spieker, Barnett, and MacKain, 1983).

Linguistic characteristics

Another characteristic of infant-directed speech is the linguistics form and its branches that are significant in different languages used in infant-directed speech. Thus, IDS and ADS differ along prosodic, phonolexical, and syntactic dimensions (Cristia, 2013; Soderstrom, 2007). At the phonological and syntactic levels, IDS is linguistically simpler, including shorter, more redundant utterances, more questions, and increased repetition of single words (Grieser & Kuhl, 1988; Soderstrom, 2007; Soderstrom, Blossom, Foygel, & Morgan, 2008). Vowels produced in IDS show more disparate formant structures than in ADS (Kuhl et al., 1997). Hence, linguistic characteristics appear to be present cross-linguistically, and similarly in Albanian-speaking mothers as is shown below.

5. When talking to your baby, which of the below sentences would you use on a daily basis?

a) "I am going to work"
25.0%

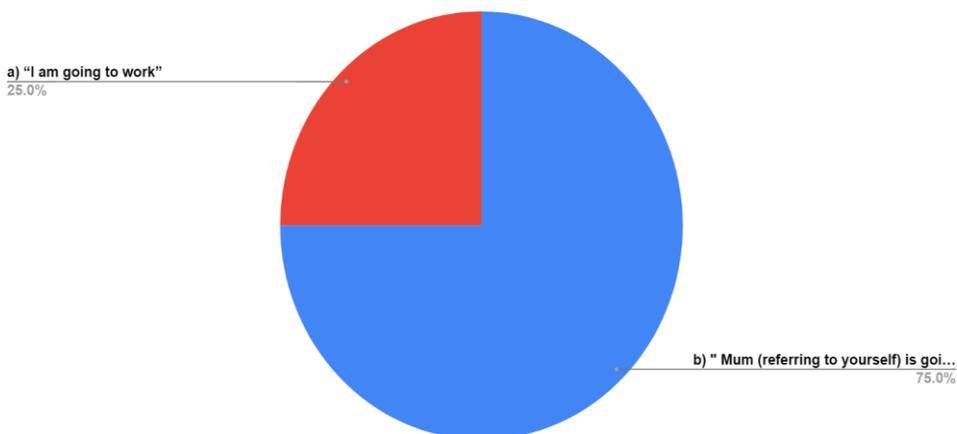b) " Mum (referring to yourself) is goi...
75.0%

Figure 9.

As it is clearly shown in this chart, Albanian-speaking mothers when asked in the questions 5 "When talking to your baby, which of the below sentences would you use on a daily basis?" Under two options available, 75% of them responded for the option 'b'-" *Mum* (referring to yourself) is going to work", whereas only 25 % responded for the option 'a'- "*I am going to work*". This evidence supports the idea that also Albanian-speaking mothers use nouns rather than pronouns, third person constructions replace first and second person ones (e.g., "*Mum is going to work*"-referring to

themselves, in this case mum, instead of using the first subject pronoun *"I am going to work".)* Ferguson, C. (1964), stated that greater use of nouns rather than pronouns and verbs is general: equational clauses without verbs replace normal construction with copula or verb (e.g., English *dollie pretty* for *the doll is pretty*), and third person constructions replace first and second person ones (e.g., English *daddy wants* for *I want*). In two of the languages, Arabic and Marathi, a shift in gender is used as a mark of endearment; i.e., a feminine noun, pronoun, adjective, or verb form is used in reference to a boy or vice versa. For example, in Arabic *win ruiti yd binti*? *'Where did you go (fem.), little girl*?' said to a boy; *inta iu'an? 'Are you (m.) hungry (m.)?'* said to a girl. In Marathi the examples are with the use of a feminine ending on a boy's name and vice versa. Likewise, this characteristic of changing the gender as a form of endearment occur also in Albanian-speakers (caregivers/parents), though there are not any studies have been done relating to this issue, but as far as could have seen and listened to a lot of families who had children, this change of gender aroused, usually from grandmothers who tend to fondle their grandchildren. Consistently, across different languages, studies on maternal vocabulary composition found a high use of nouns and topics about body parts and bodily functions, names of animals, and nursery games in IDS (Berko-Gleason & Bernstein-Ratner, 2013; Ferguson, 1964; Owens, 2008) due to joint and co-occurring activities during the interactions (D'Odorico & Franco, 1985). Maternal speech to infants is also characterized by the wide use of personal names such as *mommy, daddy*, the child's name, and the names of other kin or familiar people (Adi-Bensaid et al., 2015; Ferguson, 1964).

Replacement

Regarding linguistic, in the sixth question of the questionnaire, it was about saying the words exactly as they are pronounced in adult speech, or do they change them when they talk to their child/children, and according to their responses, 75% of them do not change the words, meaning they pronounce them correctly as they address to adults, while 25% of them responded that they pronounce the words differently. It is clearly seen on the chart below the result and make the distinction.

6. Do you say words exactly as they are pronounced in adult speech, or do you change them when you talk to your child/children? For example, the word " dela" instead of the word " dera(door)" or " balku " instead of "barku(tummy)".

b) I pronounce them differently.
25.0%

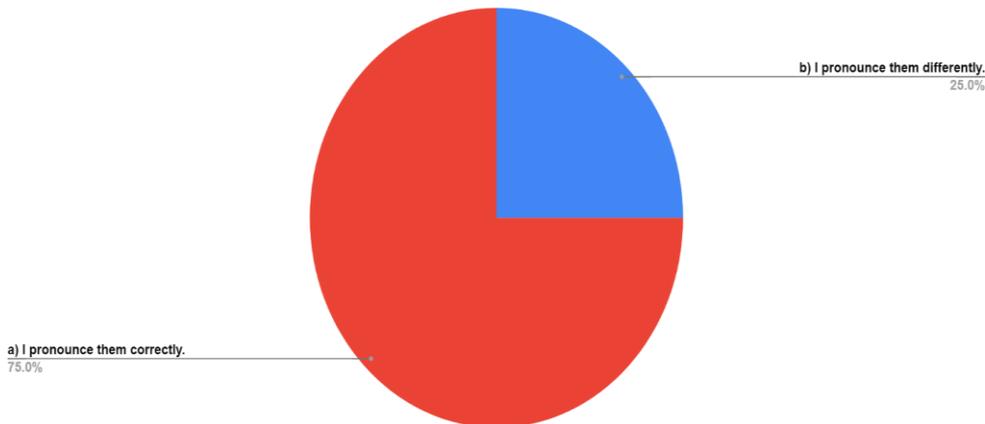**a) I pronounce them correctly.**
75.0%

Figure 10.

Thus, according to these findings especially from the questions that were carried out to the participants, that was specifically about the replacement of *r* by the consonant *l* or another consonant does not occur in the Albanian-speaking mothers, only a small number of mothers replace these consonants or other consonants or replacing the words completely. However, this phenomenon occurs in other languages according to Ferguson, C. (1964), where he stated that replacement of *r* by another consonant (e.g., English wabbit for rabbit), either by a liquid *1, y* or *w* or by an apical stop *t* or *d*, occurs in all six languages. Yet Ferguson, C. (1964) stated that replacement of velars by apicals (e.g., English *tum on* for *come on*) is attested for all except Arabic and Gilyak, and considering the frequency of velars in the Arabic and Gilyak baby talk it seems likely that this replacement does not occur in these. The most interesting of these is probably the replacement of [s] by [*ch*] (e.g., Spanish *becho* for *beso*) since the latter is felt by some linguists to be a less "basic" sound and this replacement seems very 106 The Ethnography of Communication unnatural for English speakers. Likewise, this kind of replacements as well occur in Albanian language because there are numerous examples that people use when they talk to infants for example the saying "kiss me", instead of saying "me *puth mua*", they say "me *puq mua*", the exact phenomenon that happens in Spanish for the same word '*becho*' for '*beso'*, they change the letter '*th'* to '*q'* or *ch* to *s*. Or else the loss of

unstressed syllables occurs also in Albanian for example the word "*airplane*", they replace it *'pani'* from *'aeroplani'*, further the assimilation of consonants to make it simpler for example the word "come on", they change *'hade'* from *'hajde'*, they exclude the *'j'* consonant from the word, or *'preke-peke'* (to touch), 'xhemel-zemer' (heart).

Simplification and reduplication

Another characteristic is the simplification of the words and that is stated by many authors and studies that have been done according to child-directed speech is the simplification of the words that parents/caregivers make when they address their children. Again, according to Ferguson, C. (1964), simplification of consonant clusters (e.g., English *tummy* for *stomach*) is attested for all except Arabic and may well occur there too. Most of the writers on baby talk have reported their findings about the simplifications of adult speech both in phonology and grammar carried out in order to suit the limited resources of the developing articulatory and mental systems of the babies. The concreteness and semantic simplicity of maternal speech are also recognizable in the types of adjectives and adverbs used by mothers. They refer predominantly to simpler basic qualities such as *good, bad, little*, or *dirty* rather than more cognitively complex adjectives and adverbs. For example, qualities about colour and size are very rare, and references to places such as *going to kindergarten* or *let's play outside* are more frequent than abstract references to time, which are common in ADS and with older infants (Adi-Bensaid et al., 2015; Ferguson, 1964; Rowe, 2012).

Reduplication can probably be regarded as a feature of baby talk throughout the world. Each of the six languages has a typical ("canonical") form of baby-talk items. There is variation, dependent at least in part on the canonical forms of morphemes in the corresponding adult language, but the commonest form is CVC, i.e., a monosyllable beginning and ending with a consonant, with CVCV as next most common. Common characteristics include reduplication; primitive affixes; food, animals, toys, etc., as referents. (Ferguson, 1964, 1977; Gervain & Werker, 2008) English offers many examples of full reduplication such as *choo-choo, night-night, wee-wee*, and *din-din* as well as partial reduplication such as *daddy, tick-tock*, and *bow wow*. The latter also includes compounded forms such as *teeny-weeny* and *easy-peasy*. The term reduplication in this context is used only as a

description of the phonological structure of lexical items and it does not imply the type of repetition employed as a morphological operation in some (adult) languages to mark plurality, interactivity, intensity, or other morpho-semantic features (e.g., Malay: rumah 'house' vs. rumah-rumah 'houses'). Thus, simplification and reduplication also occur in Albanian speakers, usually parents/caregivers adjust their words to make simpler for the children to comprehend it better, usually they use simple words/verbs when they address their infants such examples as: haje (eat), mos (don't), hajde (come on), luaj (play) or expressions like "mos e prek" (don't touch it). It is also noted in those Albanian words or expressions that there is evident the canonical shape CVCV, CVVC and sometimes CVC but most frequently the CVCV shape in the expressions like: pa pa (bye), xhixha (hot), mami (mum) babi (dad), nina (to sleep), beba (baby). All of these examples of Albanian words appear to have the shape of CVCV which are used by caregivers/parents   addressing their infants, likewise those kinds of words can be heard on a daily basis in the families that have infants.

Special lexical unit

Another characteristic of child-directed speech or 'baby talk' is seen in the result of the next question asked to the participants, and as it is obvious, Albanian-speaking mothers do use a special lexical unit when talking to their child/children because 79.2% of them answered positively when asked if they used a special lexical unit, and only 20.8% responded that they do not use this special lexicon. Thus, by this evident result, it can be concluded that Albanian-speaking mothers do have special expressions when talking to their children or infant and these lexical expressions are quite common such as: *uva* or canonical shape VCV (cold), *xhixha*-CVCV (hot), *pa-pa* CVCV (bye).

7. Do you use special lexical units when talking to your child/children? For example: "uva" instead of "ftohtë (cold), "xhixha" instead of "nxehtë (hot)", "pa pa" instead of "tung (bye)".
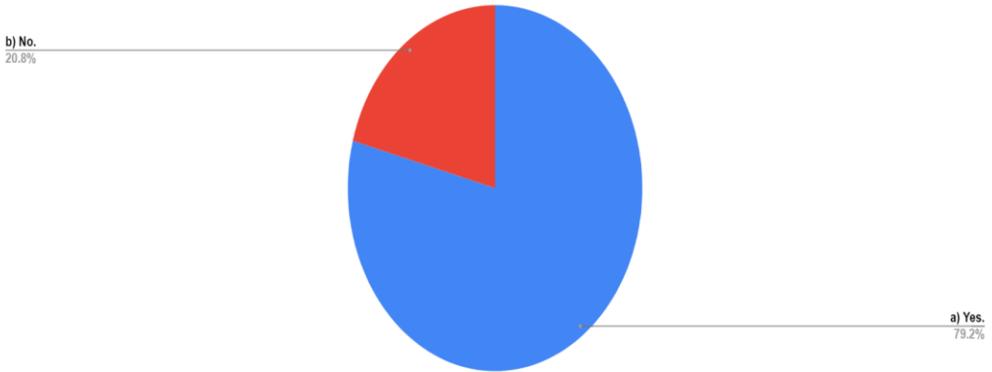

b) No.
20.8%

a) Yes.
79.2%

Figure 3.

There is, however, a widely observed feature that is unique to IDS, and that is the set of lexical items that are specific to the register, such as *choo-choo, tummy,* and *doggy* (Ferguson, 1964, 1977, 1978; Soderstrom, 2007. The majority of these words are conventionalized in the lexicon in the sense that they are established lexical items of the language rather than idiosyncratic words or expressions spontaneously produced by individuals. Yet the use of these words is highly contextualized to speech addressed to infants and children. Typological survey work shows that 25–60 such conventionalized register-specific items can be identified in virtually every well-documented language (Ferguson, 1964, 1978; Skarabela, Ota, Fazekas, & Wihlborg, 2015).Yet this is reinforced by Ferguson, C. (1964), where he specified that Baby talk is a linguistic subsystem regarded by a speech community as being primarily appropriate for talking to young children; it consists of intonational features, patterned modifications of normal language, and a special set of lexical items.

Short phrases (sentences) and repetition

Lexical items in IDS are less diverse and more concrete (Phillips, 1973), and sentences in IDS tend to be shorter than those in ADS (Newport, Gleitman, & Gleitman, 1977). Usually, parents/caregivers tend to use short phrases when they address children unlike adult direct speech, basically they make this shortness because of persuading the child to listen to them or for the sake of language acquisition. Sentences are shorter than those in adult

directed speech (ADS) and contain more concrete and less diverse vocabulary – the same set of words tend to be used more often (Cristia, 2013; Phillips, 1973; Saint-Georges, Chetouani, Cassel, Apicella, Mahdhauoi, Muratori, Laznik, & Cohen, 2013; Thiessen, Hill, & Saffran, 2005; Trainor, L. J., Austin, C. M. & Desjardins, R. N., 2000). Mothers across several cultures use a repetitive lexicon more frequently with younger infants whose memory is less well developed (Fernald & Morikawa, 1993; Newport et al., 1977): repetition of a sentence would allow for added processing time, thus increasing the infant's chances of successfully processing the sentence (Snow, 1972). Likewise, this phenomenon was also found in Albanian-speaking mothers that were questioned in our study. Explicitly the questioned asked, leads us to short phrases, as hypothetically thought in the beginning, Albanian-speaking mothers do use short phrases when they address their children and thus concluding that this characteristic is universal for all the languages and cultures, considering other studies that have been done previously. In the chart below, it is clearly shown the outcome when they have been asked "Which of the sentences below describes the way you talk to your child/children?" and 45% of the women answered they use short phrases when talking to their children and 37% of them answered they use a simple set of vocabulary; thus, these responses encourage us to say that Albanian-speaking mothers use short phrases and simple set of vocabulary when they address to their children.

8. Which of the sentences below describes the way you talk to your child/children?
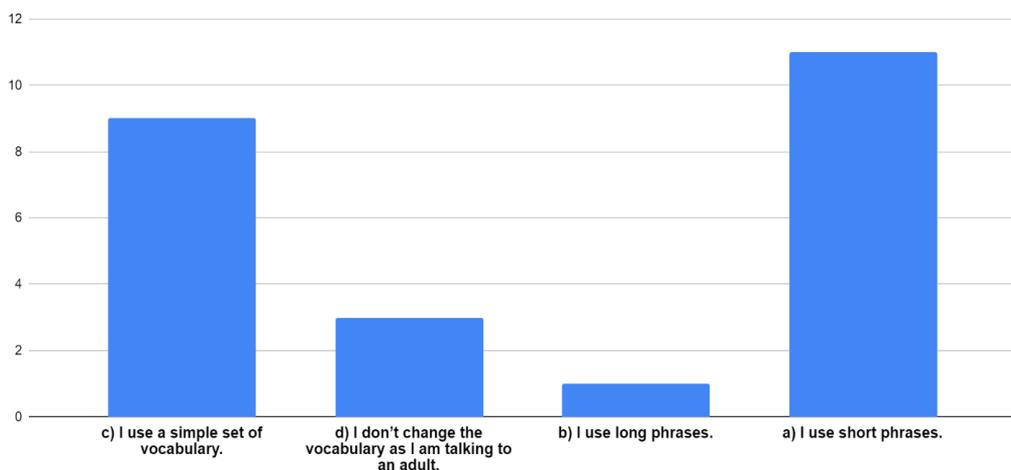

Figure 4.

Syntactic simplification in IDS is also seen in the mothers' frequent use of single word utterances, a form that rarely occurs in adult-directed conversations (Lew-Williams, Pelucchi, & Saffran, 2011). Previous studies have shown that, from the preverbal stage, in English, for American and Japanese mothers, 8–10% of utterances consisted solely of an isolated content word without a verb. Specifically, almost 30% of these utterances occurred two or more times in adjacent syntactically full utterances, as in the following example: *See the doggie over there? Doggie!* (Brent & Siskind, 2001; Fernald & Morikawa, 1993). It seems reasonable that many of the sentences without verbs, such as one-word utterances but word combinations as well, could be attributed to the repetition of a just-spoken utterance (Snow, 1972. e.g., *Put the red truck in the box now. The red truck. No, the red truck. In the box. The red truck in the box*). However, differences across languages emerged, with Japanese mothers using significantly more single-word utterances than American mothers (Fernald & Morikawa, 1993).

In the nineth question of the questionnaire, the responses that were obtained are quite valuable for the research, since knowing that no reliable data or researches have been done up to now related to Albanian-speaking of infant-directed speech. Thus, future research correlated to characteristics and a more specific study must have been done in Albanian language, in order to have evidence for infant-directed speech in Albanian.Nevertheless, from those responses derived, quite interesting and very valuable expressions are collected. Among these expressions or utterances, it was found almost every characteristic mentioned above starting from the special set of lexical items such as : *xhixha (hot), uva (cold), tita (don't),* replacement or hushing sibilant such as: *hade* from *hajde (come on) peke* from *preke (touch it)* , replacement of consonants *'rr'* with *'l'* such as: *mele* from *merre (take it), dela* from *dera (door)* or the replacement of consonant *'z'* with *'xh'* in the word *xhemel* for *zemer (heart)*, simplification or shortness of words *'pani'* from *'aeroplani'*. There were also expressions like *'don't touch it'* which was mentioned three times, meaning that this saying is pretty famous in Albanian-speaking families and continuing with 'listen *to me', 'my heart', 'my bird'* addressing to their kids with iconicity, then *'be careful', 'be good'* as a form of advice. See the figure 14 below with all the expressions used from the participant in our questionnaire.
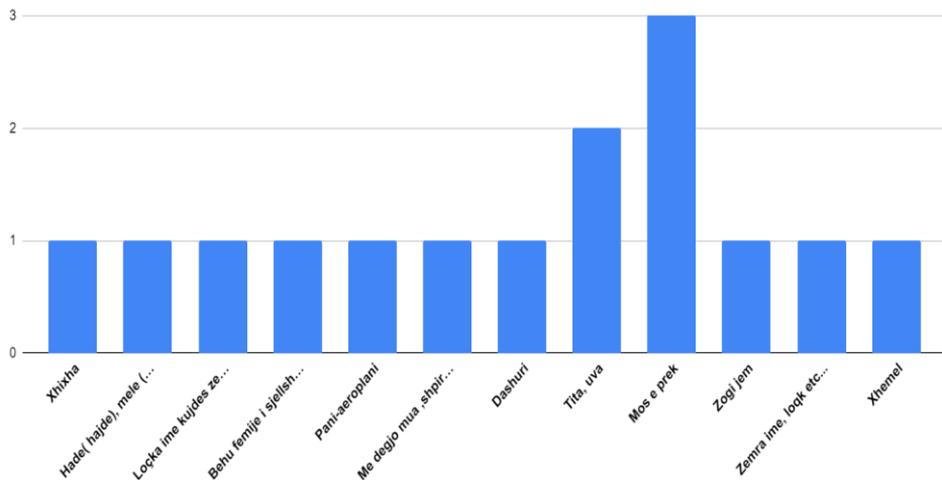
Figure 5.

Thus, seeing these expressions or utterance, infant-directed speech in Albanian language has the same characteristics that are universal for almost every language such as lexical, syntactic, replacement, reduplication etc., are being used in those utterances and likewise there is a clear evidence those characteristics are phenomena that occurs cross-linguistically and culturally.

Conclusions

Our findings highlight various characteristics of child-directed speech (CDS) which are applicable or evident cross-linguistically with only minor differences in some languages. Despite the characteristics being discussed and studied in different languages by various authors and researchers, our study is the first study related to Albanian child-directed speech, no studies have been done before related to the characteristics of Albanian child-directed speech. Although this is a minor study, the focuses were only on the main phenomena of child-directed speech, further studies should have been done in order to get more detailed and clear ideas on some main points that were ambiguous.

However, as it has already been known, child-directed speech is generally recognized as being a distinguishable system of how

parents/caregivers address or talk to the children or infants. This system of languages with many properties, appears to have many characteristics when parents/caregivers address their infants, although despite the common assumption that child-directed speech is generally the same across languages, there are some changes in some languages which will be discussed.

The first point that needs to be discussed is that child-directed speech differs depending on the gender and the age of the infant being addressed by parents/caregivers. Meaning that characteristics of child-directed speech change when the child is a boy or a girl, and moreover if the child is 6 months old, they talk unlike that of being 2 years old.

Furthermore, many studies have shown that child-directed speech has higher pitch, has more exaggerated pitch contours, has a larger pitch range, has slower tempo, and is more rhythmic than typical adult-directed (AD) speech (e.g., Ferguson, 1964; Fernald, 1991; Katz, Cohen, & Moore, 1996; Papousek, 1992; Stern, Spieker, & MacKain, 1982; Trehub, Trainor, & Unyk, 1993). Although there are some cross- cultural differences in degree, the same basic acoustic features are found in ID speech across languages and cultures (Fernald et al., 1989; Grieser & Kuhl, 1988; Papousek & Hwang, 1991; Papousek, Papousek, & Symmes, 1991; Werker, Pegg, & McLeod, 1994). The same phenomenon also appears to be evident in Albanian-speaking mothers, referring to our research, it can be concluded that Albanian-speaking mothers use a normal pitch when addressing their babies, even though some of them use a lower pitch, consequently, normal pitch and lower pitch are used for Albanian-speaking mothers but it might change in different situations or emotions.

Even though slow speaking rate is commonly considered a typical characteristic of child-directed speech, these phenomena don't seem to occur for every Albanian-speaking mother because of their responses in our study, likewise it cannot be generalized without further ado studies related to this issue. The slow speaking rate is one of the features of child-directed speech, though there haven't been done many studies related to this feature, but as far as what have been studied until now, slow speaking rate has been generalized in languages such as English, German, Cantonese, Korean, and Tagalog, without the support of data from other languages such as Japanese and Sri Lankan Tamil (Martin, Igarashi, Jincho, and Mazuka, 2016; Narayan and McDermott, 2016).

Additional characteristics of child-directed speech, are the linguistics properties such as phonological, syntactic, grammar, lexical dimensions changes that happened during child-directed speech cross-linguistically and culturally. At the phonological and syntactic levels, IDS is linguistically simpler, including shorter, more redundant utterances, more questions, and increased repetition of single words (Grieser & Kuhl, 1988; Soderstrom, 2007; Soderstrom, Blossom, Foygel, & Morgan, 2008). Vowels produced in IDS show more disparate formant structures than in ADS (Kuhl et al., 1997). As for the grammar, the use of nouns rather than pronouns, this person replaces first and second ones, likewise this characteristic occurs also in Albanian language, which it is concluded from the results of our study.

Next, the replacement or changes in words, this characteristic doesn't seem to occur in the generally Albanian language found from our study, only a small number of mothers replace the consonants *r* by *l*, for example *dera-dela* (door). However, this phenomenon occurs in other languages according to Ferguson, C. (1964), where he stated that replacement of *r* by another consonant (e.g., English wabbit for rabbit), either by a liquid *1, y* or *w* or by an apical stop *t* or *d*, occurs in all six languages. Examples of loss of unstressed syllables occur in English and Spanish (e.g., Spanish *tines* for *calcetines*) or Albanian (e.g., *pani* for *aeroplani*), further the assimilation of consonants to make it simpler for example the word "come on", they change '*hade*' from '*hajde*', they exclude the '*j*' consonant from the word, or '*preke-peke*' (to touch), 'xhemel-zemer' (heart).

Simplification and reduplication are the next characteristics that occur in child-directed speech. According to Ferguson, C. (1964), simplification of consonant clusters (e.g., English *tummy* for *stomach*) is attested for all except Arabic and may well occur there too. Thus, simplification and reduplication also occur in Albanian speakers, usually parents/caregivers adjust their words to make simpler for the children to comprehend it better, usually they use simple words/verbs when they address their infants such examples as: haje (eat), mos (don't), hajde (come on), luaj (play) or expressions like "mos e prek" (don't touch it). It is also noted in those Albanian words or expressions that there is evident the canonical shape CVCV, CVVC and sometimes CVC but most frequently the CVCV shape in the expressions like: pa pa (bye), xhixha (hot), mami (mum) babi (dad), nina (to sleep), beba (baby).

It is also obvious the special lexical unit or a special set of items that occurs in child-directed speech across languages. Our research highlights

the Albanian mothers' special lexical unit they use when talking to their children for example: *uva* or canonical shape VCV (cold), *xhixha*-CVCV (hot), *pa-pa* CVCV (bye) or English such as *choo-choo, tummy,* and *doggy* (Ferguson, 1964, 1977, 1978; Soderstrom, 2007.

As predicted, short phrases and repetition are also found in child-directed speech, by many authors and it is supported by our study. Sentences are shorter than those in adult directed speech (ADS) and contain more concrete and less diverse vocabulary – the same set of words tend to be used more often (Cristia, 2013; Phillips, 1973; Saint-Georges, Chetouani, Cassel, Apicella, Mahdhauoi, Muratori, Laznik, & Cohen, 2013; Thiessen, Hill, & Saffran, 2005; Trainor, L. J., Austin, C. M. & Desjardins, R. N., 2000). Mothers across several cultures use a repetitive lexicon more frequently with younger infants whose memory is less well developed (Fernald & Morikawa, 1993; Newport et al., 1977): repetition of a sentence would allow for added processing time, thus increasing the infant's chances of successfully processing the sentence (Snow, 1972). Furthermore, Albanian-speaking mothers do use short phrases when they address their children and thus concluding that this characteristic is universal for all the languages and cultures, considering other studies that have been done previously.

Thus, these evidences suggest that child-directed speech is not used consistently across cultures, nor is it unitary in form. Instead, child-directed speech appears to be a multidimensional, dynamic unit with numerous functions that changes in response to appropriate demands, differences in acoustic properties of languages, infant's developmental level, age, gender and presence of or risk disorders.

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The Influence of Situational Context on Language Production.
Case study: "Loyola Gymnasium", Prizren, Kosovo.

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Abstract

It is believed that situational contexts influence on language production along with other sociological and psychological factors. Factors like the degree of formality of the context of utterance/sentence and the nature of the surrounding linguistic context greatly affect language production. In this respect, researchers believe that L2 learners pay attention to form in various degrees according to the context and the tasks they are given. Speech is thought to be more affected by formal situation, while writing is less affected by informal situation. In order to accomplish the study, a combination of quantitative and qualitative methods was used. While data was gathered using a qualitative method which include a combination of a questionnaire with close and open-ended questions, a motivation letter and a two-part interview with students, an interview with teachers and classroom observation data, a quantitative analysis were also conducted.

Key words: *language production, situational context, register, iinterlanguage, error analysis, transfer, L2 learners*

Introduction

Researchers have been trying to find the best models of teaching and learning languages for a long time. A lot of research has been done in an attempt to describe how languages are learned. Consequently, different theories have arisen. These perspectives brought forward valuable

information as to how the first language is acquired while attempting to adapt the same views to the second language learning. This led to further studies due to the fact that these theories considered language learning as a process to be perfected and the errors that were made as obstacles to be overcomed. However, the late 1960s witnessed a change in perspective. The language of the speakers of a second language started to be seen as a cognitive process and a language in its own right with its own rule-governed system. This language, which is an intermediary language between the first language and the second language, was named interlanguage by Larry Selinker in his article of 1972 with the same title. According to Selinker, interlanguage is evident in all second/foreign language learners because of many factors and is defined through situation and context which is the core of the paper. By analysing the data of the research, we hope to reach some conclusions that would satisfy our curiousity. We do not, in any way, pretend that the study conducted in this paper is perfect but we do believe and hope that it will lead to and aid further studies in the field.

Research Aims

The main focus of this paper will be on the influence of situational context on language production. Thus, it aims to find out the different variables that play a role in teenagers' language production by pointing out the components that are mostly affected by situational context.

Research Questions:

a.) Which language components are more affected in formal / informal situation?
b.) What is the impact of formal situation on speech?
c.) What is the impact of informal situation in writing?

Hypotheses:

1. Speech is more affected by formal situation
2. Writing is less affected by informal situation

The language of L2 learners

Children learn the grammatical system of their first language in predictable sequences. They first learn, for instance, the irregular past tense of the most common verbs then they start applying the -ed marker for regular past tense forms. Similarly, the L2 learners, before starting to apply the -ed marker for regular past tense forms, learn the irregular forms. Therefore, instead of deciding whether the L2 learner has learnt what they have been taught depending on how closely their language matches the target language, it is important to take into account the fact that sometimes language acquisition progress is reflected in a decrease in the use of a correct form that was based on rote memorization or chunk learning (Lightbown & Spada, 2013).

L2 learners, just like L1 learners, do not learn language solely based on imitation and / or practice. They use their cognitive skills in processing the input meanwhile also combining their prior knowledge with the new language they are exposed to. Thus, they would produce sentences that are not exactly the same as either their L1 or the L2 they are in process of learning.

Researchers have been trying to explain the way languages are learnt, be it L1 or L2, through different theories and a number of hypotheses, the main being: contrastive analysis hypothesis, error analysis hypothesis and interlanguage hypothesis.

Interlanguage Hypothesis

Interlanguage hypothesis sees the process of learning a second language (third or foreign language) as an autonomous one independent from both the native language and the target language.

The study of SLA has been highly influenced by the concept of interlanguage which is an in-between system of both the NL and the TL or a continuum between the NL and the TL. Interlanguage is a separate linguistic system, a grammar, which is an umbrella term for all non-native grammars (White, 2003). This linguistic system which "encompasses not just phonology, morphology and syntax, but also the lexical, pragmatic and discourse levels" (Tarone E. , 1994) contains "alternative rules for performing the same function. On some occasions one rule is used, on another a different rule" (Ellis, 1994). Which particular rule applies for

which particular area of language production depends on certain cognitive processes and not on the language acquisition device (LAD) that innates language learning structure. These processes are divided by Selinker (1972) as:

- Native language transfer which could be positive and helps the learning process or negative transfer which hinders it. For example, Albanian learners of English may learn the word 'board' as in 'board of director' (Alb. bordi i drejtorëve) while confusing and using it interchangeably with 'board' as in 'blackboard' (Alb. tabela e zezë).
- Transfer of training which is seen as the influence of prior knowledge in a new situation. For example, the present perfect that is explained as "expressing experience" in textbooks may result in learners using present perfect to express all past "actions" that they feel as being experiences thus producing utterances "I have been in the cinema last night."
- Strategies of learning as an attempt to develop linguistic and sociolinguistic competence in the TL which involve mnemonics to remember target vocabulary, the memorizing of textbook dialogues, use of flash cards, etc.
- Strategies of communication as an attempt to deal with problems of communication that have arisen in interaction. For example, instead of using the word 'sphere' they could try to describe it as 'the round object', 'the ball like object' and so on.
- Overgeneralisation of the TL linguistic material which means that the learner applies a certain grammatical rule to all members of grammatical class. It is an evidence of what the learner has already learnt and what is yet to be mastered.

Analysis of IL

Researchers, Selinker (1992), Corder (1981) and others argue and advise that interlanguage analysis should be carried out very carefully and the researchers should not jump to immediate interpretation.

Considering that interlanguage accepts the learner's language as a system with its own grammar and rules, it leads us to accepting that the learner's utterances are in fact correct in their own terms of interlanguage

and as such their errors are that of performance. Moreover, Corder (1967) cautions "… *an utterance must be semantically related to the situational context … only situational context could show whether his utterance was an error or not*". Researchers need at least "… *keep the data from each elicitation technique separate and keep track of the contextual variable that were in play in elicitation* …" when interpreting their data.

This opens up a whole new problem though because deciding about rules of variability in interlanguage would require statistical elements about the probabilities of occurrence in particular situations which would, in turn, require testing students in large numbers of situations and contexts "*to see if their usage of grammar rules coincides with the variable competence rules*" (Fulcher, 1995). However, it should be noted that "*the study of language is not an exact science*", as Tarone puts it, but one in need of more longitudinal studies.

The Characteristics of Interlanguage

Selinker sees three main characteristics of interlanguage:
- It is permeable, in the sense that rules that constitute the learner's knowledge at any stage are open to amendments, just like the native languages, but with a difference as to the degree of permeability;
- It is dynamic, that is, it constantly changes, in the sense that it slowly revises the interim systems to adapt new hypotheses to the TL system, thus emphasizing its instability;
- It is systematic which means it is of a rule-based nature (Song, On the Variability of Interlanguage, 2012).

However, the most distinguished characteristic of an interlanguage is fossilization or incompleteness. According to Selinker fossilization is tied to the latent psychological structure (LPS) which is an already formulated arrangement in the brain that prevents the learner from acquiring the TL norms in a permanent way (Han, 2013).

Variability of Interlanguage

Another very important characteristic of interlanguage is its variability which is basically the variants, usually two, an L2 learner uses to express a phenomenon that actually has only one realization in the TL. For example, Ellis (1985) reports a learner of English as second language who uses two variants for expressing negation in contiguous chunks of speech: No look my card/ Don't look my card (Song, On the Variability of Interlanguage, 2012).

Types of Interlanguage Variability

Interlanguage variability is classified into two major types according to Ellis (1992)[1]: systematic and non-systematic, each containing subtypes.

Systematic variability

Considering the user's knowledge of the language, variability is said to be systematic i.e. it can be predicted based on the situational and linguistic contexts, psychological factors, etc. thus according to Ellis (1992) systematic variability can result from linguistic context, situational context and psychological context (Song, 2012).

Linguistic context - refers to the changes of phonological, morphological and syntactic elements in different types of sentences thus resulting in changes in interlanguage.

Situational context - takes into account a whole range of factors that may lead to learners' errors or mistakes. If any of the situational factors changes, the performance of the learner will change.

Psychological context - considers time pressure as an influence in the TL production. In his psycholinguistic study of the effects of time pressure, focus of attention and metalingual knowledge on accuracy, Hulstijn (1984) found out that time pressure had an impact on the response duration and speech rate (Song, 2012).

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[1] As cited in Song, L. (2012, April). On the Variability of Interlanguage. *Theory and Practice in Language Studies* , *2* (4), pp. 778-783.

Non-systematic Variability

Non-systematic variation is observed when the learner creates a system of forms and their functions but has not integrated them to his/her form-function system." (Song, 2012).

Performance variability - as a type of non-systematic variability occurs due to slips of tongue, false starts, changes of mind, etc. which derive because of the learner's psychological or emotional state.

Free variability - deals with the phenomenon that the learner uses two or more forms to express the same meanings which normally require limited forms for native speakers.

Situational context

Situational context takes into account a whole range of factors that may lead to learners' errors or mistakes. If any of the situational factors changes, the performance of the learner will change.

Learners' production of TL depends highly on the styles required, which according to Tarone range from the vernacular to the careful style depending on the demands thus style-shifting process would produce a shift in the production of TL. It was believed that the careful style was a closer variant to the target language than the vernacular style. However, there have been researches that contradicted this belief. Hence researchers emphasizing that styles are influenced by a number of factors such as the learners' first language, the difficulty of TL features, the social background, the sensitivity of the question, etc.

Register

Situational context according to Song "refers to the environment, time and place, etc. in which the discourse occurs, and also the relationship between the participants" (Song, 2010). While the environment involves elements such as noise, light, furniture, temperature and so on, place refers to the actual physical setting where the conversation takes place (home, school, theatre, etc.) and time involves the element of pressure among others (morning, afternoon, evening). Therefore, the concept of register plays a huge role in approaching this theory.

Style-shifting

Style-shifting is designed to study IL from the social linguistic aspect, and it explains to a certain extent why the learner's production of the target language varies according to different situations (Song, 2012).

Style-shifting is seen as the language user's response to a situation by paying attention to their language production and the linguistic variety to be employed depending on the topic, audience and situation.

Research Design and Methodology

The research attempted not to exercise much control of factors in the research context. The language data to be collected was open and the subjects were selected randomly. The research was carried out through a qualitative method. It included a questionnaire with a combination of close and open-ended questions, a motivation letter and a two-part interview. The teachers were also asked to share their experiences and opinions on the subject. Furthermore, some classes of these students were also observed in person by the researcher.

The Questionnaire

The questionnaire, although considered a quantitative method, consisted of open-ended questions for the sake of using the language in writing in a controlled environment. Even though the answers could have been scaled, for the purpose of the study, they will be analyzed and interpreted.

The first questionnaire used in this research, apart from establishing the learners' mark in languages subject, was used to gather information as to how much of English they are exposed to.

The second questionnaire contained open-ended questions. The participants were asked to use everyday English. They were also informed that slangs and text-messaging language would be very useful for the study. Thus, the answers would be open for error analysis.

The motivation letter was asked to be written at home so as the participants would not have the pressure of time and the feeling of being

tested. The learners were informed about the context of the letter being formal. The letters were collected and analyzed for errors.

The Interview

Considering the aim of this study, the interview was conducted one-on-one, and it was organized in two modules. The first module consisted of questions from the participants' everyday life which usually requires simple language. The second module focused on more critical thinking topics, thus, requiring more thinking time. The participants were informed about the parts of the interview and their context – first part being an informal context, while, second part a formal one – and were asked to answer accordingly. Similarly, the interview with the teachers was one-on-one and contained a combination of close and open-ended questions.

Classroom Observation

Classroom observation was done by observing some of the classes of the respondents. The classes to be observed were chosen randomly. The only criterion decisive in choosing the classes was the content of the lesson i.e., the lessons had to be a combination of speaking and writing activities. Two classes of grade 12 were observed in two different lessons. The topic of the first lesson in both classes was 'writing an email to a friend describing a performance or show they have attended' which requires use of informal language, hence, use of colloquial expressions as well as contractions (verb forms, negatives) while the second lesson in both classes was 'writing a letter of complaint' which obviously requires a much formal approach to language use.

Data Presentation and Interpretation

Phase One – Results from the Questionnaire with Students

The students were chosen randomly from the high school department of Loyola-Gymnasium which, at the time of the survey had six classes that taught English as a second language. A total number of 135 students participated. The questionnaire used at this stage was designed to find out

the students' exposure to English as well as their grades. The questionnaire was carried out under my supervision and that of their teachers. 29 students or 22% of all the participants had the best marks in English while 58 students (including those 29 best students) or 43% were constantly exposed to the language.

Phase Two – Writing

After establishing the results of the questionnaire using deviant case sampling, 12 students from the 29 "best students" were selected. These students were asked to fill in the second questionnaire which provided basis for informal writing analysis. They were required to consider this task as a friendly one without any pressure of being correct. In fact, they were encouraged to take it as such and to use everyday English including slangs, text message language or any other types they were used to and were familiar with. The questionnaire used at this stage of the research consisted of open questions so that the answers would be open for error analysis. The procedure was done in a room where all the 12 students were seated in a round table. After I explained what was expected of them, I observed them for a while and eventually left them on their own. From the error analysis, we noticed that the grade of the students did not play much role on the number of errors, hence, there was not a classification according to age or grade. The gender of the respondents is also not relevant to the study.

Informal writing

The answers were analyzed in the category of grammar (morphology: nouns, adjectives, pronouns, verbs and tenses, adverbs, prepositions, articles and linking words; syntax: word order) including spelling and punctuation and everyday language expressions. The content of the answers is irrelevant to the study.
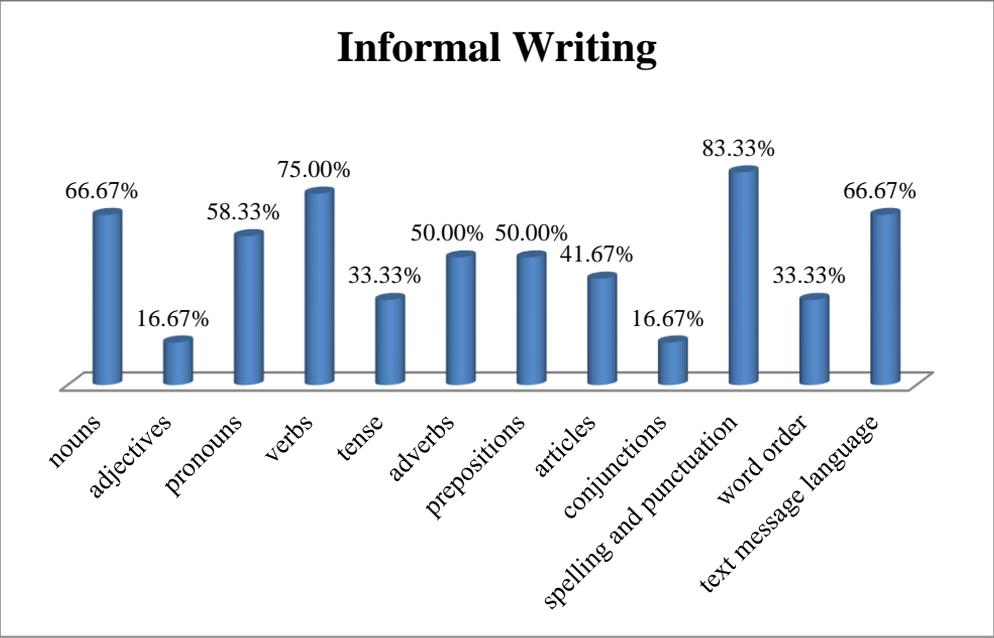
Formal Writing

The 12 students who provided answers to the informal questionnaire were further asked to write a motivation letter. It was explained to them that they were expected to use formal writing since they were writing the letter as an

admittance document to a university. Considering the situation, and in order for the participants not to feel the time pressure or the 'testing' nervousness, they were told to do the task at home and bring it back or send it by email. Some of the letters were typed and printed, some were sent by email, while others were handwritten and brought as hard copy. The letters were collected and marked accordingly analyzing errors.

Distribution of Learners' Writing Errors According to Language Components

Learners' writing errors show a vast difference depending on the situation. While informal writing, which was a task done at school partly in the presence of a supervisor, was characterized with a big number of errors, formal writing as a homework task contained only a few.

Spelling and punctuation seem to be the most challenging area showing a percentage of 83.33%. Another quite challenging category are verbs followed by nouns. Use of text message language appears to be very familiar to our respondents. In the category of pronouns 58.33% of the respondents made errors while adverbs and prepositions appear to reflect a similar difficulty to our respondents. Articles apparently give a little uneasiness to 41.67% of the respondents while errors in word order and related to the use of tenses were evident in 33.33% of the respondents' writings. As it seems, adjectives and conjunctions do not cause much difficulty to most of our respondents.

Informal Writing

Category	Percentage
nouns	66.67%
adjectives	16.67%
pronouns	58.33%
verbs	75.00%
tense	33.33%
adverbs	50.00%
prepositions	50.00%
articles	41.67%
conjunctions	16.67%
spelling and punctuation	83.33%
word order	33.33%
text message language	66.67%

Contrary to informal writing, formal writing did not give much to work on with no error made in the categories of adjectives, pronouns, adverbs and conjunctions. The other categories reflect a much lower percentage of errors and learners seem to have tried to be more careful in using text message language. However, the one category which obviously needs some attention is spelling and pronunciation which shows that 58.33% of the respondents obviously experience difficulties in this area.

Formal Writing
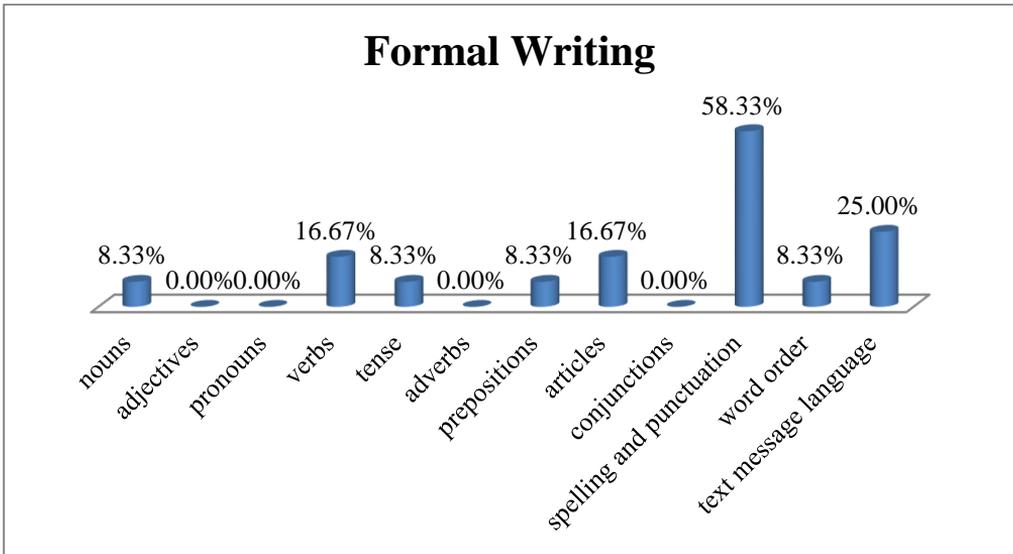
Phase Three – Speech

Once all the letters were handed in, the students were invited for a one-to-one interview which was recorded using a smart phone device. The interview was held in a room without any distractions from the outside. The participants were informed about the parts of the interview and their context. The first part of the interview consisted of two questions focusing on informal responses. Whereas, the second part of the interview consisted of three initial questions and was of a formal context. During the interview, the interviewer took the liberty to include some unplanned questions so as to keep the interview flowing.

Distribution of Learners' Speech Errors According to Language Components

After carefully investigating each individual learner's speech errors, one notices a difference in distribution of errors according to language components. While some language components contain more errors, others involve only a few. Furthermore, while some components are noticed to have been affected by the formal context, others seem to have engaged only a small amount of influence.

In informal speech the two areas that produced more errors are verbs and the use of colloquial language with 75%. Pronouns and prepositions follow with 50% respectively 41.67%. Nouns, adverbs and prepositions show the same distribution of errors followed by articles and then adjectives. Conjunctions and determiners on one hand and word order and ambiguous utterances do not seem to have had much influence from situation.
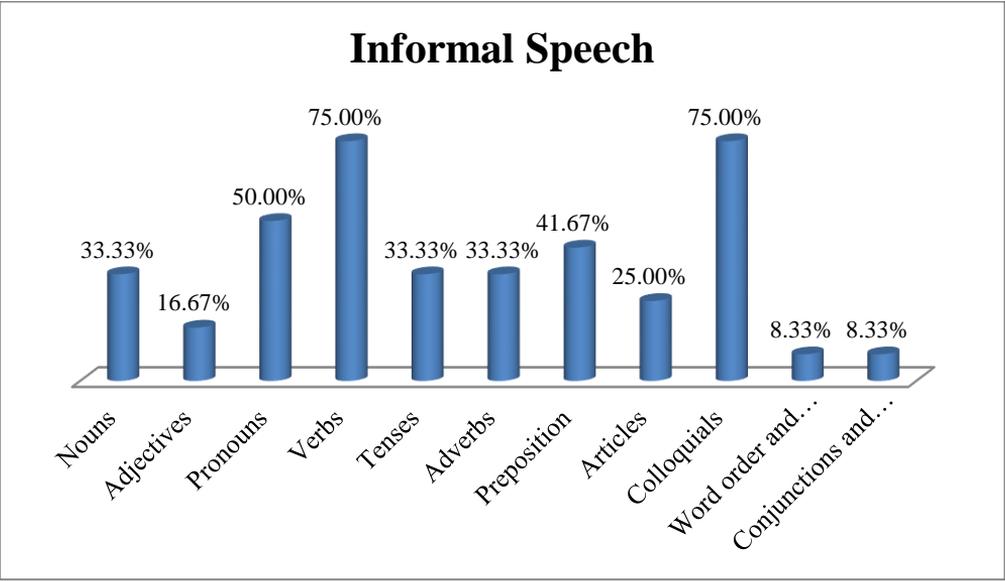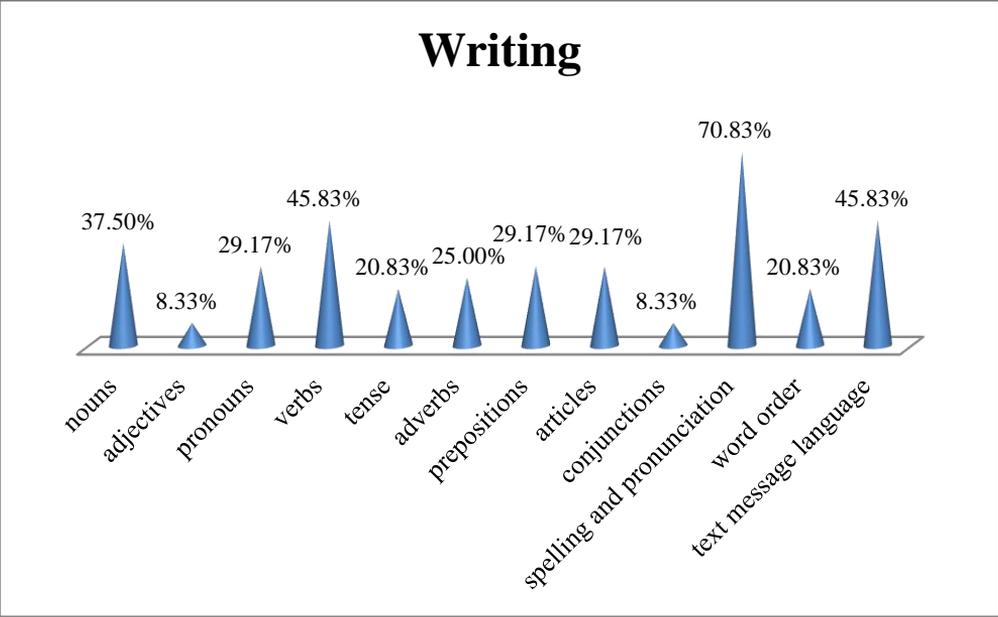

Similarly formal speech emphasizes the use of colloquial language with 83.33% and verbs with 66.67% as the two areas that produced more errors. On the other hand, as opposed to informal speech, the category of articles seems to have been highly influenced by the formal context. Moreover, even though the percentage of errors in the use of pronouns, adjectives and adverbs is the same as in informal speech, the category of nouns, conjunctions and word order are noticed to have a higher percentage of errors, while the percentage of errors in the use of tenses and prepositions is lower.
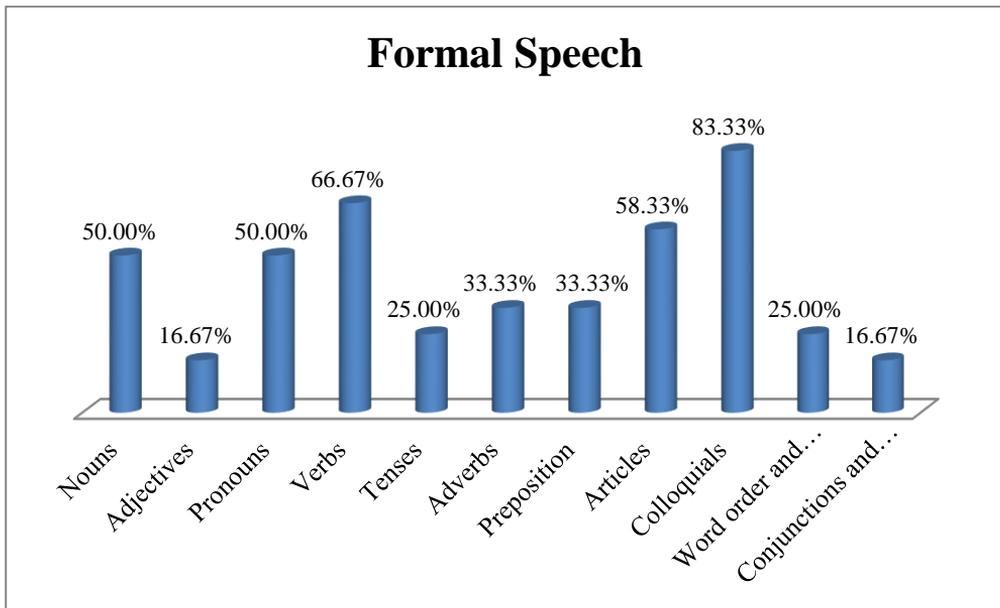
Writing and Speech Errors in Average

The data analysis provides a great insight as to the differences and similarities in errors in both language production skills. While some language components do not seem to have been greatly affected by the task given and the context, some others are seen to have been influenced by the two situations.

The informal questionnaire which was conducted in a classroom at school with all the participants and a supervisor being present produced a higher error percentage than the formal writing which was given as a task to be done at home. The average of the error percentage of the two situations shows that the most sensitive area for the respondents was the spelling and punctuation category with an average of 70.83%. Use of text message language and incorrect use of verbs, be it their forms or the use of wrong verbs, are seen to be another sensitive area for 45.83% of the respondents. Nouns seem to be causing some difficulty in 37.50% of the students while pronouns, prepositions and articles in 29.17% of them. Tenses and word order categories show that 20.83% of the respondents lacked attention while 8.33% of them showed less attention to adjectives and conjunctions.

Writing

nouns 37.50%, adjectives 8.33%, pronouns 29.17%, verbs 45.83%, tense 20.83%, adverbs 25.00%, prepositions 29.17%, articles 29.17%, conjunctions 8.33%, spelling and pronunciation 70.83%, word order 20.83%, text message language 45.83%

The average of speech errors in general compared to writing errors is seen to be higher with formal speech having produced more errors. While in writing text message language use showed a percentage of 45.83, use of colloquial language in speech was evident in 81.67% of the students. Similarly, 70.84% of the respondents produced utterance with incorrect verbs while in writing the percentage was 45.83. Pronouns seem to be an area where 50% of the students experience difficulties in speech as opposed to writing where they have more difficulties. Errors in nouns and articles with 41.67% compared to writing are pretty higher. Even prepositions, adverbs, tenses and adjectives caused more difficulties in speech than in writing. The only category where students were more confident in their speech production than in writing was the category of word order. While in writing 20.83% wrote sentences with wrong word order, in speech only 16.67% produced utterances with wrong word order.
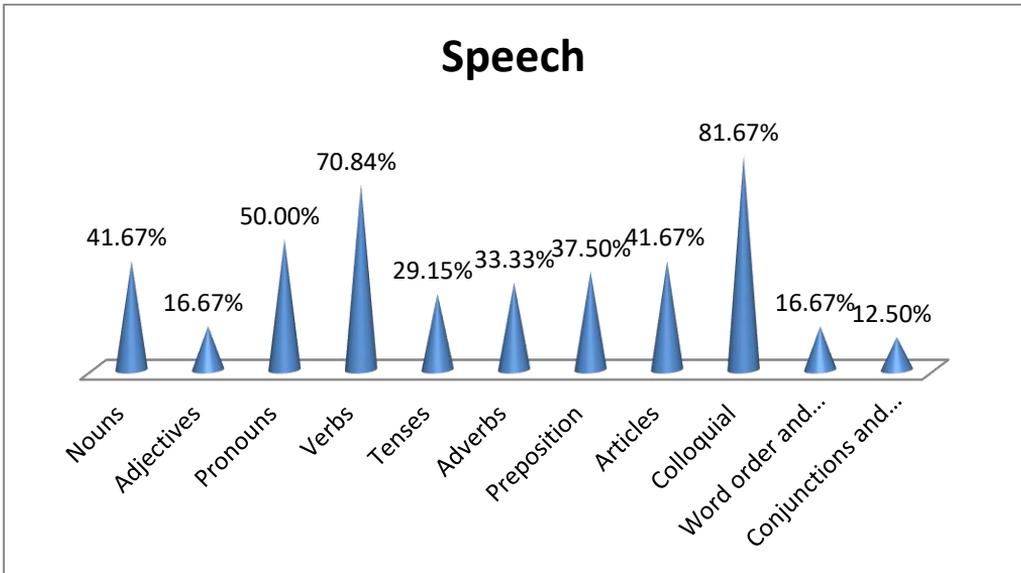
Teacher Participants

The study was conducted in Loyola-Gymnasium which means that the student participants were all students of this school. At the time of the study, permission was granted to conduct the research in this school with both the students and the teachers.

Although Loyola-Gymnasium operates in three levels: primary, secondary and high-school, the research was focused only on the high-school students. At the time of the research there were five teachers of English (including myself) in this school, hence, those four others were interviewed. Out of the five of us, three taught in both the secondary and high-school department, one taught only in high-school department, and one taught in all three levels.

Results from the interview with Teachers

Questions	Answers
Would you say that writing is less or more affected by informal situation? How?	Three thought that informal situation does not have much impact on writing.
Would you say that speech is less or more affected by formal situation? How?	All declared that speech is quite affected by the formal context.
Which language components are more or less affected in informal writing?	All declared that spelling and punctuation was the biggest challenge followed by incorrect use of prepositions and articles
Which language components are more or less affected in formal speech?	Two believed that the category of tenses was much more affected followed by verbs, two insisted that the verbs category was affected the most followed by tenses.
What causes students' errors?	All the four teachers believed that media language nowadays is the biggest influence on language production both L1 and L2.
What characterizes students' errors?	three of the teachers thought that students tend to not apply rules properly including the restrictions.

Table 14 Teachers' answers

Results from Classroom Observation

As part of the research, classroom observation was done by observing some of the classes of the respondents.

The classes to be observed were chosen randomly. Two classes of grade 12 were observed in two different lessons. The topic of the first lesson in both classes was 'writing an email to a friend describing a performance or show they have attended'. Writing an email to a friend is certainly a topic to

be considered as informal which means it requires use of colloquial expressions as well as contractions (verb forms, negatives). The second lesson in both classes was 'writing a letter of complaint' which obviously requires a much formal approach to language use.

During the two lessons in both classes, some similarities to this study's results were noticed.

Nouns	• concord of number between nouns and verbs; nouns and determiners or nouns and pronouns, • incorrect classification of countable/uncountable nouns especially the use of the determiners 'much' and 'many', • possessives spelled without '-s'.
Adjectives	• incorrect uses of adjectives, • misuse of comparatives and superlatives
Pronouns	• unnecessary use of pronouns (relative pronouns in writing / personal pronouns as object in speech)
Verbs	• the ending of the present third person singular (in speech) • the negative of past simple (in speech)
Tenses	misuse of tenses
Adverbs	the positioning of adverbs
Prepositions	the use of 'in', 'on' and 'at'; 'about' and 'for' interchangeably
Articles	• use of definite article 'the' unnecessarily • lack of articles
Colloquial language	• not that frequent in classroom • 'like' and 'stuff' in speech
Spelling and punctuation	• overuse of commas • misuse of commas
Conjunctions	of the same connotation used within one sentence
Word order	sentence start

Table 15 Findings in Classroom Observations

Discussion of the Findings Based on Language Components

The results of the individual answers showed a number of similarities in errors in different language areas in both speech and writing. In order to come to our hypothesis and be able to answer the questions raised in this paper, I will discuss about the results that were gained from the informal questionnaire and the formal interview. The discussion will be based on each language component.

Nouns	
Countable and uncountable	• Probably because there is no such classification in Albanian language • Due to transfer of training.
Concord of number between nouns and verbs, nouns and determiners or nouns and pronouns	Probably due to environmental context including media and spoken L1.
Lack of apostrophe with possessives	Probably another negative transfer issue since possessives in Albanian are expressed with an -s ending obviously without apostrophe.
Pronouns	
• **Personal pronouns used as either subject or object of the sentence** • **Unnecessary use of relative pronouns**	Probably due to overgeneralization since English is an SVO language.
Incorrectly written possessive pronouns	Probably derives from transfer of training.
Incorrect use of indefinite pronouns	Probably caused due to strategies of learning.

Verbs	
Using the wrong verb	'learn' for 'study', 'look' for 'watch' is a native language transfer - Other cases may be due to the respondents' own strategies of communication.
Wrong use of verb forms (-ing or infinitive with to)	Probably has the root on the fact that neither have a direct corresponding form in standard Albanian

Tenses	
use of 'since' with past simple tense **use of present continuous tense with routines**	Probably due to the language used in media (films and songs)
Using tenses interchangeably	May derive from transfer of training with an impact of students' own learning strategies and language transfer.
Adverbs	
Adverb positioning	Must be due to the fact that Albanian as an inflectional language does not have a fixed order.
Prepositions	
Misuse	Negative language transfer 'in – on – at' translated as 'në' 'from – by' translated as 'nga' or 'prej' 'for – about' translated as 'për' or 'rreth' (still ambiguous in Albanian)

Articles	
Lack of article **Overuse of 'the'**	Negative language transfer since Albanian does not have articles
• **Use of short forms or abbreviations** • **Use of 'like' 'kinda' and 'wanna'** • **Double negating sentences or negating them with 'no'**	Demonstrate that students are quite familiar with text message language and American films and music
Spelling and Punctuation	
Use of comma before a linking word or a relative pronoun	May be due to language transfer
Ignoring capitalization and apostrophes in contractions	Probably derives from typing considering that both computers and smart phones have the auto-correct option

Table 16 Findings Based on Language Components

Conclusions

Situational context seems to have had a great impact on the learners' language production. Our research questions come to these answers:

- Which language components are more affected in formal / informal situation?

All language components had a higher percentage of errors in formal speech.

- What is the impact of formal situation on speech?

Formal situation had an impact on speech especially in the use of colloquial expressions which were doubled in formal speech and the errors in the category of verbs including tenses. Moreover, even adjectives which did not reflect of having undergone much influence in informal speech, showed a higher percentage of errors in formal speech.

- What is the impact of informal situation in writing?

Informal situation mostly affected the use of colloquial and text message language followed by spelling and punctuation errors and incorrect use of verbs and verb forms.

To sum up, while our first hypothesis "Speech is more affected by formal situation" seems to have been confirmed, our second hypothesis "Writing is less affected by informal situation" seems to need some more consideration. What requires our attention are:

- the environment, place and time of the informal writing differed completely from the formal writing considering that the former was done during one afternoon in a classroom at school partly in the presence of the investigator, the formal writing was done at home in the learner's own decided time without any outside pressure;
- the environment, place and time of the informal interview did not differ much from that of the formal interview. Both took place in the afternoon though of a different day, in a secluded room at school and with the same interviewer being present.

Still speech was quite affected by the context of the situation and writing was pretty affected by the informal situation. In order to determine whether the setting played the larger part of the impact, further study needs to be conducted.

Recommendations

The findings of the study conducted in this paper bring forward some answers but also a number of considerations to be taken into account:

- considering that the setting for formal writing and the informal writing differed completely while the setting of the informal and formal speech was quite the same, one cannot help but wonder what findings would come up if other variables changed;
- language use in media and the students' easy access to it requires attention as well;
- the differences in Albanian and English regarding word order and prepositions seem to be pretty considerable.

Hence my recommendations for further studies:
- on written context without changing the mode;
- on speech situations by changing variables for each context;
- on the impact media language has on Albanian learners of English;
- comparing difficulties in writing and speech of Albanian students in both their native language and English;
- comparing use of prepositions and word order of Albanian students in both languages.

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The effectiveness and efficiency of human translation versus machine translation

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Abstract

Any person who has had a chance to use any machine translation may easily observe, that MT, such as Google translation might be a sufficient medium for conveying information from an SL, herein referred to as SL, into a TL. Nonetheless, when dealing with more complex text, i.e. historical texts – which require exegesis of synchronic and diachronic meaning and syntagmatic and paradigmatic relations; religious texts – which require same analyses – as the most historical texts; prose and poetry – which require translator's literary versatility, MT, especially the most commonly used, Google translation is not reliable at all, but rather, such texts require translators' sustained commitment to undertake such complex and time-consuming enterprise. However, in this paper, the degree and extent to which MT may be employed; its advantages and disadvantages will be thoroughly discussed. This study is important since various governmental and international organizations require rapid and accurate translations. In order to decrease the workload on human translators, increase translation speed and accuracy, as well as decrease the cost-effectiveness, the idea of using machine translation was employed. As the technology is continuously improving, the MT tools are constantly improving as well – especially after the introduction of computer-aided translation tools, such as CAT tools. They have proven to be a truly big breakthrough since such applications employed the practice of post-editing – an MT system outputs an initial translation and a human translator edits it for correctness, ideally saving time over translating from scratch.

Key words: *language, translation, human, machine, Google.*

Introduction

The Second World War has had a significant impact on the development of the translation industry, despite the massive losses in lives and the economy of the countries involved. Nevertheless, it was the Cold War, which mainly involved espionage and counter-espionage agencies, which triggered the desperate need for highly accurate and swiftly furnished translation services. It is believed that a movement on planning, developing, and turning machine translation into reality began in the early 1950s, and the mastermind was Yehoshua Bar-Hillel, who initiated a sustained commitment to research at the world's renown institution of high-learning, MIT, in the state of Massachusetts in the USA, in 1951. The first MT conference was held in London in 1956. Thereafter, in 1962 the Association for Machine Translation and Computational Linguistics was formed in the United States of America; the National Academy of Science formed a committee, known as ALPAC aimed to deal with the research and study of Machine translation. As a result, in the 1990s few companies such as Trados were launched which is a leader company in the development of translation memory computer applications.

While human translation has an ancient history, we are living in a time where a combination of the human brain and knowledge with technology will provide faster and sometimes even better results. This study will demonstrate with examples of how and why machines are not yet capable to reach the level of quality that humans do.

Although there are several machine translation tools and scientists of both technology and languages work hard to come up with a machine that will "replace" the human translator – this study will be focused on the back end of the machine translation process and the human translation process and the outcome of both versions. According to a Google Translate blog, Google Translate "translates roughly enough text to fill 1 million books in one day" (Posted by Franz Och, Distinguished Research Scientist, Google Translate, par. 7, 2012).

Research Aims:

The main aim of this paper is to discuss the reliability of machine translation, particularly the reliability and the usage of Google translate. In addition, it discusses the productivity and the veracity of human and

machine translation. Likewise, it exhibits the extent to which machine translation may be used as a reliable substitute to the human translator and its deficiencies and shortcomings arising therefrom.

Research Questions

In this paper, the following research questions will be answered:

1. Are English-Albanian and vice versa Google translations reliable?
2. If Google and human translation are combined, will that make translation easier and faster?

Hypothesis:

Human translation remains irreplaceable, regardless, and despite numerous and advanced translation tools and gadgets that are nowadays available and at the hand of us – human translators.

Research Design and Methodology

Due to its uniqueness and complexity, the present paper is a product of mixed methods of scientific research and investigation to produce a sufficient amount of evidence and data to endorse the suggested hypothesis. The first part – the theoretical part, discusses the history of translation, both human and machine translation; whereas the second part – the practical part, discusses and exhibits results produced by machine translation and samples rendered by professional translators – my colleagues and friends.

Given the fact that this paper deals strictly with translation – human and machine translation, to make the case for this paper, the human participants are all professional translators, who possess experience and adequate academic background.

On the other hand, the results of machine translation – Google translate and its sister webpages – have been employed to ascertain, assess and demonstrate their accuracy and reliability. The gathered results have been exhibited by using screenshots to maintain the veracity and accuracy of the obtained data.

Nonetheless, what has contributed the most to this research are the professional inputs of my colleagues, translators, without whose support this enterprise would not have been possible.

Screenshots and translation samples

In this research, the differences in quality between human and machine translation have been compared and evaluated the accuracy and effectiveness of machine translation. Furthermore, the screenshots were employed to demonstrate the results obtained by both human and Google translation. Moreover, multiple human translations to compare the quality of their competence and differences were used. All this sustained endeavor has been undertaken to produce highly reliable data that would help the efforts of ascertaining the hypothesis herein.

Data analysis

Given the fact that the nature of this paper is not only qualitative but also quantitative, highly organized and combined scientific methods of analysis have been employed. Therefore, it includes the following: comparing-contrasting; categorizing; accounting; assessing and duplication, etc. Subsequently, the generated data and findings are discussed and analyzed accordingly and in accordance with its merits and importance.

Translation samples of human translators

Since this study mainly pertains to the evaluation of the reliability of machine translation, and the difference in quality between various translation applications – CAT tools – and the differences between machine translation and human translation, in this paper numerous samples of machine translation that are going to be exhibited on the screenshots will be offered – for originality – and two sample texts translated by various human translators, which in return will furnish sufficient amount of evidence to endorse the hypothesis.

What is translation?

It is of pivotal importance to define what translation is. Many definitions have been provided; however, for the sake of time and wording constraints, in this paper, we have deemed to discuss only a few, starting from the simplest.

Namely, the online Merriam Webster dictionary has the following definition: '*an act, process, or instance of translating: such as (a): a rendering from one language into another; [also] the product of such a rendering; (b) a change to a different substance, form, or appearance.*' (Author unknown).

On the other hand, we have the following definition: "*1. the process of translating words or text from one language into another; 2. a written or spoken rendering of the meaning of a word, speech, book, or other text, in another language.*" Nevertheless, the free encyclopedia – Wikipedia (Par. 1) offers a more sophisticated definition: "*Translation is the communication of the meaning of a source-language text utilizing an equivalent target-language text. The English language draws a terminological distinction (not all languages do) between translating (a written text) and interpreting (oral or sign-language communication between users of different languages); under this distinction, translation can begin only after the appearance of writing within a language community.*"

Venuti (1995) writes "*Translation is a process by which the chain of signifiers that constitutes the source-language text is replaced by a chain of signifiers in the target language which the translator provides on the strength of an interpretation. Because meaning is an effect of relations and differences among signifiers along a potentially 18 The Translator's Invisibility endless chain (polysemous, intertextual, subject to infinite linkages), it is always differential and deferred, never present as an original unity (Derrida 1982)*" (p. 17-18).

Translation History

Translation has not been viewed as a discipline of its own, yet, in the last decade the interest in translation has rapidly increased. World War II is considered to be a turning point for translation.

Given that translation is as old as communication between individuals or groups of individuals who didn't speak the same language, it follows that there are various theories on translation.

According to Hutchins, J. (1986), Munday, J. (2008) translation theories have developed extensively after the 1970s. The scholars that

contributed to this discipline during this period are, amongst others, Hans Vermeer with his 'Scopos' theory, Katharina Reiss with 'text types', Mona Baker, Basel Hatim, etc. However, most translation theories have discussed the issue of word-for-word (literal) or sense-for-sense (free) translation. The two most discussed concepts (word-for-word and sense-for-sense) the literal vs. free translation, have continued being debated also at the beginning of the twentieth century.

Brief History of Machine Translation

The development of Machine Translation research (MT) begun as early as 1949. According to "smartling", a web that provides many services, including translation services as their main service. As they mention in their brief history of Machine Translation (MT), the field of machine translation first appears in the Warren Weaver's Memorandum of Translation in 1949.

"1949 – 65: Machine Translation Research Begins: The new field of "machine translation" appears in Warren Weaver's Memorandum on Translation (1949), and the first researcher in the field, Yehosha Bar-Hillel, begins his research at MIT (1951). A Georgetown MT research team follows (1951) with a public demonstration of its system in 1954. MT is touted as a solution to help the U.S. keep tabs on Russian. It's also one of the first non-numerical applications for computers. MT research programs pop up in Japan and Russia (1955), and the first MT conference is held in London (1956).

Researchers continue to join the field as the Association for Machine Translation and Computational Linguistics is formed in the U.S. (1962) and the National Academy of Sciences forms a committee (ALPAC) to study MT (1964)."

In the late 60's it was suggested that Machine Translation Research development funds should be terminated because machine translation could not compete with human translation and its quality. Nevertheless, the research and development of Machine Translation never stopped.

Translation Process

Processing any translation, human or automated, the meaning of a text in the original, source, language must be fully restored in the target language,

i.e. the translation. While on the surface, this seems straightforward and easy, it is far more complex. The human translation process could be described as below:

- Decoding the meaning of the source text; and
- Re-encoding this meaning in the target language.

However, when it comes to the translation process, Nida uses Chomsky's model to describe the process of translation and it is expressed as in the figure below.
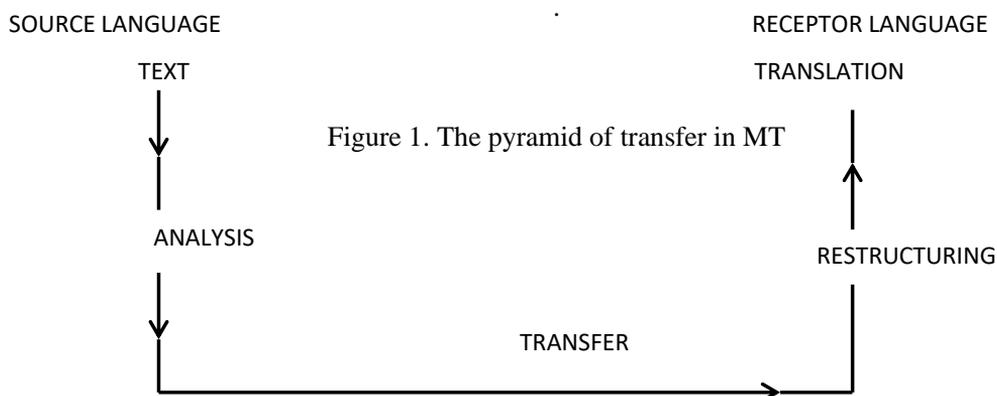
SOURCE LANGUAGE   RECEPTOR LANGUAGE

TEXT   TRANSLATION

Figure 1. The pyramid of transfer in MT

ANALYSIS   RESTRUCTURING

TRANSFER

As it can be noted from the diagram, the human translator when translating a text has to go through a myriad of mental and physical processes. Namely, the one will be provided with a text from SL – which in this case is Source Language Text, then he/she will analyze the text and decode it. What does 'decode the text' mean? Well, the human translator, aside from understanding the words and their meaning, will try to understand the underlying meaning of the words, the possible messages that that text may convey, etc. An experienced translator is capable to read, sense the tone of the text, and understand it for the meaning or message that particular text is intended to convey. After the analysis, the human translator will transfer that particular text into the TL or as it is named in the figure above 'receptor language'. The Human Translator then will restructure the translated text in a way that will best convey the meaning in the TL. Therefore, the last stage is the result, the final translated text, the version which the audience is provided with.

Research Design and Methodology of practical research

This study is a mixture of qualitative research method with descriptive method. Qualitative research is a positioned activity that locates the spectator in the world. It consists of a set of interpretive, material practices that make the world observable. (Denzin and Lincoln, 2000:4-5) assert that *'these practices alter the world as they turn it into a range of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. Thus, we can say that the qualitative researchers study things in their natural settings to make sense of or to interpret, phenomena in terms of the meanings people bring to them'*.

Based on the two points of view above, it can be ascertained that qualitative research with descriptive method helps the researcher make a report based on his or her understanding and explanation about the object by following and obeying the given rules.

Data collection

The data of this research are fragments from newspapers, such as Telegrafi and Koha Ditore, taken from the original text (Albanian) and the translated version (English) by Google Translate and five of my colleagues as the comparator translators as well as vice versa translations. Also, idioms have been borrowed from the 'menudujor' webpage; as well as some used in this are 'regionalisms' from the Albanian language. The selected and/or chosen texts are mainly technical, idioms, and journalistic materials taken from the abovementioned daily newspapers. The reasons for using this mixture of texts is to try to prove whether inhuman translation may substitute human translation and if yes, to what extent.

Data analysis

After categorizing the newspaper fragments, the next step is to analyze the data by elaborating and detailing each case of translation, trouble, and errors encountered by Google Translate, and elaborating every case of translation strategy and method used by the fellow translators in dealing with each translation problem.

The expected Results

Given the fact that the main aim of this paper is to discuss whether inhuman translation may substitute human translation, and if yes, to what extent; by the end of this research, the aim and expectation are to argue and provide sufficient evidence to suggest that as of now, a human translator cannot be replaced by gadgets. However, when translating certain texts that are plain and clear, machine translation and translation tools may be employed to their fullest potentials.

Data Analysis

To support the given hypothesis herein will be shown the sample translations – renderings obtained by the Google translation and other online translation webpages – screenshots have been employed to exhibit the originality of Google translations. In addition, texts in English have been distributed to my colleagues – professional translators and their renderings have been exhibited accordingly to compare and contrast analyses – between different human translators.

Results from the Google Translate application

This paper will demonstrate the reliability and accuracy of Google translate and similar websites. Moreover, various examples – employing various types of texts, with different tones and registers – to observe the extent to which the dissimilarities in morphology and syntax of source and target language affects the accuracy of Google translate shall be exhibited. Therefore, in the initial screenshot, the reliability of Google translate when translating a brief, but mainstream newspaper article shall be observed.
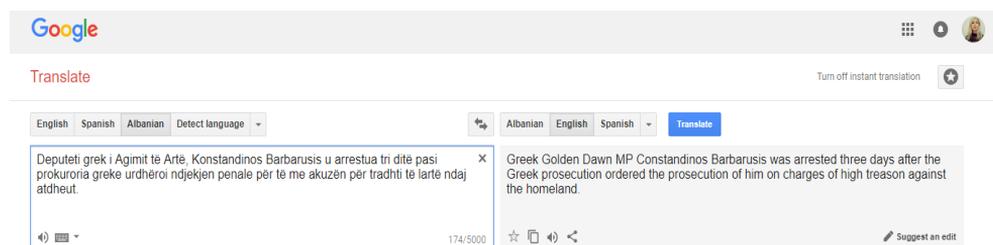

Figure 1. Google translation of a journalistic text

From figure 1, it may be observed that the Google translate version is rather impressive, although, the translated version – in English could be slightly improved if a human translator would work on it. However, even Google translate version is comprehensible, as far as its readability and semantics are concerned. Hence, it may be argued that since the source language text is grammatically, orthographically, and semantically correct, Google translate rendering is likewise correct. As a result, it may be inferred, that the reliability and accuracy of Google translation is closely interlinked with the extent to which the source language text is comprehensible and to the extent to which the source language word-order matches the word-order or the syntax of the target language.

Figure 2. Back-translation of the same text

In figure 2, it can be observed that the translation from the source language into English – as a target language, and back translation in Albanian is rather impressive and highly accurate. Nevertheless, in the back translation, one word was translated differently. That is the word '*kundër*' – in the source text, and the word '*ndaj*', in the target language text, when back-

translated. This in no way shows that we are dealing with a translation error, but rather with a choice of words since both words are grammatically and semantically correct.
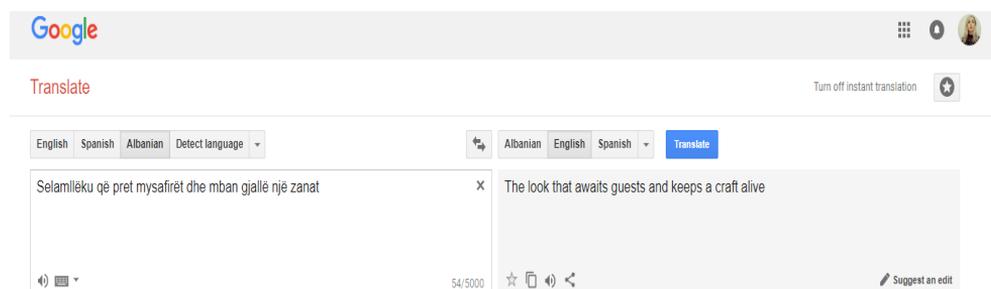

Figure 3. Incomprehensibility and accuracy

he reliability and accuracy of Google translation depend on the grammatical correctness and semantically correct source-language text. This may be additionally confirmed when we test Google translation reliability by comparing a plain, straight-forward text – the newspaper article – against an Albanian proverb, as seen on figure 3.

After a brief skimming of the translated version – in English – it may be observed that the rendering in English is incomprehensible and completely incorrect. Hence, it may be inferred, that Google translate accuracy depends not only on the grammatical correctness and semantically correct source-language text but also on the familiarity of the text, its context – especially when dealing with texts with hidden meaning.
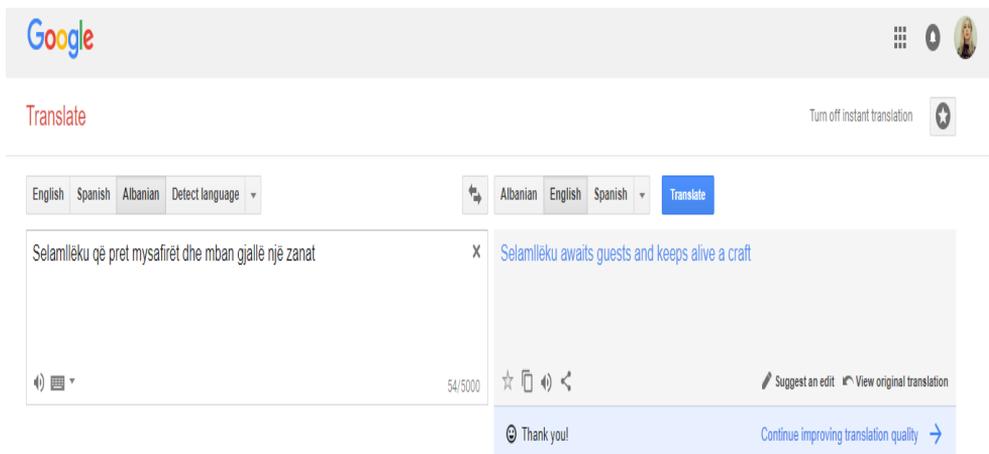
Figure 4. (Pro)Verb translation inaccuracy

In this figure, it can be noticed that the same proverb when translated again by the same – Google translate, supplies a very different rendering. Hence, this an additional endorsement to the paper that Google translate is clearly an unreliable translation tool when translating proverbs.

Figure 5. Back-translation equals accuracy
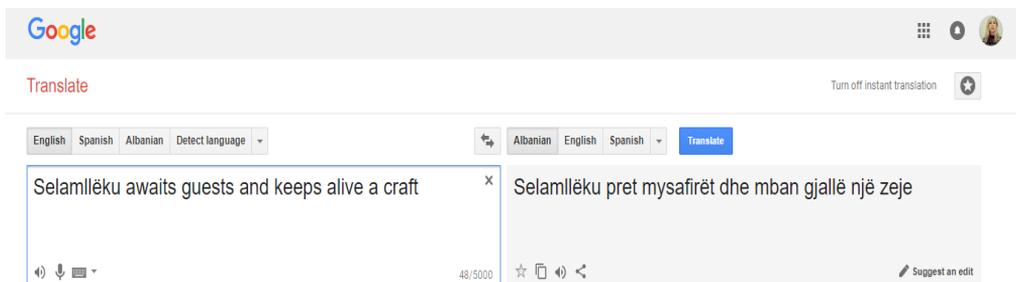
The above figure here shows the result of the back translation of the same proverb. From its reading, it may be noticed that the back translation rendering is almost the same as the original source text in Albanian – except one word, for which it may be argued that it is a matter of idiosyncrasy, but not an error, since words '*zeje*' and '*zanat*' are interchangeable in Albanian.
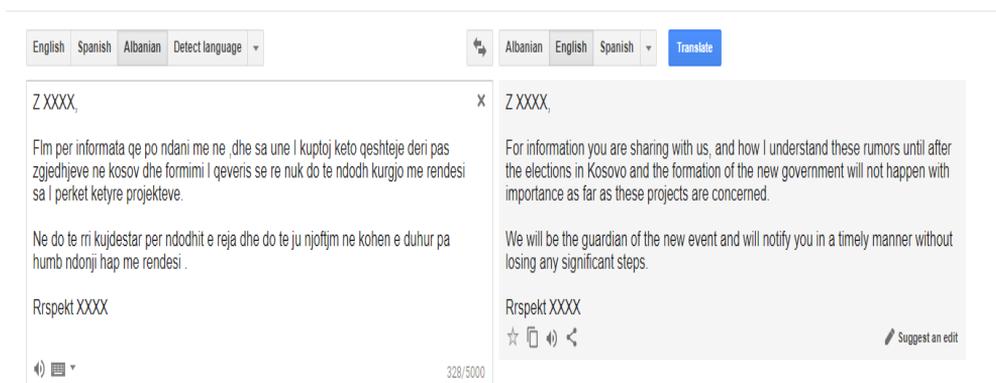
Figure 6. Structure, grammar, misspellings

Figure 6 demonstrates an e-mail exchange – which proves that when a text in the source language is poorly written – lacks structure, contains grammatical errors, and is misspelled - the translation rendered by Google translate is rather bad. This is not an uncommon event as the troublesome texts represent a headache for human translators, who have what no computer has, the common sense and critical thinking, and let alone a machine translation, as it is the Google translate. Hence, this type of text should never be entrusted to machine translation.

Figure 7. Single-word translation

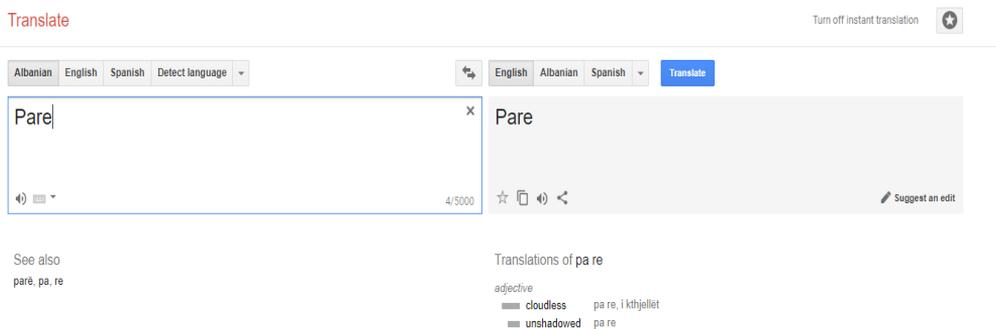The sample here is provided to show that single words – without context, quite often are more difficult to translate for MT apps. The word used here is 'Pare', which is a Kosovar-Albanian colloquialism for money – të holla, a word purposely misspelled to test Google Translate extent of reliability and accuracy. The intention here was to use the word 'parë' and see if Google would translate it as 'to see, seen' or 'money'. Surprisingly, the translation provided neither of the expected words. Instead, we are shown with a translation 'pare' and two other possible translations: 'cloudless' and 'un-shadowed', after Google had divided 'pare' into 'pa re', which would have the equivalent meaning of 'cloudless'.
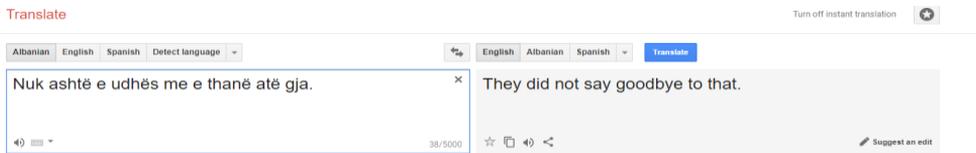

Figure 8. Regional and/or local dialects vs. MT tools

The sentence in the abovementioned screenshot is completely incorrect and senseless. The correct rendering would be: '*Nuk ashtë e udhës me e thane atë gja*' '*It's not polite to say that*', but never as '*They did not say goodbye to that.*'
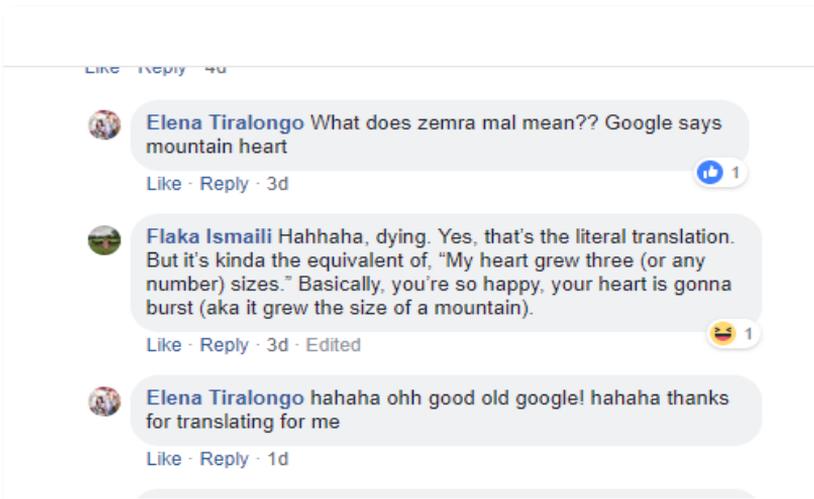

Figure 9. Equivalent translation of idioms

This particular screenshot is worthy of discussion as it exhibits comments made by human translators. It shows how a person with cultural knowledge of both countries and/or languages can translate an idiom. Thus, it can easily be noticed that in contrary to Google translate, the human - not a translator in this case - due to her ability to understand the cultural meaning was able to translate its full meaning.

Screenshot translation samples analyses

As the aforementioned figures demonstrate, there is no much difference between Google translate and the other translation application – found on the web as 'imtranlator'. This similarity is a result of the simple fact that most translation websites directly or indirectly borrow the translation data from Google translate.

Nevertheless, both, Google translate and *iamtranslator*, clearly demonstrate deficiencies when translating texts in varieties (dialects) of Albanian. Moreover, even a minor spelling or grammatical mistake, whether it be in the morphology or syntax of Albanian, presents an issue since the translation yielded by the application sounds ridiculously incomprehensible, as shown in the figures above.

Professional Translation Materials

My friends and colleagues – most of who are professional translators and who are graduates of translation studies – gave their contribution for this research in order to reach an accurate conclusion. The text provided below was written by Fadil I. Hoxha for Telegrafi newspaper.

The reason why Serbian officials repeatedly evoke Resolution 1244 is for the reason that they have no other argument on 'territorial sovereignty and integrity' of Serbia including Kosovo but the Resolution 1244. As it is known, the preamble of the resolution reaffirms the commitment of the UN member states for the territorial integrity and sovereignty of the former Federal Republic of Yugoslavia (FRY) as well as the region states. But, as it is also mentioned in the advisory opinion of the International Court of Justice (ICJ) this status is provisional while the nature of it is clarified latter on through the normative provisions of the opinion. As we know, ICJ stated that the independence of Kosovo did not violate the Resolution 1244.

Of course, the ICJ opinion should not be regarded as "a free interpretation by the ICJ judges" (as a local politician here would say) but it is a rightful judgment based on indisputable arguments presented by the Kosovo's defending attorneys at the ICJ.
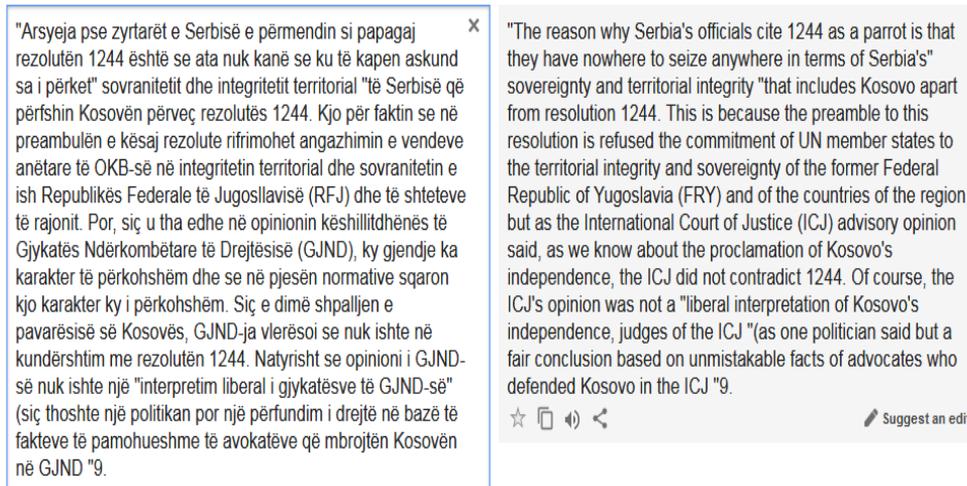
"Arsyeja pse zyrtarët e Serbisë e përmendin si papagaj rezolutën 1244 është se ata nuk kanë se ku të kapen askund sa i përket" sovranitetit dhe integritetit territorial "të Serbisë që përfshin Kosovën përveç rezolutës 1244. Kjo për faktin se në preambulën e kësaj rezolute rifrimohet angazhimin e vendeve anëtare të OKB-së në integritetin territorial dhe sovranitetin e ish Republikës Federale të Jugosllavisë (RFJ) dhe të shteteve të rajonit. Por, siç u tha edhe në opinionin këshillitdhënës të Gjykatës Ndërkombëtare të Drejtësisë (GJND), ky gjendje ka karakter të përkohshëm dhe se në pjesën normative sqaron kjo karakter ky i përkohshëm. Siç e dimë shpalljen e pavarësisë së Kosovës, GJND-ja vlerësoi se nuk ishte në kundërshtim me rezolutën 1244. Natyrisht se opinioni i GJND-së nuk ishte një "interpretim liberal i gjykatësve të GJND-së" (siç thoshte një politikan por një përfundim i drejtë në bazë të fakteve të pamohueshme të avokatëve që mbrojtën Kosovën në GJND "9.

"The reason why Serbia's officials cite 1244 as a parrot is that they have nowhere to seize anywhere in terms of Serbia's" sovereignty and territorial integrity "that includes Kosovo apart from resolution 1244. This is because the preamble to this resolution is refused the commitment of UN member states to the territorial integrity and sovereignty of the former Federal Republic of Yugoslavia (FRY) and of the countries of the region, but as the International Court of Justice (ICJ) advisory opinion said, as we know about the proclamation of Kosovo's independence, the ICJ did not contradict 1244. Of course, the ICJ's opinion was not a "liberal interpretation of Kosovo's independence, judges of the ICJ "(as one politician said but a fair conclusion based on unmistakable facts of advocates who defended Kosovo in the ICJ "9.

☆ ▢ ◀) <   ✎ Suggest an edit

Figure 10. Google translation sample of the newspaper text for comparison between human and MT translation

The dissimilarity between human translation and Google translate

In the compare-contrast analyses the following differences can easily be observed:

- In the first sentence, in Google translate it reads: '*The reason why Serbia's officials cite 1244 as a parrot is that they have nowhere to seize anywhere in terms of Serbia's" sovereignty and territorial integrity "that includes Kosovo apart from resolution 1244'.* On the other hand, in human translation, we read: '*The reason why Serbian officials repeatedly evoke the Resolution 1244 is for the reason that they have no other argument on 'territorial sovereignty and integrity' of Serbia including Kosovo but the Resolution 1244'.*

After brief skimming, it can be noticed that the Google translate version has maintained fidelity to the original text in Albanian, but as a consequence, it has become meaningless (*nowhere to seize anywhere),* whereas the human translation, has employed his common sense and inference – since as a human he knew the context of the text, and did not maintain the fidelity of

the text, but has decoded and encoded it to become meaningful to the reader.

Nevertheless, when analyzing closely the human translation, what may be adduced is that humans are creative beings and therefore, different translators employ their inventiveness even when translating.

As stated above, human beings possess individuality and personal creativity. This can be observed when comparing and contrasting translations of the same text by different human translators. Namely, when comparing the version rendered by R.K. and the rendering of translator Z.K., we may observe differences from the very first sentence, i.e. R.K. rendering goes as follows:

'… repeatedly evoke the resolution… they have no other argument on …' whereas, Z.K. renders it as: *'… talk repeatedly about resolution … they don't have any other idea linked with the…'.*

The assertion here is that human beings are different and their inventiveness comes into play even when translating, which may be observed when reading the very first sentence – as shown in the above-compared translation samples.

Comparison of Human Translation vs. Machine Translation of Idioms/Proverbs:

It is a well-established fact, that translating idioms, proverbs, figurative speech and other literary devices is a 'translator's nightmare'. Therefore, in this paper it can be stated that Google translate, as well as other computer-aided tools, are not fully reliable, and these types of texts require a human translator, and indeed a very competent one.

To endorse this study, herein, are exhibited some examples with accompanying explanations shows exactly why it is, in most cases, impossible to translate idioms, proverbs; anything that does not have a literal meaning. All examples have been borrowed from the mendujor.com webpage, whereas the human translation and commentary are entirely mine.

"Shkel e shko
Translation: Step and go
Meaning: Messy; something done haphazardly.
HT: Half**sed.

Larg qoftë
Translation: Let it be far / hopefully far.
Meaning: The hope or wish that something never happens.
HT: God forbid.

Mos e vrit mendjen
Translation: Don't hurt your mind.
Meaning: Don't worry about it.
HT: Don't worry about it.

As the examples listed above clearly indicate, translating proverbs and idioms is truly a cumbersome enterprise which requires, not merely for a translator to be well-acquainted with the source and target language but to be well-versed in literature as well – to know the paradigmatic and syntagmatic interface between the proverbs and their underlying meanings to be able to decode them from the source language and encode them into the target language. When comparing the renderings of female and male translators, there is no significant difference. This comes from the fact that the text is gender-neutral; therefore, the perceptions of translators were common – since all translators are native ethnic Albanians.

Discussion of the findings

When analyzing the mustered data from machine and human translation samples, it can be concluded that all research questions/hypotheses are supported by numerous facts.

Namely, the answer to the first research question, '*are English-Albanian and vice versa Google translations reliable*?' may be observed from the data findings – as shown on the screenshots – which shows that Google translation reliability is limited. That is, Google translation may be employed as an auxiliary tool that accelerates the translation process under close human supervision, since certain straightforward texts, such as newspaper articles, are to a degree accurately translated instantly by Google translate or similar web pages. Nevertheless, complicated texts, such as proverbs, idioms; or, texts in languages that have loose syntax – languages in which word-order is not as stringent as in English, Google translate is not reliable at all.

When discussing the second research question: '*if Google and human translation are combined, will that make translation easier and faster*? It was

concluded that computer-aided tools, such as Google translation, can and indeed accelerate translation workflow. This comes from the fact that the capacity of human memory has limits, although humans are very versatile, rational, and inventive. On the other hand, Google's memory capacity is virtually unlimited. Hence, many texts, such as newspaper articles, which are rather straightforward texts, maybe swiftly translated employing Google translate, or for that matter, any other translation webpage. In this translation scenario, all that a human translator has to do is several clicks, and the job is pretty much accomplished.

Thus, it was also observed that even though Google translate may not always be accurate, translators can still rely on it because, data is constantly fed into it. Thus, Google translate data is constantly being enriched. As a result, many words, phrases, and paragraphs that have been previously been translated by different human translators who had previously made suggestions for translation quality improvement are already saved into Google translate memory and may be utilized directly. Hence, Google translate - when used by a skillful human translator- still accelerates the overall translation process and makes the human translator's task easier. Consequently, we may conclude that the answer to the second research question is definitely 'yes', when Google and human translation are combined, the translation process is not only easier and faster but also highly accurate.

After discussing the findings on the two aforementioned research questions; that is, after providing substantiated answers to the two questions, the main hypothesis can be discussed: *'Human translation remains irreplaceable, regardless and despite numerous and advanced translation tools and gadgets that are nowadays available and at the hand of us – human translators.'*

As it has been demonstrated throughout the body of this paper, regardless of swift development and continuous advancements of the IT industry – constant breakthroughs in technology, including bionic nanotechnology, still a rational and critical-thinking human translator is required throughout the rather complex process of translation. Hence, it may be concluded that, at least as of now, the human translator is an irreplaceable asset to the translation process. Therefore, in our era of globalization, where the need for translation is constantly increasing, the profession of the translator is being held in high esteem.

Conclusion

As stated in the introduction, translation, as an industry, is constantly increasing and improving. Hence, the accompanying technology is constantly advancing, and it is being used more and more every day. There are several companies, constantly working on improving applications that are now providing instant interpreting and translations. According to recent studies these applications, most of which are online translation providers, are sufficient or 'good enough' for every use, and are being used, largely and globally as an assistance to students learning a new language, tourists, businesses, dating applications, even journalists, bloggers and people of such (un)professional jobs, and any type of non-formal and unofficial use.

Nevertheless, given to the fact that translation is not a mere process of rendering the meaning of words from one language into the other, so far no computer-aided tool has been proven to be a truly reliable accessory, especially when translating complex text, i.e. prose, poetry, idioms, or figurative speech. Moreover, humans can employ their common sense and logical deduction to infer meanings even from the most complex texts, which is an impossible enterprise even for the most advanced algorithms.

Although translation tools and artificial intelligence are not able to substitute human translators, these tools have been and are a best friend to a professional translator who may be overloaded with materials and deadlines. Therefore, CAT tools are a very useful aid, since their memory is far more advanced than that of humans, it serves and aids the human translator as a dictionary and assistant. Hence, human knowledge and computer-aided tools when combined make the workload of translators easier and accelerate the translator's workflow. Therefore, the Google translate website along with other computer-aided tools is a part and parcel of modern translator's tools and accessories that enable translators to successfully, accurately, and promptly discharge their duties and responsibilities.

However, according to this research and the analysis of all the materials obtained from professional translators, and the analysis of the materials used for translation on the Machine Translation tools; to answer the questions asked at the Research Questions and Hypothesis – the results are clear and suggest that as of today, when answering the first Research Question '*Are English-Albanian and vice versa Google Translations reliable?*' these translations are not to be relied upon.

As for the second question Research *Question 'If Google and human translation are combined, will that make translation easier and faster?'* the results from this study and the obtained professional translations provide that the combination of MT memory and instant translation with the human logic and ability to understand, analyze, and decode can make the work easier and faster.

Nevertheless, the hypothesis 'Human translation remains irreplaceable, regardless and despite numerous and advanced translation tools and gadgets that are nowadays available and at the hand of us – human translators.' remains unchallenged by machine translation tools.

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